

2006-2007

Teacher Education Program Manual



Only the Educated are Free.
--Epictetus

**The Jessie Ball duPont Center for Teacher Education
Flory Hall
Bridgewater College
402 East College Street
Bridgewater, VA 22812**

Jessie Ball duPont

Jessie Dew Ball was born in 1884 into a genteel Virginia family impoverished by the Civil War. Educated in a one-room country school and later at what is now Longwood College in Farmville, Virginia, she helped her father in his law practice. She later taught school in her home county until 1908, when she moved with her parents to San Diego, California. There she became assistant principal in the largest elementary school in the city and contributed to the support of her elderly mother and father.

In 1920, she reestablished an earlier friendship with Alfred I. duPont, whom she had met as a teenager when he came to Virginia on hunting expeditions at the turn of the century. They were married in 1921. Mrs. duPont was not only a devoted wife but also a constant companion and close advisor to her husband in both his business and charitable activities. When he died in 1935, she assumed control of his vast business enterprises in Florida and became the principal trustee of his estate. In his memory she created three foundations: one to build a children's hospital in Delaware; a second to assist needy persons in Florida, Delaware, and Virginia; and a third to recognize outstanding contributions in the field of broadcast journalism.

From the time of her marriage, Mrs. duPont focused her life on charitable and philanthropic work. For four decades she funded hundreds of scholarships for college students, mostly in the southeastern states. Her gifts to colleges and universities augmented faculty salaries and built libraries. Hundreds of churches of all denominations, major charities, children's homes, historic buildings, and art museums benefited from her gifts. When she died in 1970, her will established the Jessie Ball duPont Religious, Charitable and Educational Fund to continue her philanthropic work. The principles and interests that she pursued during her life still guide the Fund today.

The Jessie Ball duPont Fund is a national foundation having a special, though not exclusive, interest in issues affecting the South. The Fund accomplishes its mission by working creatively with the approximately 327 individual institutions whose eligibility was determined exclusively by Mrs. duPont's prior personal philanthropic decisions. These institutions - diverse and rich with potential - provide the Fund steady access to an impressive array of contemporary ideas, visions, and talents. The Fund uses its resources in two principal ways: to enable the Fund, in concert with these institutions and their partners, to address broad-based issues of the larger society that have regional, national, and even international relevance; and to assist these institutions in developing the internal capacity to meet the present and future needs of their specialized constituencies and local communities.

The Jessie Ball duPont Fund makes grants to a defined universe of eligible institutions. An institution is eligible if it received a contribution from Mrs. duPont between January 1, 1960 and December 31, 1964. Proof of eligibility is determined by the Fund from examination of Mrs. duPont's personal or tax records or by the applicant presenting written verifiable evidence of having received a contribution during the eligibility period.

--Taken from the Jessie Ball duPont Fund 1998 Annual Report

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Welcome to the Jessie Ball duPont Center for Teacher Education

Welcome to the Bridgewater College *Jessie Ball duPont Center for Teacher Education*. For well over a century, Bridgewater College has produced some of the finest teachers in the Commonwealth of Virginia. Not only have our graduates excelled in the classroom, but many have gone on to become administrators at the building level and in central office positions. Some have become division superintendents, while others have become faculty members of various colleges and universities.

Preparing future teachers does not begin in the Education Department. A strong foundation in the liberal arts is essential for those preparing to teach in today's schools. Coursework in the Education Department builds on those courses that have been successfully completed in both the General Education Curriculum and the chosen major field of study. Education courses furnish the professional skills and real-life experiences that, in essence, provide the "finishing touches" to the liberal arts education of the Bridgewater graduate. We firmly believe that it is the combination of both general and major coursework coupled with the professional education courses as outlined by the State Department of Education that make our students the excellent educators they become. Success of this collaborative effort is evidenced in the number of Teacher Education Program graduates who go on to pursue graduate degrees and are named "teachers of the year" at the local and state levels. We continue to strive to become the best teacher preparation program available to students seeking a college experience in a liberal arts setting.

We hope this *2006-2007 Teacher Education Program Manual (Program Manual)* will provide information to assist you in making decisions on your journey to becoming a professional educator. It is designed to be used by both students and faculty in planning a successful academic experience for future teachers.

During the 1980s, Flory Hall was renovated with generous financial support from the Jessie Ball duPont Fund. In the 1990s, financial support from the duPont Fund continued with a grant for the development of the Special Education Program, including an innovative summer training program for paraprofessionals. In the late 1990s, we were awarded another generous grant to implement a model classroom where students can practice their professional skills in a state-of-the-art simulated instructional environment. In addition, funding has been made available to provide the latest technology resources to our students both in instructional classrooms and in an updated curriculum lab. In acknowledgement of the continued confidence the duPont Foundation has extended to our program, the faculty and students of the Education Department are proud to be known as the *Jessie Ball duPont Center for Teacher Education*. We are always eager for your suggestions and ideas on improving what we believe to be one of the finest programs on campus. We look forward to working with each of you and hope you will visit our Department often.

Bridgewater College Mission Statement

The mission of Bridgewater College is to educate and develop the whole person. Our graduates will be equipped to become leaders, living ethical, healthy, useful and fulfilling lives with a strong sense of personal accountability and civic responsibility. This mission is carried out in a learning community, with Christian values, high standards of integrity and excellence, affirming and challenging each member.

Bridgewater College Catalog
Adopted by Board of Trustees, Fall 1995

Bridgewater Honor Code

The Bridgewater College Honor Code prohibits lying, cheating and stealing. Personal honor is the foundation of the honor code.

Bridgewater College Catalog
Adopted by Board of Trustees, Fall 1995

Department of Education Mission Statement

The Department of Education builds upon the mission of Bridgewater College by providing a curriculum in which future educators are given opportunities to become competent, caring, and highly qualified teachers. Numerous field placements in public schools enable our students to reflect on and apply the pedagogical concepts and strategies introduced in college classes. Graduates will utilize pedagogical principles, content knowledge, awareness of diversity, and technology to enhance instruction for all learners, demonstrating the recursive relationship between and among standards, instruction, and assessment. The Department of Education provides a foundation for learning that enables future teachers to become instructional leaders.

Adopted by Education Faculty, May 28, 2003
Revised by Education Faculty, May 19, 2004

General Information

Faculty Advising

Faculty advisors are available to assist students with curriculum planning and selection of a major and to monitor academic progress. Advisors are important sources of information about curricular and co-curricular opportunities available to students as they seek to achieve their college goals. If you have not yet established career goals, you will want to discuss the matter with your advisor who may recommend particular courses. The resources in the Career Planning and Placement Office (Career Services) and/or certain co-curricular programs may also be helpful to you.

In addition to the academic major advisor, students in the Teacher Education Program will work closely with an advisor in the Education Department. These two advisors will work as a team.

Education Department Web Page

The Education Department maintains a Web page that includes information about the Department and the Teacher Education Program. It also includes links to other sites of importance to teacher education students.

Reciprocity with Other States

Virginia is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and participates in an interstate contract with the following jurisdictions: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Washington, and West Virginia. **However, it is important to contact the receiving state(s) to determine if other testing and ancillary requirements (e.g., a specific content course) are necessary.** For more information, see <http://www.nasdtec.org/contract.tpl>

Objectives

The Bridgewater College Teacher Education Program strives to prepare students to be leaders in the classroom, effective practitioners in their particular fields, and lifelong learners for their personal and professional growth. To this end, the College seeks to prepare prospective teachers, each of whom:

Understands the history of education, the major philosophical movements within education, current legal and social issues, and the role of the teacher.

Identifies the cultures that exist in the schools and teaches in ways that promote appreciation and understanding of a multicultural classroom.

Structures the physical environment for learning to promote maximum pupil achievement and to provide for students with special needs or differential abilities.

Employs grouping and behavioral management strategies that promote achievement and build student confidence in learning.

Plans and implements lessons and units of instruction that reflect knowledge of human development, including the cognitive, affective, and psychomotor characteristics of the learner.

Models effective speaking and interpersonal communication skills and uses appropriate non-verbal and verbal communication in individual, small group, and whole class settings.

Modifies instructional methods to accommodate the needs of special learners.

Uses technology and media effectively to enhance instruction.

Applies the principles and the knowledge of research to develop, implement, and evaluate appropriate instruction.

Works collaboratively with faculty, parents, community organizations, and others to support student learning.

General State Certification Requirements and Information for Prospective Teachers

Applicants must be at least 18 years of age and must possess good moral character.

Applicants must have the physical and mental health to perform the necessary tasks of teaching.

Applicants must have satisfactory scores on both the PRAXIS I, PRAXIS II, Virginia Reading Assessment (VRA), and the Virginia Communication and Literacy Assessment (VCLA). These scores must be furnished to Bridgewater College as a part of the application for licensure.

Applicants must maintain at least a 2.5 grade point average throughout all Bridgewater College coursework.

The prospective teacher will receive an application for a Collegiate Professional License from the College Registrar after completing student teaching and meeting all College requirements for graduation. There is a state fee for this application. Applicants will qualify for a five-year Collegiate Professional License in Virginia upon

successful completion of the Teacher Education Program passing the PRAXIS I and II tests, the Virginia Reading Assessment (VRA), and the Virginia Communication and Literacy Assessment (VCLA), and any other state-required conditions. This licensure is renewable every five years by taking approved college courses, attending workshops, etc., in order to accumulate the required 180 points for renewal.

Except for Liberal Studies majors, a provisional license may be available for teacher candidates who are not program completers, but who have graduated. It is the responsibility of the employing school division to make application for a provisional license for this employee.

All students admitted to the Bridgewater College Teacher Education Program are strongly encouraged to complete all requirements for certification, including all coursework, state assessment requirements, and student teaching. If one fails to complete all required components, the State Department of Education must complete a transcript analysis of all coursework. This could necessitate the completion of additional classes beyond those required by Bridgewater College's Teacher Education Program.

Policies and Procedures

Admission to the Teacher Education Program

Students who already hold a bachelor's degree and are seeking to fulfill requirements for certification and licensure must meet the same requirements as degree-seeking students.

Students pursuing teacher licensure may not be enrolled in any Education courses, except the following, until they have been admitted to the Teacher Education Program: EDUC 140: Introduction to Foundations of American Education and EDUC 200: Developmental Psychology.

Requirements for admission to the Bridgewater College Teacher Education Program include the following:

Achieve an overall grade point average of 2.5 or better;

Complete an application for admission to the Teacher Education Program;

Pass all three parts of the PRAXIS I or meet the composite score of 532 or be exempted based on SAT or ACT scores;

Receive positive recommendations from faculty, the Dean for Student Affairs, and others;

Verify previous work or volunteer experience with youth;

Be interviewed by a departmental faculty member; and

Be approved by the departmental faculty.

Other Application Facts

Applications can be obtained from the Faculty Resource Center in Flory 316. Applications include a self-search essay (guidelines provided with application) and a signed statement from the College Registrar (on front of application) confirming a 2.5 or greater grade point average and SAT or ACT scores.

Applications should be filed during the spring semester of the freshmen year in order to assist in completion of the program in four years. It is not necessary to wait until PRAXIS has been taken and/or passed to submit an application.

Application assistance can be obtained from any member of the Education Department.

Applications should be returned to the Faculty Resource Center.

A screening process is required after submission of written application materials. Included in this screening process is an interview with one or more members of the Education Department. After the interview, admission to the Program will be dependent upon a favorable vote by the Education faculty.

Retention in the Teacher Education Program

Requirements for retention in the Bridgewater College Teacher Education Program include the following:

Achieving a grade of "C" or higher in the following Core Skills courses:

- English 101: Effective Writing I
- English 102: Effective Writing II
- ES 105: Wellness
- COMM 100: Oral Communication
- MATH 105/115: Math Theory/Computations I and II **or the required Math for your major**

Maintaining a 2.5 grade point average overall;

Achieving a grade of "C" or better in all education courses; and

Passing the appropriate PRAXIS II content test, the Virginia Reading Assessment (VRA), the Virginia Communication and Literacy Assessment (VCLA), and other state requirements before graduation.

If denied admission to the Teacher Education Program, a student may submit a written appeal to the Chair of the Education Department for review by the Teacher Education Program Appeals Committee. All appeals must be supported by the student's major advisor who believes that the appeal is valid. Once the Teacher Education Appeals committee has rendered a decision on the appeal, the student may request a further review by the President of the College or his designee.

PRAXIS and PLATO® Web Learning Network

The PRAXIS Series is an Educational Testing Service (ETS) program that provides tests and other services for states to use as part of their teacher certification process. The Praxis Series assessments are also used by colleges and universities to qualify individuals for entry into teacher education programs. A number of professional associations and organizations also use these tests.

NOTE: Prior to admission to the Teacher Education Program, Bridgewater College education students must pass the PRAXIS I. The PRAXIS II and other state required assessments must be successfully passed to qualify a student for a five-year Collegiate Professional licensure in Virginia.

PRAXIS I

PRAXIS I is designed to be taken early in your college career to measure reading, writing, and mathematical skills. There is a high correlation between the SAT and successful completion of the PRAXIS I. Virginia's scores are the highest standards in the nation for its educators, and the PRAXIS cut scores reflect these expectations. Students with concerns about the PRAXIS series should speak with a member of the Education Department early in their college career.

Assessments are available in two formats, each measuring the basic academic skills vital to all teacher candidates.

- The paper-based Pre-Professional Skills Test (PPST) in Reading, Writing, and mathematics are one-hour multiple-choice tests. The Writing test includes both multiple-choice questions and a 30-minute handwritten essay.
- Computerized PPST (CPPST) in Reading, Mathematics, and Writing contain computer-delivered questions that require selecting single or multiple responses, highlighting or reordering information, or providing a constructed response. Each testing session includes sufficient time for tutorials on computer use, the test itself, and the collection of background information for scoring.

PRAXIS II

PRAXIS II subject assessments measure your knowledge of the subjects you will teach. They also measure your general and subject-specific pedagogical skills and knowledge.

PRAXIS II includes Subject Assessments/Specialty Area Tests and/or Multiple Subjects Assessment for Teachers. It is strongly suggested that this test be taken during the semester before the student teaching experience. Since some PRAXIS II tests may be used as a senior comprehensive, please check with your major department academic advisor. Passing scores may vary for the senior comprehensive graduation requirements and the state certification requirements.

Virginia Reading Assessment (VRA)

The Virginia Reading Assessment (VRA) will satisfy for elementary teachers the reading component of the teaching skills requirement mandated by the federal No Child Left Behind Act. The test will help identify those teaching candidates who have the knowledge and skills that are important for performing the job of an elementary (preK-3 or preK-6) teacher, a special education teacher, or a reading specialist in Virginia public schools. The VRA is criterion referenced and objective based, and is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. Please link to www.vra.nesinc.com for more information.

Virginia Communication and Literacy Assessment (VCLA)

The Virginia Communication and Literacy Assessment (VCLA) measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community. Candidates will be expected 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, mechanics, and vocabulary; and writing. Please link to www.vcla.nesinc.com for more information.

PLATO® Web Learning Network

Please contact the professor of your education course for any questions concerning PLATO®.

The PLATO® Web Learning Network is a web-based program to assist in preparing a student to take PRAXIS I

Additional Resources

The Education Department offers additional resources for those students who need further help in passing PRAXIS I or PRAXIS II. Please refer to the handout given to you in your various education classes.

The English Department offers the Writing Center that serves as a resource for students desiring help with the writing portion of PRAXIS I. It is located on the third floor of Bowman Hall.

It is possible to arrange individual tutoring for students seeking to improve specific skills. Discuss this with your faculty advisor.

NOTE: A limited number of registration bulletins for PRAXIS I and II are available in the Education Department Faculty Resource Center. The preferred method for registration is online at ETS.ORG at your convenience. Deadlines for registration must be followed for each test administration. Special testing provisions from ETS are available for those students with documented disabilities. Please see any of the Education Department faculty if you have any questions concerning the PRAXIS tests.

Class Attendance Policy

Regular class attendance is expected of all students, and attendance records are maintained. Responsibility for protecting the academic interests of the student and the College rests with the student and the instructor. A student who persists in being absent from class will be referred to the appropriate administrator. The Associate Dean for Academic Affairs will follow established procedures for excessive student absences.

General Education Requirements

NOTE: See *College Catalog* for complete description.

General Education

Students need to complete the following:

One World History course

Two global, U.S. and/or Europe diversity courses.

Two additional diversity courses or a foreign language.

Four courses in Developing the Liberal Arts. These must include one Literature, one Religion or Philosophy, New Testament, and one Fine Arts class chosen from the options listed in the College Catalog.

Two courses from the Social Sciences category.

Two courses dealing with the natural sciences. These courses offer a laboratory experience and are listed in the *College Catalog*.

One physical activity course and PDP (Personal Development Program). Transfer students and students with specific questions should contact their academic advisor.

Proficiency Requirements

Core Skill Courses:

ENG 101: Effective Writing I

ENG 102: Effective Writing II

ES 105: Wellness

MATH 105/115: Math Theory/Computations I and II **or**
the required Math for your major

COMM 100: Oral Communication

NOTE: A grade of "C" or better is required on the Core Skills courses attempted for admission into the Teacher Education Program. Additionally, a grade of "C" or better is required in all education courses to complete the Teacher Education Program.

The Bachelor of Arts (B.A.) Program

Proficiency is required at the intermediate level of the foreign languages offered at Bridgewater College. This can be accomplished through competency testing based upon prior knowledge (see the Foreign Language Department for details), coursework completed at Bridgewater College, or a combination of the two. Transfer students should consult with their academic advisor and the Foreign Language Department for appropriate placement.

The Bachelor of Science (B.S.) Program

Rather than pursuing a foreign language, B.S. degree candidates complete two upper level science courses or one upper level science and one upper level math course. This is in addition to the requirements of the General Education Program.

NOTE: A strong background in the areas of English, Mathematics, Science, and Social Studies is desirable for elementary classroom teachers. Students should carefully select courses in the General Education Curriculum and/or major to help prepare a foundation for their professional education goal, especially if choosing a major other than Liberal Studies.

Concentration Requirements

Professional Education Course Requirements for All Teacher Candidates

The following courses are required of all teacher candidates in the Elementary and Secondary licensure programs. The required course list for the Special Education licensure program is on page 20. Additional courses specific to a student's chosen certification along with an explanation of endorsements offered by Bridgewater College are listed on the following pages. A grade of "C" or better in each of these classes is required for teacher certification.

- EDUC 140: Introduction to Foundations of American Education (3)
- EDUC 200: Developmental Psychology for the Classroom: Birth to Adolescence (3)
- EDUC 201: Field Experience I (1) *Taken concurrently* with EDUC 215
- EDUC 215: The Exceptional Student in the Classroom (3)
- EDUC 302: Field Experience II (1) *Taken concurrently* with EDUC 334 or EDUC 335
- EDUC 303: Field Experience III (1) *Taken concurrently* with EDUC 370
- EDUC 380: Practicum in Current Teaching Techniques (3)
- EDUC 450: Seminar on Special Topics (1)
- EDUC 470: Professional Student Teaching (13)

Technology Competencies

All teacher candidates must demonstrate a working knowledge of the technology competencies identified by the Virginia Department of Education and reflected in student Standards of Learning. The Education Department must certify that each student completing the Teacher Education Program at Bridgewater College has met each of the competencies.

There are two ways that a student can be certified by the Education Department. The Virginia Foundation for Independent Colleges (VFIC) has developed the VFIC Information Technology Certification (Tek.Xam). It consists of two parts: Research and Applications and Part II: Web Design, Applications, and Legal/Ethical Issues. Those students entering the Teacher Education Program with an extensive technology background may elect to take this examination. Passing of the Tek.Xam as determined by the VFIC will satisfy the state technology requirement and will certify the student as information technology competent. This certification is recognized throughout the Commonwealth of Virginia.

Those students entering the Teacher Education Program without an extensive technology background or those who did not pass the VFIC Tek.Xam must enroll in CIS 103: Introduction to Computing. A minimum grade of "C" must be achieved in the course or a 75% pass rate on the placement test. A placement test for exemption from CIS 103 is given at specific times. Please contact Dr. Lee Williams, Chair of the Mathematics and Computer Science Department, for administration dates.

<p>NOTE: If there are any questions or concerns about the test administration, state SOLs, or the technology competencies, please contact Dr. David Coffman, Chair of the Education Department at 540-828-5352.</p>
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Endorsement Areas

Elementary (preK-6) and Special Education (K-12)

Students who seek certification to teach grades preK-6 and special education grades K-12 are encouraged to consult early with the Education Department faculty regarding a choice of major. Regardless of the major, it is vital for prospective elementary and special education teachers to have a solid working knowledge in the content areas (English, Science, Mathematics, or Social Studies) in order to implement the Standards of Learning as established by the Commonwealth of Virginia.

Liberal Studies Major

As an option to other arts and sciences majors, the Liberal Studies major is available for students seeking preK-6 and/or special education (K-12) certification. Since this major is linked with preK-6 and special education certification, **all** requirements (major and preK-6 and/or special education courses) must be met **prior** to graduation. **A student cannot graduate with this major and then return to complete student teaching.** This major is available in either a B.A. or B.S. degree and is housed in the Education Department. However, because of the strong math and science components of the major, most students in the Liberal Studies major graduate with a B.S. The following courses are required for the Liberal Studies major:

ENG 275 or 300:	Grammar, Style, Editing or Linguistics (3)
ENG 310 or 315:	Professional Writing or Teaching of Writing (3)
ENG 345:	Literature for Children (3)
MATH 105:	Math Theory and Computation I (3)
MATH 115:	Math Theory and Computation II (3)
MATH 200:	Introduction to Statistics (3)
HIST 201:	History of the United States to 1877 (3)
HIST 302:	The American Experience: 1877-Present (3)
GEOG 340:	Regional Geography (3)
BIOL 100:	The Nature of the Biological World (4)
PHYS 110 or 125:	Introductory Astronomy or Concepts of Physics (4)
CHEM 125:	Fundamentals of Inorganic Chemistry (4)
FCS 408 or 400:	Parent and Child Relationships or Early Childhood Education (3)

In order to meet all state licensure requirements, the following is the General Education Program for the Liberal Studies major. While this is the basic General Education Program, it does include a few minor changes and is advised for those with other majors who are preparing to teach in preK-6 and/or special education:

Developing the Liberal Arts: Core Skills for Freshmen (18 credits)

ENG 101:	Effective Writing I (3)
ENG 102:	Effective Writing II (3)
COMM 100:	Oral Communication (3)
MATH 110:	College Algebra (3)
ES 105:	Wellness (2)
ES Activity:	(1)

Developing the Liberal Arts: Global Perspectives (9 credits)

World History and Civilizations: An Overview (3 credits)

HIST 105: World History to 1500 (3) *or*
HIST 110: World History Since 1500 (3)

Cultures and Dynamics of the Global Community (3 credits)

One course from Global Diversity list and
One course from Global Diversity, Europe, or US list (HIST 201
Recommended)

Foreign Language (0-12 credits)

BA: Demonstrate proficiency at 202 level
BS: Demonstrate proficiency at 102 level or two additional courses from
Europe and/or Global Diversity list

Developing the Liberal Arts: Disciplinary Learning (32-34 credits)

Humanities: Choose one course from each of the four areas (12 credits)

Literature
Fine Arts
Old Testament *or* New Testament
Religion *or* Philosophy

Social Sciences: Choose two courses from different disciplines (6 credits)

Economics 200: Principles of Macroeconomics *or*
Economics 210: Principles of Microeconomics
Sociology 101: Principles of Sociology *or*
Psychology 200: General Psychology

Natural Science and Mathematics (8-16 credits)

Science: Choose one course (all required for the liberal studies major)
Biology 100: The Nature of the Biological World
Chemistry 125: Fundamentals of inorganic Chemistry
Physics 110: Introductory Astronomy *or*
Physics 125: Concepts of Physics

Additional Courses Required for the Bachelor of Science degree (6-8 credits)

Two science courses *or* one mathematics and one science course from courses
numbered 120 and above in the disciplines of Biology, Chemistry,
Mathematics, and Physics.

Elementary Education (preK-6)

In addition to the requirements for the major, the General Education Curriculum requirements, and the professional education courses (see page 17), completion of the following courses will also be required for certification at the preK-6 level:

- EDUC 316: Strategies for Teaching Math (3)
- EDUC 335: Foundations of Literacy Development (5) concurrently with
- EDUC 302: Field Experience II (1)
- EDUC 370: Elementary Classroom Management (3) concurrently with
- EDUC 303: Field Experience III (1)
- EDUC 406: Curriculum and Instruction for preK-6 Endorsement (3)

Special Education (K-12)

In addition to the requirements for the major and the General Education Curriculum requirements, completion of the following courses will be required for certification in Special Education K-12:

- EDUC 140: Introduction to Foundations of American Education (3)
- EDUC 200: Developmental Psychology for the Classroom: Birth to Adolescence (3)
- EDUC 201: Field Experience I (1) *concurrently with EDUC 215*
- EDUC 215: Exceptional Student (3)
- SPED 221: Char. Of Students with Mental Retardation (MR Endorsement) (2) or
- SPED 222: Char. Of Students with Learning Disabilities (LD Endorsement) (2) or
- SPED 223: Char. Of Students with Emotional and Behavior Disorders (ED Endorsement) (2)
- SPED 335: Development and Remedial Reading (5) *concurrently with*
- SPED 302: Field Experience II (1)
- SPED 370: Instructional and Behavioral Intervention for Students with Disabilities (4) *concurrently with*
- SPED 303: Field Experience III (1)
- SPED 380: Practicum in Current Teaching Techniques (3)
- SPED 412: Psychoeducational Assessment (3)
- EDUC 450: Seminar in Special Topics (1)
- SPED 470: Professional Student Teaching (13)

IMPORTANT NOTE: EDUC 140, 200, and 215 are prerequisites to all special education courses. A grade of "C" or better must be achieved in all special education coursework completed.

Middle/Secondary Education (6-12)

Students who seek certification to teach in grades 6-12 will major in an arts or sciences discipline. Based upon choice of major, a student can obtain an endorsement to teach in the following areas:

- Algebra (add-on)
- Art*
- Biology
- Chemistry
- Computer Science
- Driver Education (add-on)
- English
- English as a Second Language (add-on)
- Family and Consumer Sciences***
- French**
- Health and Physical Education*
- History and Social Science
- Mathematics
- Music Education, Instrumental*
- Music Education, Vocal/Choral*
- Physics
- Spanish**

* preK-12 Endorsement Program; refer to the preK-12 endorsement program for additional requirements

** preK-12 Endorsement Program with no additional major requirements

*** Also known as Work and Family Studies at the state endorsement level; refer to the College Catalog for specific major requirements

In addition to the requirements for the major, the General Education Curriculum requirements, and the professional education courses (see page 17), completion of the following courses will also be required for certification at the 6-12 level:

- EDUC 334: Reading in the Content Area (2) *concurrently with*
- EDUC 302: Field Experience II (1)
- EDUC 370: Secondary Classroom Management (3) *concurrently with*
- EDUC 303: Field Experience III (1)
- EDUC 412: Curriculum and Instruction for Secondary Classroom (3)

preK-12 Programs

Students seeking to teach in the following areas will be endorsed to teach in preK-12 classrooms. In addition to the requirements for the major, the General Education Curriculum requirements, and the professional education courses (see page 17), completion of the following courses will also be required for certification at the preK-12 level for the following licensure programs:

***Art Education**

- EDUC 334: Reading in the Content Area (2) *concurrently with*
- EDUC 302: Field Experience II (1)
- EDUC 370: Secondary Classroom Management (3) *concurrently with*
- EDUC 303: Field Experience III (1)
- EDUC 412: Curriculum and Instruction (3)

*Music Education – Vocal/Choral

MUS 322: Choral Literature (2)
MUS 422: Music Education in the Elementary School (3)
MUS 436: Music Education in the Secondary School (3)
EDUC 370: Classroom Management (3) *concurrently with*
EDUC 303: Field Experience III (1)

*Music Education - Instrumental

MUS 327: Marching Band Techniques (2)
MUS 422: Music Education in the Elementary School (3)
MUS 436: Music Education in the Secondary School (3)
EDUC 370: Classroom Management (3) *concurrently with*
EDUC 303: Field Experience III (1)

*Health and Physical Education

EDUC 334: Reading in the Content Area (2) *concurrently with*
EDUC 302: Field Experience II (1)
EDUC 370: Secondary Classroom Management (3) *concurrently with*
EDUC 303: Field Experience III (1)
ES 371-379: Teaching/Coaching Methods (4)
ES 340: Health and Physical Education Methods (3)

*English as a Second Language (ESL) (Add-on endorsement)

EDUC 334: Reading in the Content Area (2) **or**
EDUC 335: Foundations of Literacy Development (5)
EDUC 302: Field Experience II (1) *concurrently with* EDUC 334 or 335
EDUC 370: Classroom Management (3) *concurrently with*
EDUC 303: Field Experience III (1)
EDUC 406: Elementary Curriculum and Instruction (3) **or**
EDUC 412: Secondary Curriculum and Instruction (3)

Special Education

Admission to the Teacher Education Program is prerequisite to all special education courses. The Special Education Program at Bridgewater College prepares teachers for K-12 endorsement in the following areas:

Learning Disabilities
Mental Retardation
Emotional Disorders

Specific Course Descriptions

For specific course descriptions, please refer to the **College Catalog**.

Teacher Education Program Probation

Virginia Department of Education policy, in agreement for accreditation of Bridgewater College, establishes a minimum of 2.5 GPA for any student applying for licensure. A GPA of 2.5 is required for a student to continue in the Bridgewater College Teacher Education Program.

In the event that the GPA of a Bridgewater student who has been admitted to the Bridgewater College Teacher Education Program falls below the minimum 2.5 GPA, the student is considered to be on *departmental probationary* status. A letter confirming *departmental probationary* status will be sent to the student and the major advisor by the Chair of Education Department.

A student who is on *departmental probationary* status, in consultation with his/her advisor, must: (1) submit a growth plan; (2) meet regularly with a program coordinator; and, (3) sign a statement of understanding regarding risks of continuing to take education courses while on *departmental probationary* status.

Field Experiences, Practica, and Student Teaching

Several of the education courses are practicum-based in order to allow students to gain valuable classroom exposure prior to the student teaching experience. Students in these experiences should consider this as a way to practice and expand upon formal classroom discussion at Bridgewater College. Many education courses introduce techniques and information that can be practiced in the field experience setting under the guidance of a professional educator.

It is the responsibility of students involved in field experience, practicum, and student teaching placements to notify instructors (supervising teachers) in advance of all absences and to make up any work missed.

<p>NOTE: There will be no reimbursements for missed meals due to field experience, practicum, and student teaching placements. Upon request, the College Dining Service will provide carryout lunches for students.</p>
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Field Experiences

Three of the four sequential field experiences are designed to correspond with an education course at Bridgewater College. The fourth is an optional experience that may be arranged with an Education Department faculty member. The basic assumption underlying the field experience is that the student will observe theory within the experience and apply observations to class discussion and coursework. In addition to providing practical experiences, these experiences provide the student opportunities to observe and participate in a variety of levels and subjects while developing a quality knowledge base.

NOTE: Students are expected to provide their own transportation to the schools or make arrangements with other students for transportation. It is the responsibility of the student to notify the professor of the class if transportation is an issue as arrangements are made for placements.

Objectives

Experience school routines, expectations, and standards in a variety of settings.

Examine and analyze teacher roles, responsibilities, and teaching methods and styles.

Increase understanding of application as it relates to theory.

Develop abilities toward active participation within the class.

Responsibilities of the College Supervisor

Arrange for the most appropriate placement, analyzing student's skills, school setting, course requirements, and reasonable commuting distance.

Monitor and evaluate the student's progress.

Communicate with the student, cooperating teacher, and administrator.

Responsibilities of the Cooperating Teacher

Model efficient and effective instructional procedures (classroom and behavior management) and educational practices.

Share insight regarding your professional responsibilities and style.

Assist the student in transition into the placement (i.e., communicate school policies and expectations).

Gradually allow the student to increase responsibilities within the placement.

Evaluate and provide positive feedback to student regarding performance.

Responsibilities of the College Student

Be accountable in all aspects of the placement.

Maintain professional conduct (i.e., confidentiality) and personal appearance.

Gradually integrate into placement while communicating with cooperating teacher.

Maintain mutual respect for all members in the school community.

Receive and respond to feedback from cooperating teacher and College supervisor.

Complete and turn in all assignments by end of course or designated deadline.

Practicum in Current Teaching Techniques

The EDUC 380 practicum is designed to provide students an experience in which to observe and experience a segment of the total teaching experience. The practicum is intended to allow the student to focus on the teaching experience without the distraction of other courses since this course is offered during the College's Interterm session or Summer Session I. In the practical sequence, the practicum follows previous field experiences. The basic assumption of the practicum experience is that the student will continue to make observations in the classroom setting and quickly progress to active participation within the class. The student is required to plan and teach two lessons followed by an evaluation and analysis of each lesson presentation.

NOTE: Students are expected to provide their own transportation to the schools or make arrangements with other students for transportation. It is the responsibility of the student to notify the professor of the class if transportation is an issue as arrangements are made for placements.

Objectives

Participate in a full-day teaching experience while observing the daily professional responsibilities.

Actively participate in the life of the school, observing school expectations and climate.

Develop a philosophy of education which reflects style and best teaching practices.

Develop an understanding of the whole child working to meet the student's needs.

Develop classroom management style.

Prepare and deliver lessons while evaluating and analyzing one's methods and styles.

Responsibilities of the College Supervisor

Arrange for the most appropriate placement, analyzing student's skills, school setting, course requirements, and reasonable commuting distance.

Monitor and evaluate the student's progress.

Communicate with the student, cooperating teacher, and administrator.

Responsibilities of the Cooperating Teacher

Model efficient and effective instructional procedures (classroom and behavior management) and educational practices.

Share insight regarding your professional responsibilities and style.

Assist the student in transition into the placement (i.e., communicate school policies and expectations).

Gradually allow the student to increase responsibilities within the placement.

Evaluate and provide positive feedback to student regarding performance.

Responsibilities of the College Student:

Be accountable in all aspects of the placement.

Maintain professional conduct (i.e., confidentiality) and personal appearance.

Gradually integrate into placement while communicating with cooperating teacher.

Maintain mutual respect for all members in the school community.

Receive and respond to feedback from cooperating teacher and College supervisor.

Complete and turn in all assignments by end of course or designated deadline.

IMPORTANT NOTE: Always be sure to abide by the rules of your host school and the wishes of the educator who has agreed for you to be in the classroom.

Student Teaching

Students must have been admitted into the Bridgewater College Teacher Education Program, have taken all content courses in the Teacher Education Program, and have met all requirements before being eligible to complete the student teaching experience under the auspices of Bridgewater College.

In order to be eligible to student teach, one must have completed all education courses with a grade of “C” or higher, successfully completed PRAXIS I, and maintained a grade point average of 2.5 or higher. Also, one cannot take any additional courses while student teaching and cannot engage in excessive extracurricular or work experiences during the student teaching semester.

Student teachers receive a final grade of satisfactory (S) or unsatisfactory (U). Only in unusual circumstances will a student who receives a grade of U in student teaching be permitted to repeat the course. A decision to permit a student to repeat the course will be made only if there is consensus among the faculty who have taught the student in professional education courses that he or she possesses the skill, knowledge, and motivation necessary for successfully completing student teaching. If a student cannot complete student teaching due to illness or other extenuating circumstances, he or she may be assigned a grade of incomplete (I) and permitted to complete student teaching in a subsequent semester. The Chair of the Education Department must approve a request for an incomplete grade in student teaching.

Due to the complexity and length of the Teacher Education Program, the College cannot guarantee that all students will be able to complete all the courses needed in four years. Therefore, attendance at summer school or an additional semester might be necessary for some students. However, if one begins in the freshman or early in the sophomore year, does not change majors, and maintains a strong academic record, it is usually possible to complete all courses on schedule.

<p>NOTE: Students are expected to provide their own transportation to the schools during the student teaching semester.</p>
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Out-of-Area Student Teaching

Students may request an application from Dr. David Coffman, Chair of the Education Department and Director of Student Teaching, for a student teaching placement outside the immediate proximity to Bridgewater College (50 miles or more). Additional fees of \$1000 will be assessed for administrative fees and supervisory fees. The Education Department recognizes this may be an advantageous placement for the student and the College. However, due to the time commitment of long distance supervision, placements must be carefully considered. Out-of-area student teaching may be approved only for professional development. Students who request placement out of the immediate area must meet the following minimum criteria before making application:

An overall minimum 3.0 GPA

A minimum 3.5 GPA in all education courses

The following details the application process:

The student teacher must submit a letter of application for out-of-area student teaching to the Chair of Education Department by March 1 of the year preceding student teaching. Since professional development is the only justification for such a placement, the letter of application should explain this in detail.

The student teacher must obtain and submit letters of support from the major advisor and two additional Teacher Education Program faculty members.

The decision to approve an out-of-area placement will be made by a three-member committee composed of the Chair of the Education Department, a full-time member of the Teacher Education Program faculty, and a non-Teacher Education Program faculty member of the Committee on Teacher Education with input from other Teacher Education Program faculty who know the student. In addition to reviewing application documents, the committee may request an interview with the applicant.

Field Experience taken concurrently with Regular Education Endorsement Course Reference Table

preK-6, 6-12 and preK-12 Endorsements

FIELD EXPERIENCE COURSE TITLE	CREDIT HOURS	FIELD HOURS	CORRESPONDING COURSE	CREDIT HOURS	TOTAL COURSE HOURS	PRE-REQUISITE
EDUC 201: Field Experience	1	20	EDUC 215: Exceptional Student	3	4	Admission to Teacher Education Program
EDUC 302: Field Experience	1	20	EDUC 334: Reading in the Content Area Or EDUC 335: Foundations of Literacy Development	2 5	3 6	Admission to Teacher Education Program
EDUC 303: Field Experience	1	20	EDUC 370: Classroom Management	3	4	Admission to Teacher Education Program
EDUC 304: Field Experience	1	20	To be Arranged with the Education Advisor	1	1	Admission to Teacher Education Program
EDUC 380: Practicum in Current Teaching Techniques	3	90		3	3	Admission to Teacher Education Program
EDUC 470: Professional Student Teaching	13	15 Weeks			13	Completion of all Education Requirements (i.e. courses, field experiences, practicum PRAXIS, etc.)

Field Experience taken concurrently with Special Education Endorsement Course Reference Table

K-12 Endorsement

FIELD EXPERIENCE COURSE TITLE	CREDIT HOURS	FIELD HOURS	CORRESPONDING COURSE	CREDIT HOURS	TOTAL COURSE HOURS	PRE-REQUISITE
EDUC 201: Field Experience	1	20	EDU 215 Exceptional Student	3	4	Admission to Teacher Education Program
SPED 302: Field Experience	1	20	SPED 335 Developmental and Remedial Reading	5	6	Admission to Teacher Education Program
SPED 303: Field Experience	1	20	SPED 370 Instructional and Behavioral Intervention for Students with Disabilities	4	5	Admission to Teacher Education Program
SPED 304: Field Experience	1	20	To be Arranged with the Education Advisor	1	1	Admission to Teacher Education Program
SPED 380: Practicum in Current Teaching Techniques	3	90			3	Admission to Teacher Education Program
SPED 470: Professional Student Teaching	13	15 Weeks			13	Completion of all Education Requirements (i.e. courses, field experiences, practicum, PRAXIS, etc.)

Departmental Resources

Curriculum Library and Media Center

The Curriculum Lab is located in the Education Department in Flory Hall. The Curriculum lab houses various types of print and video resources for student use. Bridgewater College students can use all materials for class and professional use. Students can use the Dell personal computers for coursework and to access PLATO® or other curricular software resources.

Resources

The following resources are available through the Education Department. If you have any questions concerning use or reservations, contact the Faculty Resource Center, Room 316, Flory Hall (540-828-5340). The items that involve a fee are indicated by the dollar sign (\$).

Ellison® Die-Cut Machine	Free, if you provide paper
Paper Cutter	Free, if you provide paper
Overhead Projector	<i>Free</i>
Opaque Projector	<i>Free</i>
Copier	\$
Laminator	\$

Professional Information

Professional Dress

It is the assertion of the Education Department that all teacher candidates should exhibit professional behavior in conversation, attendance, and membership in professional organizations. Although specific dress requirements vary widely, it is expected that teacher candidates conform to the acceptable standards of the school in which they are working. A good guideline is to consider both the subject and the grade level in which you are placed. The supervising teacher and colleagues can offer good examples. Specific questions can be addressed to any member of the Education Department. The general rule is professional appearance – conservative, comfortable, and clean. Jeans, athletic attire (unless teaching physical education classes as conformed by the school's Physical Education Department faculty), and visible body art and/or piercing are not acceptable.

Confidentiality

As a student in the Teacher Education Program, you represent Bridgewater College, the faculty, and other teacher education students. You will often have teachers treat you with the same level of respect as a licensed teacher. You will encounter specific information about

student abilities and background that should be kept confidential. No course at Bridgewater College will require you to reveal specific student names, but it is appropriate to share experiences that would benefit other student educators in class discussion.

School Etiquette

As you engage in the different field experiences offered by Bridgewater College, you are a guest in the local public or private schools. Many schools require a registration procedure and/or an identification to be worn during every visit. Please check in at the main office to familiarize yourself with school protocol on your first visit. This will include the dress policy, parking, lunch/bus duty requirements, required work hours, and other considerations specific to each school. Remember the school in which you complete your field experiences could also be a place to student teach or work full-time following graduation. Be respectful of all faculty and staff, and realize that you can learn something from everyone you encounter in the building, not just your supervising teacher.

Placement File and Career Resources

As you finish your junior year and/or begin your senior year at Bridgewater College, you should consider setting up a placement file with Career Services. This file typically contains letters of recommendation, PRAXIS scores, a résumé, and other certifications or documentation that you feel would be beneficial to job placement. Specific help with the placement file, guidelines on résumé and cover letter writing, as well as post-graduate options, can be obtained from Career Services (extension 5371). There is no cost for this service, but a nominal mailing charge is imposed upon placement files (after the first 10) that are sent by the College to prospective employers. Career Services also hosts school system interview dates that allow teacher candidates to interview on campus for full-time teaching positions.

Scholarships

Virginia Teaching Scholarship Loan Program

The scholarship loan program is an incentive to students interested in pursuing a teaching career in a critical shortage teaching area. In Virginia for 2006-2007, the identified critical shortage areas are Earth Science, Mathematics (6-12) and Algebra I add-on, Special Education, Career and Technical Education (for Bridgewater, work and family studies), History and Social Sciences, Elementary Education, pK-6, Health and Physical Education, pK-12, Reading specialist (Graduate Level), English as a Second Language (ESL), and Computer Science, 6-12. Men at the elementary school level and minorities in all teaching areas also are eligible for the VTSLP. Consequently, the Virginia General Assembly approved the scholarship loans for students enrolled in approved teacher preparation programs in the above areas. Upon graduation and employment in a critical shortage area, a portion of the loan would be forgiven for each semester a recipient teaches in the public schools of Virginia.

Each of the 37 institutions with State Board of Education approved teacher preparation programs that submits names of qualified candidates will be awarded at least one scholarship. This scholarship shall be designated as the “Commonwealth Scholar in Teacher Education” and should represent the best and the brightest prospective teacher in one of the qualifying critical shortage areas in Virginia. In addition to the Commonwealth Scholar in Teacher Education the Dean of the college or Chair of the Education Department may submit additional nominees for scholarship loans as allowed by the Virginia Department of Education.

P. Buckley Moss Student Scholarship for Special Education Teachers

This scholarship is funded from the sales of 500 lithographic prints of “Memorial Hall,” the oldest building on the Bridgewater College Campus. In the spring of 1994, Pat Moss and her husband, Malcolm Henderson, graciously donated the 500 prints to be sold by the College to provide a permanently endowed scholarship to provide financial assistance to students preparing to become special education teachers. Reserved for students in the Special Education Program, this scholarship is awarded to sophomores, juniors, and seniors and is renewable beyond the first award. Students interested in applying for this scholarship should submit a brief letter of request to Mr. Vern Fairchild, Director of Financial Aid, by May 1 of the spring semester.

Professional Organizations

As teacher education students become more involved in their coursework, many of them seek further information about their chosen profession. The following organizations can be found on campus to help foster professional development.

Student Virginia Education Association (SVEA)

Association membership is open to all students who are interested in the teaching profession. The purpose of the SVEA is to provide opportunities for leadership development and training, professional development, and student membership in the National Education Association and the Virginia Education Association.

Advisor: Dr. Carol Webb

Council for Exceptional Children (CEC)

CEC membership is open to anyone who is interested in working with exceptional children. CEC meets twice a month and will have programs geared toward preservice teachers and other professions related to disability issues.

Advisor: Dr. Ann Welch

Co-Advisor: Dr. Douglas Ball

Music Educators National Conference (MENC)

The MENC of Bridgewater is a student chapter dedicated to the professional life of future music teachers. A member of the music faculty advises the Bridgewater College chapter. The club meets for professional discussion and study and coordinates and sponsors events of particular interest to music students.

Advisor: Dr. Jesse Hopkins

The Faculty and Staff

Dr. David E. Coffman, Professor and Chair of Education Department

Dr. Douglas Ball, Associate Professor

Dr. Jean Hawk, Professor

Dr. Mark Hogan, Associate Professor

Dr. Carol Webb, Assistant Professor

Dr. Ann Welch, Assistant Professor

Ms. Lisa M. Houff, Faculty Secretary

College Councils and Committees

Committee on Teacher Education

David Coffman, Chair

Robert Andersen

Kenneth Overway

Jaime Frueh

Jean Hawk

Michael Hensley

Arthur Hessler

Mark Hogan

Melanie Hoover

Cynthia Howdyshell

Catherine McKay

Larry Taylor

Amanda Fagan, Alumni Teacher, Rockingham County Public Schools (Secondary)

Jody Hoover, Alumni Teacher, Augusta County Public Schools (Elementary)

Sub-Committees to Committee on Teacher Education

Educational Technology Committee

Mark Hogan, Chair

Douglas Ball

David Coffman, ex-officio

One Augusta County Public Schools Representative

One Harrisonburg City Public Schools Representative

Two Rockingham County Public Schools Representatives

One WVPT Public Television Representative

One Community Business Representative

Curriculum Development and Best Practices Committee

Jean Hawk, Chair

David Coffman, ex-officio

Anita Cook

Carol Webb

Ann Welch

Four Public School Clinical Faculty Representatives

Teacher Education Program Appeals Committee

David Coffman, Professor and Chair

One faculty representative chosen by the Chair

One faculty representative chosen by the Student's Faculty Advisor

Appealing Student's Faculty Advisor or Designee

Appendix A: Directions from Bridgewater College to Area Schools

Augusta County Schools

<p>Beverly Manor Elementary School 116 Cedar Green Rd. Staunton, VA 24401 540-885-8024</p>	<p>Route 42 south to Buffalo Gap. Left on Route 254. At Staunton City Limits, turn right onto Route 693. School is on left.</p>
<p>Cassell Elementary School 1301 Rockfish Rd. Waynesboro, VA 22980 540-946-7635</p>	<p>I-81 to Verona to Exit 227. Turn left onto Route 612. Proceed approximately 5 miles to stop sign. After stopping, go straight for 2-3 miles. Turn right onto Route 865. School is approximately 3 miles on left.</p>
<p>Churchville Elementary School 3710 Churchville Avenue Churchville, VA 24421 540-337-6036</p>	<p>Route 42 South to Churchville. Turn left onto Route 250 at stop sign. School is approximately ½ mile on right.</p>
<p>Craigsville Elementary School 100 East First St. Craigsville, VA 24430 540-997-9184</p>	<p>Route 42 South to Craigsville. Turn right onto Route 1104. School is on right.</p>
<p>Clymore Elementary School 184 Fort Defiance Rd. Fort Defiance, VA 24437 540-245-5043</p>	<p>Route 11 South to Fort Defiance. At traffic light, turn right onto Route 616. School is on left.</p>
<p>Stump Elementary School 115 Draft Avenue Stuarts Draft, VA 24477 540-337-1549</p>	<p>I-81 to I-64 to Waynesboro exit. Turn left onto Route 340 to Stuarts Draft. Turn left onto Route 608. School is on right.</p>
<p>Ladd Elementary School 1930 Rosser Ave Waynesboro, VA 22980 540-946-7630</p>	<p>I-81 to I-64 to Waynesboro exit Turn right onto Route 340. School is one mile on right.</p>
<p>North River Elementary School 3395 Scenic Highway Mount Solon, VA 22843 540-350-2463</p>	<p>Route 42 South. School is on left.</p>

Riverheads Elementary School 17 Howardsville Rd. Staunton, VA 24401 540-337-2535	I -81 South to Exit 213B. Go ½ mile and turn North onto Route 11 to Route 701 School is on left behind Riverheads High School.
Stuarts Draft Elementary School 63 School Blvd. Stuarts Draft, VA 24477 540-337-2951	I-81 to I-64 to Waynesboro exit. Turn left onto Route 340. School is on right behind high school and middle school.
Verona Elementary School 1011 Lee Highway Verona, VA 24482 540-248-0141	Route 11 South. School is on hill on the left before Verona.
Wilson Elementary School 127 Woodrow Wilson Ave. Fishersville, VA 22939 540-245-5040	I-81 South to Exit 222. Turn left onto 250 toward Fishersville. At traffic light, turn left onto Route 358. School is on right.
Beverley Manor Middle School 58 Cedar Green Rd. Staunton, VA 24401 540-886-5806	Route 42 South to Buffalo Gap. Turn left onto Route 254. At Staunton City Limits, turn right onto Route 693. School is on left.
Stewart Middle School 118 Fort Defiance Rd. Fort Defiance, VA 24437 540-245-5046	Route 11 South to Fort Defiance. At traffic light, turn right onto Route 616. School is on left.
Stuarts Draft Middle School 1088 August Farm Rd. Stuarts Draft, VA 24477 540-946-7611	I-81 to I-64 to Waynesboro exit. Turn left onto Route 340. School is on right.
Buffalo Gap High School 1800 Buffalo Gap Hwy. Swoope, VA 24479 540-337-6021	Route 42 South to Buffalo Gap. School is on left before Route 254 intersection.
Fort Defiance High School 195 Fort Defiance Rd Fort Defiance, VA 24437 540-245-5050	Route 11 South to Fort Defiance. At traffic light, turn right onto Route 616. School is on right.

<p>Riverheads High School 19 Howardsville Rd. Staunton, VA 24401 540-337-1921</p>	<p>I-81 South to Exit 213B. Go ½ mile and then turn North onto Route 11 to Route 701. School is on left.</p>
<p>Stuarts Draft High School 1028 Augusta Farms Rd. Stuarts Draft, VA 24477 540-946-7600</p>	<p>I-81 to I-64 to Waynesboro exit. Turn left onto Route 340. School is on right.</p>
<p>Wilson Memorial High School 189 Hornet Rd. Fishersville, VA 22939 540-886-4286</p>	<p>I-81 South to Exit 222. Turn left onto Route 250 toward Fishersville. At traffic light, turn left onto Route 358. School is on right.</p>

Harrisonburg City Schools

<p>Keister Elementary School 100 Maryland Avenue Harrisonburg, VA 22801 540-434-6585</p>	<p>Route 42 North to Harrisonburg. Turn right onto Maryland Avenue. School is approximately one block on right.</p>
<p>Spotswood Elementary School 400 Mountain View Drive Harrisonburg, VA 22801 540-434-3429</p>	<p>I-81 North to Route 33 West exit. At second traffic light, turn left School is straight ahead two blocks.</p>
<p>Stone Spring Elementary School 1575 Peach Grove Avenue Harrisonburg, VA 22801 540-574-1199</p>	<p>I-81 North to Port Republic Road exit. Turn right onto Port Republic Road. Turn right onto Peach Grove at traffic light.</p>
<p>Waterman Elementary School 451 Chicago Avenue Harrisonburg, VA 22801 540-434-8352</p>	<p>Route 42 North through Harrisonburg. Turn left onto Gay Street. School is two blocks ahead on right.</p>
<p>Thomas Harrison Middle School 1311 W Market Street Harrisonburg, VA 22801 540-434-1949</p>	<p>Route 42 North to Route 33 West. Turn left onto 33 West. School is about one mile ahead on left.</p>
<p>Harrisonburg High School 1001 Garbers Church Road Harrisonburg, VA 22801 540-433-2651</p>	<p>Route 42 North to Harrisonburg. Turn left onto Erickson Road (Exxon Station). Turn right onto Garbers Church Road. School is on left.</p>

Rockingham County Schools

<p>Elkton Elementary School 302 B Street Elkton, VA 22827 540-298-1511</p>	<p>I81 North to exit 247A, Route 33 East. Travel about 15 miles to Route 340 North. Travel $\frac{3}{4}$ mile to B Street; turn left. School is two blocks ahead on right.</p>
<p>Fulks Run Elementary School 11089 Brocks Gap Road Fulks Run, VA 22830 540-896-7635</p>	<p>Route 42 North to Broadway. Turn left onto Route 259 West. School is approximately 10 miles ahead on the left.</p>
<p>John C. Myers Elementary School One Raider Road Broadway, VA 22815 540-896-2297</p>	<p>Route 42 North to Broadway. Turn left onto Turner Avenue. School is at top of hill on left.</p>
<p>John Wayland Elementary School 801 North Main Street Bridgewater, VA 22812 540-828-6081</p>	<p>Route 42 North. School is on left just outside Bridgewater town limits.</p>
<p>Lacey Spring Elementary School 8621 North Valley Pike Harrisonburg, VA 22802 540-433-7819</p>	<p>I-81 North to Exit 251 (Route 11 North). School is 6 miles ahead on left.</p>
<p>Linville-Edom Elementary School 3653 Linville-Edom Road Linville, VA 22834 540-833-6916</p>	<p>Route 42 North through Harrisonburg. Continue 5 miles past city limits. Turn right onto Route 721. School is approximately $\frac{3}{4}$ mile on right.</p>
<p>McGaheysville Elementary School 9508 Spotswood Trail McGaheysville, VA 22840 540-289-3004</p>	<p>I-81 North to Exit 247A (Route 33 East). Travel approximately 10 miles. School is about 1 mile past Spotswood High School on right.</p>
<p>Mountain View Elementary School 2800 Rawley Pike Harrisonburg, VA 22801 540-438-1965</p>	<p>Route 42 North through Harrisonburg. Turn left onto Route 33 West. School is approximately $1\frac{1}{2}$ miles on right.</p>
<p>Ottobine Elementary School 8646 Waggys Creek Road Dayton, VA 22821 540-879-2091</p>	<p>Route 42 North to Dayton. Turn left onto Route 257. School is approximately 6 miles ahead on Route 257.</p>

<p>Peak View Elementary School 641 Lawyer Road Penn Laird, VA 22846 540-289-7510</p>	<p>I-81 North to Exit 247A (Route 33 East). Travel approximately 5 miles to Lawyer Road. Turn right onto Lawyer Road. School is 1 ½ miles ahead on the left.</p>
<p>Plains Elementary School 225 American Legion Drive Timberville, VA 22853 540-896-8956</p>	<p>I-81 North to Mauzy Exit 257. Travel Route 259 to stoplight. Continue 1.2 miles to Timberville. Turn right onto American Legion Drive. School is on left.</p>
<p>Pleasant Valley Elementary School 215 Pleasant Valley Road Harrisonburg, VA 22801 540-434-4557</p>	<p>Route 11 North to Harrisonburg. Turn right on Pleasant Valley Road at Ramada Inn. School is ½ mile ahead on right.</p>
<p>South River Elementary School 2101 Elm Street Grottoes, VA 24441 540-249-4001</p>	<p>I-81 South to Exit 235 (Weyers Cave). Turn left onto Route 256 approximately 8 miles to Grottoes. Turn left onto Dogwood Avenue (3rd Street). Continue to 20th Street. Turn left onto 20th Street for one block. Turn right onto Elm Street.</p>
<p>Elkton Middle School 21063 Blue and Gold Drive Elkton, VA 22827 540-298-1228</p>	<p>I-81 North to Exit 247A (Route 33 East). Travel past the second Elkton exit. The school is on the left.</p>
<p>Hillyard Middle School 226 Hawks Hill Drive Broadway, VA 22815 540-896-8961</p>	<p>Route 42 North to Broadway. At traffic light, turn left onto Route 259. School is on left.</p>
<p>Montevideo Middle School 7648 McGaheysville Road Penn Laird, VA 22846 540-289-3401</p>	<p>I-81 North to Exit 247A (Route 33 East). Continue on Route 33 approximately 8 miles to Route 996. Turn right onto Route 996 Travel ½ mile. School is on right.</p>
<p>Wilbur Pence Middle School 375 Bowman Road Dayton, VA 22821 540-879-2535</p>	<p>Route 42 North to Dayton. Turn left onto Eberley. Turn left onto Silver Lake. Turn right onto Bowman. School is on left.</p>

<p>Broadway High School 269 Gobbler Drive Broadway, VA 22815 540-896-7081</p>	<p>Route 42 North to Broadway. Turn right onto Springbrook Road. School is on left.</p>
<p>Spotswood High School 8037 Spotswood Trail Penn Laird, VA 22846 540-289-3100</p>	<p>I-81 North to Exit 247A (Route 33 East). Continue on Route 33 approximately 9 miles to traffic light. Access to school is on left.</p>
<p>Turner Ashby High School 800 N Main Street Bridgewater, VA 22812 540-828-2008</p>	<p>Route 42 North. School is on right just outside Bridgewater town limits.</p>

Staunton City Schools

<p>Ware Elementary School 330 Grubert Avenue Staunton, VA 24401 540-332-3938</p>	<p>I-81 South to Exit 225. Turn right onto Woodrow Wilson Parkway. Continue through two traffic lights. Turn left at next intersection onto Shutterlee Mill Rd. Turn left onto Churchville Avenue. Turn right at light onto Grubert. School is on right.</p>
<p>Bessie Weller Elementary School 600 Greenville Avenue Staunton, VA 24401 540-332-3940</p>	<p>I-81 South to Exit 220. Turn right onto Greenville Avenue. School is on left after Etna Gas Station.</p>
<p>McSwain Elementary School 1101 N Coulter Street Staunton, VA 24401 540-332-3936</p>	<p>I- 81 South to Exit 225. Turn right onto Woodrow Wilson Parkway. Turn left at first traffic light (Route 11). At fork of road, bear to the right into Staunton. At second fork of road, turn left onto Coulter. School is on left past Lee High School.</p>
<p>Dixon Elementary School 1751 Shutterlee Mill Road Staunton, VA 24401 540-332-3934</p>	<p>I-81 South to Exit 225. Turn right onto Woodrow Wilson Parkway. Continue through two traffic lights. Turn left at next intersection onto Shutterlee Mill Rd. School is on left.</p>
<p>Shelburne Middle School 300 Grubert Avenue Staunton, VA 24401 540-332-3930</p>	<p>I-81 South to Exit 225. Turn right onto Route 250 West. Continue through two traffic lights Turn left at next intersection onto Shutterlee Mill Rd. Turn left onto Churchville Avenue. Turn right at traffic light onto Grubert. School is on right.</p>
<p>Lee High School 1200 N Coulter Street Staunton, VA 24401 540-332-3926</p>	<p>I-81 South to Exit 225. Turn right onto Woodrow Wilson Parkway. Turn left at first light onto Route 11. At fork of road, bear to the right into Staunton. At second fork of road, turn left onto Coulter. School is on left past Rescue Squad.</p>

Appendix B: Title II Report for 2004-2005

The Title II Report for 2004-2005 is available upon request or from the Internet.