

Virginia Commonwealth University
School of Education
Department of Counseling and Special Education

Special Education – Early Childhood
M.Ed. Program Handbook



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Overview: Special Education – Early Childhood

Welcome!

We are pleased that you are considering becoming eligible to teach in early intervention (birth to three years old) or early childhood special education (ages three to five) and have chosen Virginia Commonwealth University's graduate program. Since the decision to pursue this career goal is critical, we want you to have as much information as possible about what is involved in meeting this goal. The purpose of this handbook is to describe policies, course offerings, and program requirements for completing the M.Ed. in special education - early childhood concentration (ECSE) and earning the credentials needed to teach in early intervention or early childhood special education. Additional sources of information may be found online via the VCU Graduate School website (<https://graduate.vcu.edu/>), the School of Education website (<https://soe.vcu.edu>), the School of Education Student Services website (<https://soe.vcu.edu/current-students/student-services-center/>), and the Department of Counseling and Special Education website (<https://soe.vcu.edu/departmentpages/counseling-and-special-education/>).

If you have additional questions, you may arrange an appointment with your advisor or contact the program coordinator. We look forward to your participation in the **Special Education-Early Childhood** program!

Program Goals

The Master of Education in Special Education program with an early childhood concentration (ECSE) is a sequentially planned series of courses and clinical experiences designed to prepare individuals to work with young children, from birth through age 5, with or at risk for developmental disabilities and their families. The courses are delivered using a hybrid of online and face-to-face formats. The program is learner-centered, innovative, interactive and collaborative. Through online discussions and face-to-face meetings with faculty members, community partners, student peers and program graduates, the ECSE teacher candidates have multiple opportunities to engage in interactive, proactive, and dynamic dialogues.

Successful completion of the degree program qualifies candidates for teacher licensure with endorsement in early childhood special education by the Virginia Department of Education and early intervention certification from Virginia Department of Behavioral Health. Candidates are prepared to intervene with infants and young children representing a wide range of abilities, including those at risk for developmental delays. As a result of training, candidates will be prepared to serve children and families in diverse and high-need communities in a variety of early intervention roles. The program can be completed in five semesters of full-time study or six semesters of part-time study.

Candidate Learning Outcomes

Candidates in the special education early childhood program (ECSE) demonstrate the knowledge, skills, and dispositions aligned with the Council for Exceptional Children Initial Preparation Standards (CEC, 2015) and Division for Early Childhood Recommended Practices (DEC, 2014).

1. Candidates demonstrate content knowledge in special education: Candidates demonstrate content knowledge in special education early childhood.
2. Candidates effectively plan instruction: Candidates demonstrate that they can effectively plan classroom- level and individualized instructional activities for infants, toddlers, and preschool-aged children with disabilities.
3. Candidates effectively apply knowledge, skills, and dispositions (clinical experience): Candidates demonstrate knowledge, skills, and dispositions through clinical experiences in early intervention and early childhood special education.
4. Candidates impact young children's learning: Candidates demonstrate a positive impact on young children's development and learning.
5. Candidates demonstrate data-driven decision making: Candidates demonstrate knowledge and skills in linking assessment to intervention for young children with disabilities.
6. Candidates demonstrate skills for collaboration: Candidates demonstrate interdisciplinary teamwork skills through collaboration with professionals and families.
7. Candidates demonstrate culturally responsive practice: Candidates demonstrate knowledge, skills, and dispositions for working with culturally diverse populations in high-need communities.

General Graduate Student Information

VCU Graduate Bulletin

The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council. It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website (<http://www.graduate.vcu.edu>) and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines. Visit the Graduate study section for additional information on academic regulations for graduate students. (<http://bulletin.vcu.edu/graduate/>)

Degree Candidacy Requirements

A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master's or doctoral status according to the degree candidacy requirements of the student's graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student's faculty regarding the student's academic achievements and the student's readiness to proceed to the final research phase of the degree program. Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions. Visit the Graduate study section for additional information on degree candidacy requirements. (<http://bulletin.vcu.edu/graduate/>)

Graduation Requirements

As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized. Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist. Visit the Graduate study section for additional information on graduation requirements. (<http://bulletin.vcu.edu/graduate/>)

State, National, and Accreditation Standards

All initial programs School of Education courses are aligned to the InTASC Model Core Teaching Standards (InTASC) (Appendix A). Course content, instruction, and relevant clinical experiences all align to state and national standards. For further information, please see:

Virginia Department of Education

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/>

See also

InTASC https://ccsso.org/sites/default/files/201712/2013_INTASC_Learning_Progressions_for_Teachers.pdf

These agencies have presented an “a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real-world problems, that values the differences each learner brings to the learning experience and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching (InTASC, 2011, p. 3).

Appendix A shares the InTASC core teaching standards. For additional information on the Standards, Performances, Essential Knowledge, and Critical Dispositions for new and experienced teachers, please visit:

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Further, program standards include those advocated by the Council for the Accreditation of Educator Preparation (CAEP). The Common Standards For Educator Preparation by The Council for the Accreditation of Educator Preparation is located in Appendix B. For more information, please see www.teac.org/wp-content/uploads/2011/03/CAEP-standards.pdf

Requirements

Degree Requirements

In addition to general [VCU Graduate School graduation requirements](#), candidates are required to complete course work in core and elective courses.

1. Credit hour requirements: Candidates are required to complete a minimum of 40 credit hours.
2. Grade requirements: Receipt of a grade of C or below in two courses constitutes consideration for dismissal from the program. After receiving a grade of C in one course, the candidate will be required to meet with Dr. Xu and their advisor to determine the appropriate course of action. Courses with a grade below C cannot be used to satisfy degree requirements.

Course	Title	Hours
Foundations		
EDUS 660	Research Methods in Education	3
EDUS/PSYC 607*	Advanced Educational Psychology	3
Core courses		
SEDP 501(ECSE 541)	Characteristics of Individuals with Disabilities (Infants & Young Children with Disabilities)	3
SEDP 603 (ECSE 604)	Theories, Assessments, and Practices in Literacy Development for Individuals with Exceptionalities (Early Literacy and Augmentative Communication)	3
SEDP 533 (ECSE 601)	Assessment of Individuals with Disabilities (Assessment of Infants & Young Children with Disabilities)	3
SEDP 601 (ECSE 602)	Instructional Methods and Programming for Individuals with Disabilities (Instructional Programming for Infants & Young Children with Disabilities)	3
SEDP 630	Legal Issues & Trends in Special Education	3
SEDP 631	Behavior Support of Individuals with Disabilities	3
Concentration courses		
ECSE 500	Language/Communication Intervention for Young Children with Disabilities	3
ECSE 542	Family/Professional Partnerships	2
ECSE 603	Integrated Early Childhood Programs	2
ECSE 672	Internship in Early Development and Intervention-Infant	1
ECSE 672	Internship in Early Development and Intervention-Preschool	1
ECSE 641	Interdisciplinary Methods in Early Intervention	3

ECSE 700	Externship - Infant	2
ECSE 700	Externship- Preschool	2
Total Graduate Credit Hours Required		40

*Students entering prior to 2020 have option of EDUS 605 or EDUS 673 in place of EDUS 607.

**Master of Education in ECSE
Program of Study Course Sequence-Full Time**

	First Year	Second Year
Fall	<p>SEDP 501 (ECSE 541) (3 credits) Characteristics of Individuals with Disabilities (Infants & Young Children with Disabilities)</p> <p>ECSE 500 (3 credits) Language/Communication Intervention</p> <p>EDUS/PSYC 607 (3 credits) Advanced Educational Psychology for Elementary Teachers</p> <p><i>Take VCLA</i></p>	<p>SEDP 631 (3 credits) Behavior Support of Individuals with Disabilities-EC</p> <p>SEDP 601(ECSE 602) (3 credits) Instructional Methods and Programming for Individuals with Disabilities (Instructional Programming for Infants & Young Children with Disabilities)</p> <p>EDUS 660 (3 credits) Research Methods in Education</p> <p><i>Poster presentation and preliminary portfolio review</i> <i>Apply for Externships</i></p>
Spring	<p>SEDP 533 (ECSE 601) (3 credits) Assessment of Individuals with Disabilities (Assessment of Infants & Young Children with Disabilities)</p> <p>ECSE 641 (3 credits) Interdisciplinary Methods in Early Intervention</p> <p>ECSE 542 (2 credits) Family/Professional Partnerships</p> <p>ECSE 672 (1 credit) Infant Internship</p> <p><i>Take Praxis Core Math</i> <i>Apply to Teacher Preparation</i></p>	<p>ECSE 700 (2 credits) Preschool Externship <i>Mid-program Dispositions Assessment (completed prior to enrollment in ECSE 700)</i></p>
Summer	<p>SEDP 630 (3 credits) Legal Issues & Trends in Special Education (Candidates with a provisional license may have completed this course).</p> <p>ECSE 603 (2 credits) Integrated Early Childhood Programs</p>	<p>ECSE 700 (2 credits) Infant Externship</p> <p><i>Apply for Graduation</i> <i>Final portfolio due</i></p>

	<p>ECSE 672 (1 credit) Preschool Internship</p> <p>SEDP 603 (ECSE 604) (3 credits) Theories, Assessments, and Practices in Literacy Development for Individuals with Exceptionalities (Early Literacy and Augmentative Communication)</p>	<p>* <i>Exception:</i> Students may take SEDP 630 EDUS/PSYC 607 in summer semester prior to starting the program or they can take it in any semester.</p>
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**Master of Education in ECSE
Program of Study Course Sequence-Part Time**

	First Year	Second Year	Third Year
Fall	<p>SEDP 501 (ECSE 541) (3 credits) Characteristics of Individuals with Disabilities (Infants & Young Children with Disabilities)</p> <p>ECSE 500 (3 credits) Language/Communication Intervention</p> <p><i>Take VCLA</i></p>	<p>SEDP 631 (3 credits) Behavior Support of Individuals with Disabilities-EC</p> <p>SEDP 601(ECSE 602) (3 credits) Instructional Methods and Programming for Individuals with Disabilities (Instructional Programming for Infants & Young Children with Disabilities)</p>	<p>ECSE 700 (2 credits) Preschool Externship <i>Mid –program Dispositions Assessment (completed prior to enrollment in ECSE 700)</i></p> <p><i>Apply for Infant Externship (Due September 15)</i></p>
Spring	<p>SEDP 533 (ECSE 601) (3 credits) Assessment of Individuals with Disabilities (Assessment of Infants & Young Children with Disabilities)</p> <p>ECSE 542 (2 credits) Family/Professional Partnerships</p> <p>ECSE 672 (1 credit) Infant Internship</p> <p><i>Take Praxis Core Math</i></p> <p><i>Apply to Teacher Preparation</i></p>	<p>ECSE 641 (3 credits) Interdisciplinary Methods in Early Intervention</p> <p>EDUS/PSYC 607 (3 credits) Advanced Educational Psychology for Elementary Teachers</p> <p><i>Poster Presentation and preliminary portfolio review</i></p> <p><i>Apply for preschool externship (Due February 15)</i></p>	<p>ECSE 700 (2 credits) Infant Externship</p> <p><i>Apply for graduation</i></p> <p><i>Final portfolio due</i></p>
Summer	<p>SEDP 630 (3 credits) Legal Issues & Trends in Special Education (Candidates with a provisional license may have completed this course).</p> <p>ECSE 603 (2 credits) Integrated Early Childhood Programs</p> <p>ECSE 672 (1 credit) Preschool Internship</p> <p>SEDP 603 (ECSE 604) (3 credits) Theories, Assessments, and Practices in Literacy Development for Individuals with Exceptionalities (Early Literacy and Aug. Comm.)</p>	<p>EDUS 660 (3 credits) Research Methods in Education</p>	

ENDORSEMENT in Early Childhood Special Education

	CREDITS	SEMESTER/YEAR
Foundations		
	3	
Assessment		
SEDP 533 (ECSE 601) Assessment of Individuals with Disabilities (Assessment of Infants & Young Children with Disabilities)	3	Spring, Year 1
Instructional Programming		
SEDP 601 (ECSE 602) Instructional Methods and Programming for Individuals with Disabilities (Instructional Programming for Infants & Young Children with Disabilities)	3	Fall, Year 2
Speech/Language Development and Intervention		
ECSE 500 Language/Communication Intervention	3	Spring, Year 2
Medical Aspects		
ECSE 641 Interdisciplinary Methods in Early Intervention	3	Spring, Year 1
Behavior Management		
SEDP 631 Behavior Support of Individuals with Disabilities	3	Fall, Year 2
Consultation		
ECSE 603 Integrated Early Childhood Programs	2	Summer, Year 1
ECSE 672 Internship: ECSE Preschool	1	Summer, Year 1
Child Growth and Development		
SEDP 501 (ECSE 541) Characteristics of Individuals with Disabilities (Infants & Young Children with Disabilities)	3	Fall, Year 1
Family-centered Intervention		
ECSE 542 Family Professional Partnerships	2	Fall, Year 1
ECSE 672 Internship in Early Development & Intervention – Infant	1	Fall, Year 1
Language Acquisition		
SEDP 603 (ECSE 604) Theories, Assessments, and Practices in Literacy Development for Individuals with Exceptionalities (Early Literacy and Augmentative Communication)	3	Summer, Year 1
Field Experience		
ECSE 700 Externship: ECSE (Preschool)	2	Spring, Year 2

Notes: SEDP 631 is 100% online; ECSE 700 is mostly in the field; all other courses are hybrid with 50% online and 50% face-to-face meetings. Candidates without provisional license will also need to take SEDP 630.

Virginia Department of Education Testing Requirements

1. PRAXIS Core

Special Education majors must either pass PRAXIS Core Math or submit suitable SAT scores or other combinations of testing acceptable by the Commonwealth of Virginia. It is advisable to plan well in advance so that the needed tests and scores are available prior to program deadlines and that you understand your individual requirements. The Student Services Center in the School of Education (<https://soe.vcu.edu/current-students/student-services-center/>) can provide additional information and application materials.

2. Virginia Communication and Literacy Assessment (VCLA)

This assessment is composed of two areas—reading and writing. The test measures communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community. Individuals are asked to demonstrate comprehension and analysis of readings; development of ideas in essay form on specific topics, outlining and summarizing; interpreting tables and graphs; mastery of grammar, and mechanics; vocabulary; and writing.

Individuals should complete the VCLA and Praxis Core Math in combination, for admission into the Teacher Preparation Program. Your advisor will provide you with the Teacher Preparation Program application and will sign this for you. Be sure to stay in communication with your advisor about your progress towards meeting these requirements.

Virginia Department of Education Certificate Requirements

1. Child Abuse and Neglect Certificate

Students working toward the M.Ed. must receive training on child abuse and child abuse laws. SEDP 631 Behavior Support of Individuals with Disabilities fulfills this requirement. Candidates will complete a Child Abuse and Neglect training (http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml) while enrolled in this course. Candidates should save and print a copy of this certificate resulting from this training and maintain a copy in their e-Portfolio for later submission for graduation/licensure.

2. Dyslexia Certificate

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. To meet the requirements, VDOE has developed an online Dyslexia Awareness Training Module (<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>). Candidates in SEDP 603 (ECSE 604): Theories, Assessment, and Practices in Reading (Early Literacy and Augmentative Communication), will complete this training. Candidates should save and print a copy of this document, and maintain a copy in their e-Portfolio for later submission for graduation/licensure.

VADBHS Early Intervention Certification

All candidates are required to complete the required Virginia Early Intervention Certification Modules. Completion of these modules is built into the ECSE course requirements as outlined below. These modules can be accessed on our Virginia Early Intervention eLearning Center site (<https://veipd.org/elearn/>).

These courses include:

- **Mission and Key Principles of Early Intervention: Required in ECSE 672**
This course covers the mission of Part C early intervention. Upon completion of this course, you will increase your knowledge of the 7 Key Principles of early intervention and learn what each principle looks like and doesn't look like.
- **The Early Intervention Process: Required in ECSE 603**
This course includes two modules: Ben's Journey through the Early Intervention Process and Writing Functional IFSP Outcomes and Goals. In the first module, you will learn about the early intervention process by following Ben's family from initial referral through transition. The second module focuses on tips and strategies for well-written outcomes and goals.
- **Effective Practices for Implementing Early Intervention: Required in ECSE 542**
This course addresses effective practices for implementing evidence-based early intervention (EI). The modules in this course cover: 1) family-centered practices, 2) providing EI in everyday routines and activities, and 3) supporting caregiver learning during EI visits.
- **Responsibilities of Early Intervention Practitioners: Required in ECSE 641**
This course covers essential responsibilities of all early intervention practitioners. Topics include: teaming and collaboration, confidentiality and professional boundaries, safety, abuse and neglect, contact note documentation and procedural safeguards.
- **Child Development: Required in ECSE 541**
This course provides an overview of typical development so that you know when to be concerned about a child's development or behavior. Specifically, the course content covers the following ages: birth to 3 months, 4 to 7 months, 8 to 12 months, 13 to 17 months, 18 to 24 months, and 24 to 36 months.
- **Authentic Assessment: Required in ECSE 601**
This course addresses authentic assessment in early intervention (EI). The lessons include: 1) What is Authentic Assessment, 2) Understanding Why, 3) Who, Where, When, and Within, and 4) Putting It All Together.

It is your responsibility to maintain copies of your certificates of completion for each of the modules. Once you complete your graduate degree, you must apply for EI certification through the Virginia **EI Certification Database**. You will need to create an account and complete the application for initial EI certification for an Early Intervention Professional.

Teacher Preparation and Externship Requirements

1. Teacher Preparation Program

The School of Education, in cooperation with the College of Humanities and Sciences, offers extended teacher preparation programs in special education. All initial licensure programs require clinical experiences throughout the program. During the initial stages of a program, these experiences occur as practica in varied placements in PK-12 education relevant to the candidate's program. Each program also requires a capstone clinical experience in the form of student teaching (externship).

The application for teacher preparation is now available online through the TK20 system. You can find the link to the online application process as well as required materials on the Student Services Center website (<https://soe.vcu.edu/admission/admission-to-teacher-preparation/>).

2. Mid-Program Disposition Evaluation (See Appendix B)

Prior to starting the first externship (ECSE 700), candidates will work with program faculty to complete the mid-program disposition evaluation.

3. Student Teaching Externship Applications (See Appendix C)

Candidates are required to submit Student Teaching Externship Application in the semester prior to enrolling in ECSE 700: Externship. Candidates will confer with Student Services (<https://soe.vcu.edu/current-students/student-services-center/>) and their advisor on completing the application and deadlines for submission.

4. ECSE 700 Externship

All candidates who have enrolled in ECSE 700: Externship will be required to attend a School of Education student teaching orientation at the start of the externship semester. Students should review the Student Services (<https://soe.vcu.edu/current-students/student-services-center/>) website and be on the lookout for email notification for details about the meeting date and location. Externship (or Internship)/ student teaching is the culminating activity for all of the programs offered in the School of Education and gives students an opportunity to demonstrate what they have learned during their professional academic preparation. Every teacher is a unique individual, and each of you brings uniqueness to your teaching. There are, however, requirements that all externs and student teachers must meet to successfully complete their program. Therefore, teacher candidates will receive a Student Teaching Handbook during orientation that will describe the externship process and provide the extern/student teacher, the cooperating teacher, and the university supervisor with an understanding of the common expectations for externship/student teaching. All externs or student teachers receive academic credit for the externship experience. ECSE candidates will complete two 2-credit externships: one in early intervention (birth through age 2) and one in early childhood special education (preschool).

E-Portfolio

The Early Childhood Special Education program electronic portfolio is the culminating, 21st-century program evaluation for candidates in the masters of education program. The companion e-Portfolio will reflect the teacher candidate's expertise in intervention planning, child assessment, academic creativity, and professional progress that will be developed over the program of study. To maximize educational opportunities for children with disabilities, candidates will demonstrate mastery of knowledge, skills, and dispositions that are aligned with the VCU School of Education conceptual framework, Early Childhood Special Education programming, state licensure, and national professional standards.

Components of the companion e-Portfolio will be used to direct career development, meet certification requirements, and pursue advanced study opportunities. Together, all components in the companion e-Portfolio are completed during courses taken while enrolled in programming and during clinical externships. The companion e-Portfolio will accompany the teacher candidate throughout his/her program of study and will be regularly updated and displayed for program faculty and peers. Faculty members will assess work on a regular basis and offer feedback for improvement. The final product will reflect teacher candidates' unique journey as a special educator of young children with disabilities and will be required for review in the semester of their final externship.

The primary goals of the companion e-Portfolio are to:

- Provide a comprehensive showcase of coursework and learning experiences during the program of study.
- Reflect on coursework and learning experiences with peers, faculty, colleagues, and the community.
- Present a comprehensive summative evaluation of the mastery of early childhood special education knowledge, skills, and dispositions that are necessary for program completion, career advancement, and licensing.
- Demonstrate progressive growth throughout the program.

Graduation Application

At the beginning of each semester, all matriculated graduate students will receive an email reminder from the Office of Records and Registration/Graduation Office to initiate the application-to-graduate process for the current semester. The email notification will be sent to the official VCU student email address and will include submission deadlines and guidelines. Students planning to graduate in the current semester should proceed as follows: (please see the link, <http://bulletin.vcu.edu/academic-regs/grad/graduation-info/>, for details)

- Complete the Apply To Graduate procedure on eServices. The VCU application to graduate will be provided during this process.
- Complete the VCU application to graduate according to the instructions provided. A separate application to graduate is required for each program from which the student intends to graduate.

Licensure Application

1. For teaching licensure through the VDOE - Those pursuing the M.Ed. in special education-early childhood should obtain and file the needed forms, including required signatures, through the School of Education Student Services Center for Virginia teaching licensure.
2. Early Intervention Endorsement through VA DBH - All candidates are required to complete the required Virginia Early Intervention Certification Modules. Completion of these modules is built into the ECSE course requirements. These modules can be accessed on our Virginia Early Intervention eLearning Center site (<https://veipd.org/elearn/>).

Course Descriptions

ECSE 500. Language/Communication Intervention for Young Children with Disabilities. 3 Hours.

Semester course; 3 lecture hours; 3 credits. Offered in hybrid format. Undergraduate students must have permission of the instructor prior to registration for this course. This course emphasizes how children learn to communicate and how to facilitate communication development. The course includes examination of language development, language differences and disorders, language facilitation, and relationship of language to literacy. Course content and assignments include information about evidence-based practices and promote critical reflection and problem-solving skills.

ECSE 542. Family/Professional Partnerships. 2 Hours.

Semester course; 2 lecture hours. 2 credits. Undergraduate students must have permission of the instructor prior to registration for this course. Theory and practice relevant to working with families of children with disabilities. Family-centered services and cultural sensitivity are emphasized. Provides an overview of family processes and reactions to having a child with a disability, strategies for helping family members support and work with their children, available community resources and legal rights of families and children with disabilities.

ECSE 603. Integrated Early Childhood Programs I. 2 Hours.

Semester course; 2 lecture hours. 2 credits. Offered in hybrid format. Examines the needs, opportunities, resources and barriers to early intervention and inclusive early childhood programs in Virginia and local communities. State and federal laws and policies, research-based practices and local models will be studied to understand the context for systems change. A planning process that includes funding mechanisms, staffing patterns, curricula service models, family participation options, resource coordination and program evaluation procedures will be emphasized.

ECSE 641. Interdisciplinary Methods in Early Intervention. 3 Hours.

Semester course; 3 lecture hours; 3 credits. Offered in hybrid format. This course focuses on the nature and characteristics of major disabling and at-risk conditions for infants and young children and the influence of interdisciplinary teamwork in service delivery. Emphasis is given to the medical aspects of young children with disabilities and the management of neurodevelopmental and motor disabilities. Review of adaptive equipment and its safe use, as well as selection and implementation of appropriate assistive technology will be covered. The importance and role of collaborative planning teams that include families and professionals from various disciplines, including health care, will be discussed. Essential teamwork skills will be learned and students will reflect on the application of those skills in practice.

ECSE 672. Internship in Early Development and Intervention. 2 Credit Hours Total. 1 credit hour taken at a time.

Semester course; 1 or 2 lecture hours. 1 or 2 credits. May be repeated. Designed to provide practical experience in different community programs that serve young children (birth to 5) from various cultural and linguistic backgrounds, who are at risk for or have developmental disabilities, and their families. These observation, participation and service-learning experiences are distributed across the graduate program, linked to other core content courses documented via portfolios and aligned with professional standards.

ECSE 700. Externship. 4 Credit Hours Total. 2 credit hours taken at a time.

Semester course; 1-6 credits. May be repeated for a maximum of 9 credits. Prerequisite: Permission of department. Plan of work designed by extern with prior approval of the offering department. State certification or equivalent may be required for some externships. Off-campus planned experiences for advanced graduate students designed to extend professional competencies, carried out in a setting, under

supervision of an approved professional. Externship activities monitored and evaluated by university faculty.

SEDP 501 (ECSE 541). Characteristics of Children with Disabilities. 3 hours.

Semester course. 3 lecture hours. 3 credit hours. This course prepares candidates to understand how exceptionalities can interact with multiple domains of human development to influence an individual's learning in home, school, community and throughout life. Candidates will gain an understanding of the characteristics between and among individuals with and without exceptionalities. Course content focuses on the identification and characteristics of individuals with exceptionalities as defined under the Individuals with Disabilities Education Improvement Act. This course also provides information on educational, psychosocial and behavioral interventions that serve as adaptations to the general curriculum and/or home/social expectations. Candidates gain an understanding of the impact of related medical conditions and differentiated evidence-based interventions on the development and learning of young children and/or students with or at risk for disabilities. In addition, candidates gain understanding of child abuse recognition and prevention, with particular focus on issues and strategies unique to working with young children and students with disabilities. Throughout this course, candidates will consider beliefs, traditions and values across and within cultures that influence relationships among and between young children, students and their families. Further, this course will emphasize the importance of interdisciplinary collaboration for promoting the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

SEDP 533 (ECSE 601): Assessment of Individuals with Disabilities. 3 hours.

Semester course. 3 lecture hours. 3 credit hours. This course is designed to provide knowledge and practical applications of screening and assessment of young children and students at risk for and with disabilities/delays. Teacher candidates will be prepared to make professional decisions regarding the screening, assessment and ongoing evaluation of young children and students with disabilities. Teacher candidates will gain knowledge of measurement principles and practices to administer assessments and interpret results. This course will emphasize examination of both formal and informal assessments and their use in data-driven decision-making related to educational placement, intervention planning and IEP/IFSP development.

SEDP 601(ECSE 602): Instructional Methods and Programming for Individuals with Disabilities. 3 hours.

Semester course. 3 lecture hours. 3 credit hours. This course provides the knowledge, skills and methods necessary to plan and deliver effective instruction to individuals with disabilities. Course content is focused on how to collaborate with families and other professionals to deliver instruction that improves the outcomes of young children and students. Teacher candidates will develop skills to plan and deliver instruction in a variety of educational settings and learning environments. This course builds teacher candidates' cultural competence and emphasizes the use of recommended practices and evidence-based interventions to support the social, emotional and/or academic growth of individuals with disabilities.

SEDP 603 (ECSE 604): Theories, Assessments, and Practices in Literacy Development for Individuals with Exceptionalities. 3 hours.

Semester course. 3 lecture hours. 3 credit hours. This course is designed to prepare teacher candidates to instruct and support individuals with exceptionalities in developing necessary skills for lifelong literacy. Teacher candidates will understand literacy development, including emergent literacy skills, and the impact of disabilities and delays on learning and progress in this domain. This course will emphasize assessment as the basis for designing instruction and interventions. A variety of strategies, methods and

supports will be discussed, analyzed and applied to address a variety of reading, language and/or communication needs.

SEDP 631. Behavior Support of Individuals with Disabilities. 3 Hours.

Semester course; 3 lecture hours (delivered as online, face-to-face or hybrid course). 3 credits. This course will provide an in-depth analysis of theoretical models, research and strategies for supporting positive behaviors of young children and students with exceptionalities. Emphasis is on developing, implementing and/or structuring environments and interventions to encourage adaptive behaviors and the social/emotional development of individuals with exceptionalities, and directly teach them to adapt to the expectations of differing environments. Course content focuses on conducting formal and informal assessments of behavior and environments to individualize and implement strategies to support the growth and development of individuals with exceptionalities. This course will help develop a candidate's ability to examine the behaviors of students with special needs in a variety of settings, including an understanding and application of behavior management techniques and individualized behavioral interventions. Techniques and approaches taught will promote skills that are consistent with developmental milestones and/or standards and rules of a variety of educational environments, and will be diverse based upon developmental, cognitive, behavioral, social and ecological theory and best practice. Candidates will learn to integrate results of assessments to develop long- and shorter-term goals and objectives and integrate these into individualized service and behavior change plans. Focus will also be on how to consult and collaborate with colleagues and families to implement individualized plans across a variety of environments. Candidates will learn to evaluate young children's and/or students' behavior and environments, as well as reflect on their own role in contributing to and mitigating challenging behaviors. Candidates will also learn strategies to prevent and/or intervene safely with children who exhibit challenging behavior, as well as to facilitate positive behavior. As part of the course requirements, candidates will also complete approved modules in child abuse and neglect recognition and intervention if not already completed.

Advising and Mentorship Programs

Faculty Advisors

A Special Education faculty will be assigned to assist teacher candidates who are admitted into graduate school for the ECSE program. Individuals must schedule a meeting to meet with advisors each semester to review the program of study. Individuals can confer with advisors at any mutually convenient time, but particularly before registering for any courses. It is especially important that meetings with advisors are held to review the program of study and to develop contractual agreements. Contact with advisors should be maintained until degree requirements are completed. Below please see the contact information.

Dr. Yaoying Xu Professor Phone: 804-828-5298 yxu2@vcu.edu	Dr. Serra De Arment Assistant Professor Phone: 804-828-7783 dearmentst@vcu.edu	Dr. Christine Spence Assistant Professor Phone: 804-828-2663 spencecm@vcu.edu
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Student Services Center

Teacher candidates should also access the VCU School of Education Student Services Center for questions regarding general advising, information on programs of study or requirements for graduation, or for general advice regarding continuation in a current program. Please find a link to the VCU School of Education, Student Services center by clicking the link: Student Service Center (<https://soe.vcu.edu/current-students/student-services-center/>).

Peer Mentorship Program

Each fall new students in the ECSE program are matched with a current ECSE student interested in this type of peer mentoring program. The purpose of the ECSE Peer Mentorship Program is to promote the improvement of academic success, persistence and successful graduation of students. Once a semester, students will have a formal meeting with faculty to serve as an open discussion on topics of interest. Students can meet with their mentor or mentee as often as needed, but formal opportunities are available once per semester at the ECSE information sessions.

Appendices

Appendix A

InTASC Standards (Abbreviated)



A Resource for Ongoing Teacher Development

InTASC

Model Core Teaching Standards and
Learning Progressions for Teachers 1.0



Developed by
CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)
April 2013

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
Phone: 202-336-7000
Fax: 202-371-1766

For more information about the InTASC standards and progressions, please visit www.ccsso.org/intasc. This link includes information on how to order printed copies of this document or download it at no cost.

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Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

- 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

- 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Reference Chart of Key Cross-Cutting Themes in Updated InTASC Standards'

This chart shows where in the text of the standards certain key themes are referenced, demonstrating how they have been integrated across the document. In some instances, the key theme is not explicit but can be inferred.

Theme	Knowledge	Disposition	Performance
*Collaboration	3(g), 3(h), 3(i), 5(p), 10(f), 10(h)	1(k), 3(k), 3(l), 3(nm), 5(u), 5(v), 6(m), 7(l), 8(s), 9(l), 10(k), 10(l)	1(c), 3(a), 3(b), 3(d), 5(f), 6(b), 7(a), 8(b), 8(c), 9(a-c), 9(e), 10(a), 10(b), 10(c), 10(d)
*Communication	3(i), 3(j), 5(o), 6(j), 8(o)	3(o), 3(n), 6(o), 8(u)	3(b), 3(e), 5(e), 5(f), 6(c), 8(h), 8(i), 8(j), 10(e)
*Creativity/Innovation	5(k), 5(q), 8(l), 8(o)	3(m), 5(v)	5(d), 5(g), 5(h), 6(g), 8(k), 9(f)
*Critical thinking, problem solving	4(h), 5(j), 5(n), 6(k), 8(l), 8(n)	4(n), 5(s), 8(r)	4(b), 4(c), 5(a), 5(b), 5(d), 5(g), 5(h), 6(d), 8(f), 8(g), 8(k), 9(b)
Cultural competence	1(g), 2(i), 2(l), 2(m), 3(i), 4(k), 5(r), 7(f), 8(m)	3(n), 4(m), 5(v), 5(w), 7(f), 8(t), 9(m)	2(f), 3(e), 5(h), 9(c)
English language learners	1(g), 2(i), 2(k), 2(l), 6(l), 8(m)	2(q), 6(q)	2(f), 2(g), 6(f)
Families/Communities	2(l), 2(m), 10(g), 10(g)	1(k), 2(o), 7(l), 8(s), 9(m), 10(k)	1(c), 2(f), 8(c), 9(b), 10(a), 10(e)
Individual differences	1(d-g), 2(i), 2(j), 2(l), 2(m), 3(i), 0 4(i), 4(k), 6(h), 6(i), 6(l), 7(f-j), 8(m), 8(n), 9(h), 9(i), 9(j)	1(h), 1(i), 1(k), 2(n), 2(o), 2(p), 6(o), 6(r), 7(k), 7(n), 8(t), 8(w), 9(m)	1(a), 1(b), 2(a-f), 2(h), 3(c), 3(e), 4(a), 4(d), 6(c), 6(e), 6(f), 6(g), 7(b), 7(c), 8(a), 8(b), 8(d), 8(e), 9(e), 10(c)
Interdisciplinary themes 0	5(k)	5(s), 5(t)	5(a), 5(b), 5(e)
*Multiple perspectives 0	5(j), 5(k), 5(o), 9(i), 10(g) 0	3(n), 4(n), 5(t), 5(w)	2(f), 4(b), 5(a), 5(b), 5(e), 5(h)
Professional learning 0	6(h-l), 7(h), 7(i), 8(m), 8(p), 0 8(q), 9(g-k)	4(m), 4(n), 4(o), 5(s), 5(t), 6(p), 6(r), 8(t), 9(m), 9(n), 10(l), 10(m)	6(a), 6(b), 6(e), 6(g), 9(a-f), 10(c), 10(d)
Student-directed learning	3(f), 3(h), 5(n), 6(k)	3(k), 3(l), 3(m), 6(m), 10(k)	3(a), 3(b), 3(d), 5(d), 5(g), 6(d), 8(b), 8(c)
Teacher responsibility	9(j), 9(k), 10(i) 0	1(j), 4(m), 6(n), 6(r), 7(m), 9(l-n), 10(j), 10(l), 10(m)	3(b), 9(d), 9(e), 10(a-e)
*Technology	3(j), 5(l), 5(m), 7(h), 8(p), 8(q), 10(h)	8(u), 8(v)	5(c), 5(f), 6(g), 8(g), 9(b), 9(d), 10(e)
Use of data to support 0 learning 0	5(l), 5(r), 6(h-j), 6(l), 8(n), 9(g), 9(h)	6(m-r), 7(n), 8(w), 9(l)	5(c), 5(f), 5(g), 5(h), 6(a-g), 7(c), 8(b), 8(d), 8(i), 9(a), 9(d), 9(g), 10(b), 10(c)

*Cross-disciplinary skills

Appendix B

Mid-Program Disposition Evaluation

ECSE Professional Dispositions Evaluation Continuum

School of Education

Virginia Commonwealth University

Student's Name: _____

Advisor: _____

Time of Evaluation: Year: _____ Semester: _____ Fall _____ Spring

Date Completed: _____

Purpose and Instructions

Consistent with the School of Education's conceptual framework, the purpose of the Dispositions Evaluation Continuum is to prepare students to reflect on their practice and their development of appropriate professional dispositions. It also provides a system for students and faculty members to assess a student's growth over time.

Students are evaluated on each key element on a scale of zero (unacceptable) to six (target). Scores of 1-2 may be given for students at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level. For each level except for unacceptable (where the rating is 0), there is a high end (2, 4, 6) and a low end (1, 3, 5). A rating of "No opportunity to observe" (N) is also permissible.

ECSE Professional Dispositions Evaluation Continuum

Revised 3/16/18

Key Elements	Unacceptable	Beginning (Awareness, articulation, identification)		Acceptable (Puts into practice, uses, implements, reflects)		Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)
	0	1	2	3	4	5 6
a. Exhibits a commitment to professional standards associated with early intervention/early childhood special education. CAEP 1.1, 3.3 InTASC 9 VA 6	No evidence that candidate incorporates professional standards into work with children and families.	Aware of professional organizations and can articulate standards associated with EI/ECSE.		Incorporates professional standards into written work and discussions.		Extends own professional practice by reflecting on professional literature or by being a member of a professional organization or by attending professional workshops, seminars, and/or conferences.
b. Supports learning environments that encourage the academic, social, and communicative growth of all children. CAEP 1.1, 1.4, 3.3 InTASC 1, 2, 3 VA 1, 4 Diversity	No evidence that candidate considers the different abilities, needs, learning styles, and cultures of children and families.	Articulates the need to consider differing child and family abilities, needs, learning styles, cultures, etc. in one's work with families.		Develops instructional plans that address different abilities, needs, learning styles, cultures, etc.		Reflects on work with children and families to determine how well a positive learning environment was created; Considers different approaches to meeting the needs, etc. of children and families.
c. Recognizes the importance of the social context of learning. CAEP 1.1, 3.3 InTASC 2, 3 Diversity	No evidence that the candidate recognizes the importance of the social context of learning.	Recognizes the importance of external factors outside the classroom and preschool that affect children's learning.		Develops instructional plans and responds to children and families in ways that demonstrate an understanding of the influence of external factors outside the classroom and preschool.		Makes adjustments to instructional plans and relationships with children and families that reflect an understanding of the influence of external factors on children's learning.
d. Has high expectations for all children and families. CAEP 1.1, 1.4, 3.3 InTASC 2, 7, 8 VA 1, 3, 4 Diversity	Evidence that candidate has low expectations for at least some children and families. Candidate fails to support families and children's learning.	Aware of developmental growth and age appropriate choices. Considers the needs of the child and family when designing instructional plans.		Communicates the belief that all children can learn, practices are strengths- and assets-based		Provides emotional and academic support to children and families and communicates confidence in the families' ability to make informed choices and decisions.
e. Takes other perspectives into account. CAEP 1.1, 3.3 InTASC 2 VA 6 Diversity	No respect for other viewpoints.	Willing to listen to other perspectives.		Considers other perspectives respectfully. Responds appropriately.		Actively seeks out other perspectives, and appreciates their point of view. May adjust own view upon reflection.

(Please mark level of growth for each criterion) M = Midterm F = Final

Level of Growth: N=No opportunity to observe 0=Unacceptable (has not yet reached beginning level) 1-2 =Beginning 3-4 =Acceptable 5-6 =Target

ECSE Professional Dispositions Evaluation Continuum

Revised 3/16/18

Key Elements	Unacceptable	Beginning (Awareness, articulation, identification)		Acceptable (Puts into practice, uses, implements, reflects)		Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)
	0	1	2	3	4	5 6
f. Adheres to professional code of ethics in decision making. CAEP 1.1, 3.3 InTASC 9 VA 6	Has been observed to make unethical decisions.	Awareness of professional ethical expectations of his/her school and profession.		Monitors personal performance in accordance with a professional code of ethics mind and is familiar with school's faculty handbook.		Makes fair, ethical decisions that do not put others at risk. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed.
g. Engages in reflective practice based on evidence of teaching effectiveness and child progress. CAEP 1.1, 1.2, 3.3 InTASC 1, 6 VA 6	No evidence of the ability or willingness to reflect on effectiveness; unaware of effectiveness on children's learning.	Articulates of the importance of collecting evidence of one's effectiveness; Generally accurate impression of children's learning.		Collects, analyzes data of one's effectiveness and children's learning; Can accurately judge effectiveness and children's learning.		Reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering children's progress in learning. Uses evidence of effectiveness in planning for further instruction.
h. Demonstrates integrity. CAEP 1.1, 3.3 InTASC 2, 9 VA 6	Candidate has been observed to cheat, lie, be dishonest or violates confidentiality and privacy of others.	Aware of the importance of honesty, truthfulness, and confidentiality in all situations.		Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge.		Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences.
i. Accepts responsibility. CAEP 1.1, 3.3 InTASC 9 VA 6	Late to meetings; misses deadlines; needs to be reminded often of obligations.	Aware of responsibilities with occasional lapses. Carries out tasks associated with role, but may have inadequate forethought.		Accepts tasks associated with role. Meets expectations of instructors or supervisors.		Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly.
j. Shows initiative. CAEP 1.1, 3.3 InTASC 9 VA 6	Overly dependent on external authority; Needs prompting to initiate action.	Some dependency on external authority; aware of importance of taking initiative.		Initiates appropriate actions independently.		Initiates appropriate actions in ways that go beyond individual classroom but within context of school.
k. Demonstrates commitment to chosen professional role. CAEP 1.1, 3.3 InTASC 9 VA 6	Lacks enthusiasm for professional role.	Somewhat aware of values and demands of profession.		Expresses enthusiasm for being an educator and working with children and families.		Exhibits professional persona characterized by enthusiasm and a strong, articulate commitment to the profession.

(Please mark level of growth for each criterion) M = Midterm F = Final

Level of Growth: N=No opportunity to observe 0=Unacceptable (has not yet reached beginning level) 1-2=Beginning 3-4=Acceptable 5-6=Target

ECSE Professional Dispositions Evaluation Continuum

Revised 3/16/18

	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification)		Acceptable (Puts into practice, uses, implements, reflects)		Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)
		0	1	2	3	4	5
	l. Exhibits sound judgment. CAEP 1.1, 3.3 InTASC 9 VA 6	Exhibits questionable judgment; inconsistent; makes decisions hastily or contrary to circumstances; does not adhere to school division policy regarding professional attire.	Exhibits subjective judgment based on personal experience or personal value system.		Exhibits sound judgment based on personal experience and relevant information or considers various views.		Makes decisions based on relevant information and best practice. Considers implications and consequences and views of others in making decisions.
	m. Accepts and welcomes constructive criticism CAEP 1.1, 3.3 InTASC 9 VA 6	Rejects constructive criticism; argues and/or gives excuses; becomes defiant.	Aware of value of interaction, exchange of ideas and points of view.		Accepts constructive criticism gracefully.		Seeks constructive criticism. Acts on suggestions for improvement.
	n. Models appropriate assertiveness. CAEP 1.1, 3.3 InTASC 9 VA 6	Inappropriate or inconsistent assertiveness, e.g. overly forceful or shy and reserved.	Articulates that assertiveness can range from passive to excessive.		Articulates positions and takes actions appropriate to the situation.		Articulates positions, is proactive in such areas as classroom management; and works actively for the betterment of teaching and learning in taking specific action.
	o. Candidates demonstrate technology knowledge and skill proficiencies (e.g., using databases, digital media, social networks, and/or electronic sources) to enrich professional practice. CAEP 1.5 InTASC 9 VA 6 Technology	Does not demonstrate an understanding or use of available technology resources to improve professional practice.	Has knowledge of and accesses electronic resources for classroom use and/or professional practice.		Use electronic resources to enhance classroom instruction and/or improve professional practice.		Creates effective electronic resources to enhance classroom instruction and/or improve professional practice.
	p. Collaborates with families and other relevant parties.	No evidence that the candidate plans to collaborate with families or other relevant colleagues.	Recognizes that educators work with families and communities in defining children's goals and conducting interventions.		Establishes positive working relationships with children, families, and colleagues through active listening and appropriate responses.		Encourages family involvement as a team member in planning, delivering, and evaluating services.

(Please mark level of growth for each criterion) M = Midterm F = Final

Level of Growth: N=No opportunity to observe 0=Unacceptable (has not yet reached beginning level) 1-2=Beginning 3-4=Acceptable 5-6=Target

ECSE Professional Dispositions Evaluation Continuum
Revised 3/16/18

Narrative Section

Please type or write additional comments if needed:

Instructor/Advisor Signature _____ Date: _____

The student's signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Candidate's Signature _____ Date: _____

Appendix C

ECSE Externship Application

**EARLY CHILDHOOD
SPECIAL EDUCATION
EXTERNSHIP**

DUE DATE
September 1st for the Spring
February 1st for the Summer

Revised December 2019

APPLICATION FOR EXTERNSHIP
ECSE 700: Early Childhood Special Education (ECSE)
Students must be accepted into Teacher Preparation in order to apply.

Applications are due: February 1st for summer externship and September 1st for spring externship
Submit your application to Serra De Arment

Application must be accompanied by **a copy of your resume, passing SAT, ACT or GRE scores, VCLA score report, unofficial copy of your VCU transcripts and copy of your provisional license (if applicable)**. *All parts of the application and accompanying documents must be typed or written legibly.*

NAME _____ Student No. _____
(LAST) (FIRST) (MIDDLE)

ADDRESS _____
(STREET) (CITY) (STATE) (ZIP)

DAYTIME TELEPHONE _____ HOME TELEPHONE _____

E-MAIL _____ GPA _____

CURRENT EMPLOYER: _____

TEACHER CERTIFICATION CURRENTLY HELD:

COLLEGIATE PROFESSIONAL _____ PROVISIONAL _____ POSTGRADUATE PROFESSIONAL _____ NONE _____

SEMESTER FOR PLACEMENT: FALL _____ SPRING _____ SUMMER _____ YEAR: _____

SEMESTER CREDIT HOURS: 1 HOUR _____ 2 HOURS _____ 3 HOURS _____

DESIRED PLACEMENT LEVEL: Infant Externship _____ Preschool Externship _____

ARE YOU REQUESTING AN "ON THE JOB SITE" EXTERNSHIP PLACEMENT: YES _____ NO _____

NAME OF SCHOOL DIVISION OR AGENCY REQUESTED:

Division or Agency: _____ Name of School: _____

Name of Cooperating Professional (Supervisor): _____

Supervisor's Years of Experience: _____ Email _____

Supervisor's Licensure Certification and Endorsements: _____

(Continued on back)

Licensure Eligibility Confirmation (Background questions – adopted from VDOE licensure application, July 2018)

PLEASE READ CAREFULLY AND CHECK Y (yes) or N (no)	Y	N
Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a criminal offense in another country?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving a child (minor) or a student?		
Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs or alcohol?		
Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency?		
Have you ever had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled, or denied by another state, territory, or country; surrendered such a license or the right to apply for such a license; or had any other adverse action taken against such a license? Please note: This includes a reprimand, warning, or reproof and any order denying the right to apply or reapply for a license.		
Are you currently the subject of any review, inquiry, investigation, or appeal of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil personnel services, or other education-related license or certificate? Please note: This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.		
Have you ever left any education- or school-related employment, voluntarily or involuntarily, under any of the following circumstances: (1) while the subject of a review, inquiry, investigation, or appeal of alleged misconduct; (2) when you had reason to believe a review, inquiry, investigation or appeal of alleged misconduct was under way or imminent; or (3) while any administrative or judicial proceeding involving and allegation of misconduct was pending, eligible for appeal, or under appeal? Please note: This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.		

Permission to Release confidential information:

I, _____ (print full name), am aware of and agree to the forwarding of my email, application, personal statement, transcript, TB results, and background check payment (if applicable) for the purpose of securing internship/student teaching placement(s) in a school(s) in one or more of the following school division(s): Henrico, Chesterfield, Hanover or Richmond.

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

DO NOT WRITE BELOW THIS LINE – APPROVED SCHOOL DIVISION/AGENCY USE ONLY

SITE SUPERVISOR/PRINCIPAL

DATE

SCHOOL/AGENCY

SUPERVISING TEACHER/COUNSELOR/ADMINISTRATOR

COORDINATOR

DATE

Return to:

VCU School of Education, Serra De Ament
P. O. Box 842020
Richmond, Virginia 23284-2020