

LEVEL I PREPARATION:

Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes, but is not limited to, curriculum and instruction (including instructional technology), reading in the content area, language acquisition, differentiation of instruction, classroom/behavior management, instructional design based on assessment data, human growth and development and other specific course work related to the Virginia Standards of Learning. Level I requirements must be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. After completing Level I preparation, candidates may be awarded a one-year Provisional Career Switcher License (July 1 to June 30 of given year). The Provisional Career Switcher License is active for the first year after the completion of the program requirements. During this time, candidates are expected to seek and obtain employment in a Virginia public school division or accredited nonpublic school in Virginia. If a candidate is unsuccessful in finding employment during the first year of the life of the Provisional Career Switcher License, the license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school. A Provisional Career Switcher license is limited to a total of three years

COURSE DESCRIPTIONS:

XPCL 5000. Foundations of Education. 7 Contact Hours Elementary/Middle/Secondary Education

This course provides an overview of many issues that are central to the teaching profession including diversity and equity, philosophy's role in education, instructional technology, legal issues associated with teachers' and students' rights and responsibilities, and administering the public education system in the US. In this course, candidates begin the development of their personal educational philosophies and engage in activities that prepare them for deeper, more focused learning in the Career Switcher Program's subsequent modules.

XPCL 5005. Curriculum and Instructional Procedures: Design for Effective Instruction. 35 Contact Hours Elementary/Middle/Secondary Education

This is a course in generic lesson design which provides students with essential ways to design and deliver content that make efficient use of instructional time and current research while also maximizing instructional effectiveness. Emphasis is on efficient use of instructional time, lesson design, assessment tools and relevant and current research. A primary goal of the course is assisting students in their respective development of a holistic attitude toward their instruction that successfully integrates teaching practices to what is to be learned by their students. These generic teaching behaviors identified in the course competencies will be framed within a specific piece of content selected from a subject the student eventually wants to teach and applied through the actual development of classroom lesson plans.

XPCL 5010. Curriculum and Instructional Procedures: Student Assessment. 7 Contact Hours Elementary/Middle/Secondary Education

This course is designed to help with data driven instruction. It will differentiate between norm- and criterion references tests. The candidates will explore different test formats and the advantages of using a test blueprint and how to construct and score tests. In addition, the class will present the use of rubrics and portfolios in the classroom with ways to use them effectively.

XPCL 5015. Curriculum and Instructional Procedures: Exploring the Curriculum Framework. 7 Contact Hours Elementary/Middle/Secondary Education

Candidates will identify "essential" standards of a lesson and explore how to develop clear learning goals and objectives by using various state and national resources. Candidates will learn how to shift students' focus from

“answer getting” to problem solving and critical thinking by exposing students to a large variety of complex texts in ALL subject areas. Candidates will also connect the standard topics to the prior knowledge of students.

XPCL 5020 Curriculum and Instructional Procedures: General Classroom Management. 14 Contact Hours Elementary/Middle/Secondary Education

This is a course in general classroom management that will develop the candidate’s philosophy of management and establish the candidate’s style. It will address the classroom environment, importance of procedures, communication and discipline and feelings of belonging for all students as well as preparing the climate for diverse strategies.

XPCL 5025. Human Growth and Development: Fundamentals of Human Growth and Development. 7 contact hours Elementary/Middle/Secondary Education

Candidates will learn theoretical concepts of Human Growth and Development to include the cognitive, social, emotional, physical, and moral domains and how these domains make up the total person. Additionally, they will learn how these factors influence the student’s ability to learn.

XPCL 5030. Human Growth and Development: Student with Special Needs. 7 contact hours Elementary/Middle/Secondary Education

The purpose of this module is to introduce Career Switcher participants to the fundamentals of providing quality instruction to students with diverse needs. The module will focus on legal issues surrounding special education, and will extend to strategies to provide an effective learning environment for all students.

XPCL 5035. Curriculum and Instructional Procedures: Dealing Effectively with Parents, Students and School Culture. 7 contact hours Elementary/Middle/Secondary Education

Candidates will become familiar with the influence of socio-economic status (SES) on a person’s worldview, especially as it applies to communicating with parents and students. They will learn effective communication strategies and become familiar with the professional expectations parents, students, faculty and administrators have of them. Additionally, they will clarify their expectations of the teaching profession along with typical expectations of their supervisors and colleagues.

XPCL 5040. Curriculum and Instructional Procedures: Technology Standards for Instructional Personnel. 14 contact hours Elementary/Middle/Secondary Education

The Technology Standards for Instructional Personnel course is required for teacher licensure in the state of Virginia and is essential to preparing pre-service teachers for the 21st century classroom. Candidates will learn strategies for effective technology integration and develop the skills associated with the Commonwealth of Virginia’s Technology Standards for Instructional Personnel. The course addresses the Technology Standards for Instructional Personnel (TSIP) competencies and upon completion students should be able to pass or apply for exemption from their school district’s TSIP exam.

XPCL 5043. Curriculum and Instructional Procedures (Classroom and Behavior Management): Secondary Classroom Management Techniques. 14 contact hours Middle and Secondary Education

This course has 10 sections that are designed to lead the Career Switcher to be confident in their ability to create a positive classroom environment that will facilitate academic success for all students. The 10 sections of this course (Discipline Plans; Procedures & Routines; Positive Learning Environment; Positive Relationships; Teacher Preparation; Student Responsibility; Classroom & Instructional Triggers; Pro Active Prevention; Dealing with Chronic Disruptions; How to Stay in Control when dealing with Classroom Management issues) will address professionally

appropriate behavioral and management techniques, building an appropriate educational environment through classroom community and positive redirection of behavior as well as the development of social skills and self-discipline.

XPCL 5045. Curriculum and Instructional Procedures: Differentiation of Instruction. 7 contact hours Middle and Secondary Education

Candidates will learn strategies to deal effectively with at-risk students based on theoretical concepts. Additionally, they will learn the strategies to motivate students, strategies to engage them more in the learning process, and how to successfully cope with the stressors of dealing with challenging situations.

XPCL 5046. Curriculum and Instructional Procedures: Writing to Learn Across the Curriculum. 7 contact hours Middle and Secondary Education

This course reviews, evaluates, and promotes the concept that learning in all subjects can be more meaningful and enhanced by using writing and thinking strategies to better convey, comprehend and retain course content.

XPCL 5049. Curriculum and Instructional Procedures: Reading Strategies. 21 contact hours Elementary Education

This course is designed to provide information on balance reading instruction in grades PRE-K-6. Topics will include: language acquisition, phonemic awareness, word identification strategies, vocabulary development strategies, comprehension strategies, and reading-writing connections.

TLED 568 Language Acquisition and Reading for Students with Diverse Learning Needs. 3 semester hours Elementary and Middle Education (Online)

This course provides an overview of normal language development and language disorders which impact the acquisition of language-based curriculum skills such as listening, speaking, reading and written expression. Course content includes the theoretical framework and basic instructional practices and strategies associated with literacy instruction in an elementary classroom. Emphasis is placed on instructional techniques to assist individuals with disabilities achieve basic reading skills and advanced comprehension. Effective reading strategies and curricula for individuals with disabilities will also be reviewed. (Lecture 3 hours; 3 credits).

XPCL 5050. Curriculum and Instructional Procedures: Teacher Questioning Skills. 7 contact hours Middle and Secondary Education

This course focuses on the principles of the Socratic method and how teachers in the classroom can employ it. We'll spend time discussing inquiry-based instruction and how it positively impacts student learning and engagement. We will examine and demonstrate the use of teacher created simulations and active participation activities to assist student learning. We will learn the positive impact of creating context before delivering information. Research suggests that an inquiry-based approach is the most effective way to engage students, motivate them, leading to constructive participation and retention of material.

XPCL 5052. Curriculum and Instructional Procedures: Elementary Education Reading Methods. 21 contact hours Elementary Education

This course is a methods course that focuses on the teaching and learning of reading. It will allow students the opportunity to apply knowledge gained in their Reading Strategies course work. It will consist of both theory and practice in which components of a comprehensive reading program are modeled, demonstrated, and experienced. Students in this course will participate in a variety of activities that will enhance their understanding of literacy teaching and learning with elementary students.

XPCL 5053. Curriculum and Instructional Procedures: Independent Study. 30 contact hours Elementary Education

This course is designed to enhance the pre-service teacher's understanding of the emergent, beginning, transitional, and instructional readers in elementary grades and the implementation of practical strategies that will help early learners become successful readers. Pre-service teachers will have the opportunity to design and create learning opportunities for their prospective classroom.

XPCL 5055. Curriculum and Instructional Procedures: Helping Students to Become Confident Readers 14 contact hours Middle and Secondary Education

Candidates will learn methods to identify students who are struggling readers in their content class and to design strategies and activities for content learning plans which differentiate to the reading instructional needs of these students.

XPCL 5065. Curriculum and Instructional Procedures: Content Training 21 contact hours Elementary/Middle/Secondary

Education Candidates will learn specific training based on their endorsement area. These classes introduces unit planning, pacing, lesson planning, teaching strategies and classroom management. Discussions, lectures, demonstrations, and some role playing will be introduced.

XPCL 5070. Curriculum and Instructional Procedures: Dealing with At-Risk Students. 7 contact hours Middle and Secondary Education

Candidates will learn strategies to deal effectively with at-risk students based on theoretical concepts. Additionally, they will learn the strategies to motivate students, strategies to engage them more in the learning process, and how to successfully cope with the stressors of dealing with this challenging cohort.

XPCL 5075. Curriculum and Instructional Procedures: Preparing an Effective Lesson Plan. 7 contact hours Middle and Secondary Education

This module in generic lesson design review provides candidates essential ways to review the design, delivery, and assessment of Learning Plans. Emphasis is on efficient use of instructional time, lesson design, assessment tools and relevant and current research. A primary goal of the workshop is assisting students in their respective development of a holistic attitude toward their instruction that successfully integrates teaching practices to what is to be learned by their students. These generic teaching behaviors identified in the DEI course competencies will be framed, reviewed and critiqued within the content specific Learning Plans submitted. Results of the critiques will be shared with the authors of the learning plans

XPCL 5077 Curriculum and Instructional Procedures: The Management of Learning and Instruction. 7 contact hours Elementary/Middle/Secondary Education

Classroom Management Techniques that will develop the candidate's plan for the management of instruction by developing a specific Classroom Management Plan to fit the grade level and content of the teacher. Candidates will address the classroom environment, importance of procedures, communication and discipline

XPCL 5080. Curriculum and Instructional Procedures: Issues and Answers for New Teachers. 7 contact hours Elementary/Middle/Secondary

Education Issues and Answers for New Teachers for Career Switchers is designed to support new teachers and facilitate the successful entry of transitioning/beginning teachers into the teaching profession by addressing topics that impact their day to day professional and teaching decisions.

XPCL 5095. Practicum Observation. 30 contact hours Elementary/Middle/Secondary

Experiences in PK12 classrooms represent an important component within the Career Switcher Program and all high-quality teacher preparation programs. Required in-school observation offers participants the opportunity to make contacts in school districts while gaining knowledge about teacher responsibilities and instructional strategies. All Career Switcher candidates are required to complete a minimum of 30 practicum hours by reflecting on the Professional Study Requirements and how it correlates with the Career Switcher Program's Enduring Understandings (i.e., VDOE's Uniform Teacher Performance Standards).

XPCL 6000. Curriculum and Instructional Procedures: Lesson Plan Presentation. 1 contact hour Elementary/Middle/Secondary Education

All Career Switcher candidates all required to present a 1 hour lesson plan. The lesson plan will be assessed by instructor's and peers.

XPCL 6005 Elementary Education Classroom Management 14 contact hours

Students will formulate a personal philosophy of classroom management, examine effective techniques for arranging the classroom, formulating classroom rules, identifying and teaching classroom procedures and routines. This course will also prepare prospective teachers with respected philosophies and approaches that deal with appropriate social behaviors and classroom management systems, and provide strategies and suggestions that will enable them to be successful and confident while compare the beliefs and strategies of selected theorists that relate to effective classroom management (i.e. Skinner, Gordon and Dreikurs).