

VIRGINIA DEPARTMENT OF EDUCATION
PROGRAM STATUS MATRIX
2007 EARLY/PRIMARY PREK-3 EDUCATION, ELEMENTARY EDUCATION, PREK-6, AND MIDDLE EDUCATION
8VAC20-542-80

INSTITUTION: Eastern Mennonite University

Endorsement Competencies	Courses and Experiences*
Professional studies requirements for early/primary education, elementary education, and middle education:	
1. Human growth and development (birth through adolescence). Skills in this area shall contribute to an understanding of the physical, social, emotional, [speech and language,] and intellectual development of children and the ability to use this understanding in guiding learning experiences [and relating meaningfully to students] . The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.	PSYC 202 Developmental Psychology PSYC 203 Developmental Case Study ED 231 Organizing for Learning ED 232 Learning, Motivation and Assessment (PreK-6) ED 341 Language Arts ED 342 Reading/Diagnostic Reading ED 343 Content Area Reading and Writing ED 321 Management and Organization in Early Education ED 301 Needs of Diverse Learners
2. Curriculum and instructional procedures. a. Early/primary education preK-3 or elementary education preK-6 curriculum and instructional procedures. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; [and selection, development and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy;] evaluation of pupil performance [; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.] The teaching methods, including for [second language learners, limited English proficient students,] gifted and talented students [,] and those students with disabling conditions, shall be appropriate for the level of endorsement (preK-3 or preK-6) and be tailored to	ED 101 Exploring Teaching ED 201 Computers and Instructional Technology in Education ED 231 Organization for Learning ED 341 Language Arts ED 342 Reading/Diagnostic Reading ED 343 Content Area Reading and Writing; ED 331 Math in the Elementary School ED 332 Science in the Elementary School ED 333 Social Studies in the Elementary School ED 301 Needs of Diverse Learners ED 321 Management and Organization in Early Education

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promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school [and ,] the Standards of Learning [, and Foundation Blocks for Early Learning] shall be included. [Early childhood educators must understand the role of families in child development and in relation to teaching educational skills. They must demonstrate knowledge and skills in communicating with families regarding the social and instructional needs of children. Early childhood educators must understand the role of the informal and play-mediated settings for promoting students' skills and development and must demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning.] [demonstrated] proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.	
b. Middle education 6-8 curriculum and instructional procedures. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; [and] evaluation of pupil performance [; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.] The teaching	Not applicable.

* Description of what the institution offers to enable students to develop the knowledge and skills identified in the competency. When citing course, provide course number, title, and catalog description. Catalog descriptions and syllabi may be attached.

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methods, including for [second language learners limited English proficient students] , gifted and talented students [,] and students with disabling conditions, shall be appropriate for the middle education endorsement and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction also shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.	
[c.] Classroom [and behavior] management. Skills in this area shall contribute to an understanding and application of classroom [and behavior] management techniques [, classroom community building,] and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. [Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self discipline. The link between classroom and behavior management and students' ages must be understood and demonstrated in techniques used in the classroom.]	ED 232 Learning, Motivation and Assessment ED 321 Management and Organization in Early Education ED 231 Organizing for Learning ED 301 Needs of Diverse Learners
[d. Foundations of education: Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention must be given to the legal status of teachers and students,	ED 101 Exploring Teaching ED 232 Learning, Motivation and Assessment ED 321 Management and Organization in Early Education ED 451 Examining Foundations of Education ED 441 Reflective Teaching Seminar and Portfolio

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including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance) must be addressed.]	
e. Reading. (1) Early/primary preK-3 and elementary education preK-6 – language acquisition and reading. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher’s program. Additional knowledge and skills that add to a beginning teacher’s competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include: phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading. [Knowledge of typical language development, components and sequence of literacy development, and the connection between language development and literacy must be evident in coursework. Knowledge and skills in specific methods by which adults elicit and foster the components of language development must be included.]	ED 341 Language Arts ED 342 Reading/Diagnostic Reading ED 343 Content Area Reading and Writing ENG 302 Literature for Children
(2) Middle education – language acquisition and reading in the content areas. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School

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evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.	
[(3)] Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of [300] clock hours (including pre- and post-clinical experiences) with at least [150] clock hours spent supervised in direct teaching activities (providing direct instruction) at the level of endorsement. One year of successful full-time teaching experience in the endorsement area in any public school or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.	ED 411/2 a Student Teaching (PreK-3) ED 411/2 b Student Teaching (4-6)

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