“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”
William Arthur Ward
Welcome!

This handbook is an important resource that will prove to be extremely valuable as you progress through the Elementary Education Program. Its primary purpose is to inform you of guidelines, policies and procedures related to your work toward licensure. As well, it briefly introduces you to the Conceptual Framework of the College of Education and Social Services and our program. The faculty believes that you will refer to this document throughout your time in the program and it is a working document. You may add important information as you receive it.

We welcome you and will support your efforts to become a professional in the field of education where you will instruct students in grades K-6.
Table of Contents:

I: College of Education and Social Services
   • Context and Conceptual Framework
   • CESS and State Licensure Alignment
   • University and School Partnerships

II: Elementary Education Licensure Program
   • The Building Blocks
   • Program Overview: Course Descriptions
   • Elementary Education Program Faculty/Staff

III: Program Principles and Philosophy Statement
   • Defining the Elementary Education Program
   • The Importance of Authentic Work in the Field
   • Program Check Sheet and Four-Year Plan Worksheet

IV: Licensing Information
   • Praxis I and II Information
   • New Zealand Study Abroad for Education Students
   • Final Internship & Professional Portfolio

V: Applications
   • Application for Admission to the Professional Sequence
   • Student Teaching (Final Internship)

VI: Program Evaluations
   • Professional Attributes and Dispositions Assessment
   • Internship Observation Report
   • Student Teaching Midterm, Final Evaluation
   • Lesson Plan Format
Part I: College of Education & Social Services

Context and Conceptual Framework - Summary

Context

Situated in Burlington, Vermont, the main campus of the University of Vermont provides both the cultural and governance center for the university’s nine schools and colleges. The University of Vermont (UVM) offers students choices for programs from among more than 90 undergraduate majors and more than 50 advanced degrees. UVM is the only research university in the state, and the state’s only Carnegie-classified Research-Extensive institution.

Faculty and staff of the College of Education and Social Services (CESS) work with more than 800 undergraduate and 400 graduate students in more than two dozen programs housed in the three departments of the college: the Department of Education, the Department of Integrated Professional Studies, and the Department of Social Work. Professional educator preparation occurs in 17 different programs, with programs spanning birth to grade 12 education. CESS also holds the distinction of providing the only teacher preparation programs in the State of Vermont recognized by the National Council for the Accreditation of Teacher Education (NCATE).

Conceptual Framework

As noted in recently amended and approved bylaws of the faculty, the College’s mission spans a broad spectrum of responsibilities related to the fields of education and social services.

The College of Education and Social Services educates and prepares outstanding professionals in education, social work, and human services; engages in scholarship of high quality; and provides exemplary professional service to Vermont, nationally, and globally. We do this to create a more humane and just society, free from oppression, that maximizes human potential and the quality of life for all individuals, families and communities.¹

To actualize this mission, CESS faculty have drawn on knowledge bases that are grounded in both theory and the practices of professionals in educational settings. Shaped by research, practice, and dialogue, faculty developed a set of shared assumptions that can inform the common work of faculty and students. These assumptions summarize the College’s Conceptual Framework:

- Knowledge is socially constructed through dialogue and community-based practice.
- Education facilitates development of human potential.
- Education should advance social justice and democracy.
- All students can learn and have value in their communities.
- Learning communities demonstrate respect for and honor our diverse cultures.
- Teachers and other school professionals work collaboratively to problem-solve with stakeholders.

¹ College of Education and Social Services. (December 10, 2007). Bylaws of the faculty.
Through the articulation of curricular experiences and expectations, College faculty aspire to prepare committed reflective practitioners, instructional leaders, and change agents who can collaborate with other professionals to make a positive difference in schools and in the lives of all learners.

**CESS and State Licensure Alignment**

Educator licensure programs of the College of Education and Social Services align with the State of Vermont’s licensing regulations, which are organized by the InTASC Core Teaching Standards. As noted by the Vermont Standards Board for Professional Educators (2003), the “Standards and Principles direct us to analyze, reflect upon, and assess the effects of our practice on student performance and to be accountable for that performance” (p. 3).

**University and School Partnerships**

Licensure programs of the College of Education and Social Services are structured so that all field experiences occur in public schools that partner university faculty with experienced K-6 teachers and staff. Candidates in initial licensure programs enter the field early, and are challenged daily to link theoretical knowledge with professional practice. To accomplish this, candidates work alongside professionals in the field to develop the skills and knowledge needed to enhance learning for all students.

Often placed with a cohort, candidates and university faculty serve as resources for the schools in a variety of ways by providing research expertise, professional development opportunities, and program development knowledge. In turn, each school provides the support of mentor teachers and access to authentic learning experiences. While immersed within a school, licensure candidates experience a culturally rich context for learning so that they can develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

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Part II: Elementary Education Licensure Program

The Building Blocks: The visual below represents the building blocks of the Elementary Education Licensure Program, beginning with the foundation pieces you bring to the program and the focus each course will address as you build toward Licensure.

What you bring to the program:
What is the prior knowledge/motivation that you bring to this program?

Entry to Professional Work
2.75 Overall GPA
3.0 Educ. courses GPA

Second Year Experience
EDEL 178
Meeting Individual Needs

EDEL 056
Language issues Schools
EDE 024
Brain Research & Lrnq Theory

Third Year Experience
Professional Sequence
Literacy Block
EDEL 158-Teaching Science for Meaning
EDEL 175-Lab Experience in Literacy
EDEL 176-Language Arts and Literacy Skills
EDEL 177-Children’s Literature and Literacy

Plan, Adapt and Delivery of Reading Instruction
EDEL 187

Internship
EDEL 185 Student Teaching Internship
EDEL 188
Principles of Classroom Management
3.0 overall GPA, 3.0 Professional coursework

Third Year Experience
Professional Sequence
Inquiry Block
EDEL 155 Lab Experience in Inquiry
EDEL 157-Social Education and Social Studies
EDEL 156-Teaching Math for Meaning

Passing PRAXIS CORE scores

Licensure

EDFS 002
Schools and Society
EDSP 005
Issues Affecting Persons w/ Disabilities
Undergraduate Licensure Program Overview
Professional Sequence Course Descriptions

First Year

EDTE 056 D1: Lang Policy Issues, Race & Schools
This course examines the connection between race and language particularly as it relates to immigration and English policies.

EDEL 024 Brain Research and Learning Theory
Examines the cognitive processes involved with learning in classroom settings. This course emphasizes analogy, transfer of knowledge and the cognitive neuroscience of education.

EDSP 005 Issues Affecting Persons with Disabilities
Students explore the effects of severe disabilities. Best service practices, current legislation, advocacy, and family issues for children and adults are emphasized.

EDFS 002 Schools and Society
Critical examination of central educational/social issues and values with special emphasis on the struggle for justice and equality. Themes include schooling and social class, race, and gender; the purposes of education; and the responsibilities of teachers. How do schools interact with the influences in our society?

Sophomore Year

EDEL 178 Meeting Individual Needs
Methods of responding to individual differences within a heterogeneous classroom. Sources of student variability, developing settings of least restriction, and appropriate assessment strategies. Topics such as differentiation, grouping strategies, lesson planning and assessment are examined.

EDEL 056 Teachers and the Teaching Process
Students examine lives of teachers, demands of the profession, and selected models of teaching. Student observation of teachers in appropriate settings and knowledge of learning and development.

Literacy Block

EDEL 158 Teaching Science for Meaning
Teaching K-6 science through inquiry. Use of constructivist pedagogy to develop lessons and activities that develop concepts from physical, earth and life sciences.

EDEL 175 Lab Experience in Literacy
Supervised practicum in a field site. Implementation of teaching methods from Literacy Block. Documentation of classroom work, child study, and development of portfolio.

EDEL 176 Language Arts and Literacy Skills
Cognitive research base for the social context of children's learning. Methods of language arts as literate activity. Emphasis on emergence of literacy in the child of special need.
**EDEL 177 Children’s Literature and Literacy** Learning about the breadth of literature available for use in elementary school. Developing the ability to evaluate and use literature in reading and writing activities. Emphasis on bias-free methods.

**Inquiry Block**

**EDEL 155 Lab Experience in Inquiry** Supervised practicum in field sites. Implementation of teaching methods from Inquiry Block. Documentation of classroom work, child study, and development of portfolio.

**EDEL 156 Teaching Math for Meaning** Methods of teaching mathematics in elementary school. Research base for how children learn mathematics and how math curriculum is organized. Special focus on teaching diverse groupings of learners.


**Senior Year**

**EDEL 187 Plan, Adapt, Delivery of Reading Instruction** Methods of diagnostic teaching in reading and writing. Identifying components of effective programs and use of research findings to deliver instruction in meaningful contexts. Documentation of personal model of literacy for professional portfolio.

**EDEL 185 Student Teaching Internship** Supervised student teaching internship in field site. Fifteen-week total immersion as a beginning teacher. Responsibilities specified in internship handbook. Documentation of activities for professional portfolio.

**EDEL 188 Principles of Classroom Management** Application of basic learning principles to classroom management. Creation of behavior management plans with emphasis on social and academic behavior of diverse groupings of children. Topics include Responsive Classroom, Complex Instruction and Assessment.

**Professional Portfolio posted on Taskstream for Faculty Review**
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Part III: Program Principles and Philosophy Statement

Defining the Elementary Education Program

The goals of the Elementary Education Program at the University of Vermont assure that the courses and field experiences of the program would enable our candidates to commit to principles of social justice as they learned to teach so all their students could become academically able and socially aware. We remember John Dewey’s observation that “Education is not a preparation for life, it is life itself.”

“Our mission is to use strategic strength-based instruction to achieve academic success and membership in a classroom community for each and every child.” (Rathbone, 2009)

The criteria for our program are continually revisited and revised. Current criteria are:

1. Pedagogical Content Knowledge
   a. Representing subject knowledge to children
   b. Teaching content in a connected cultural context

2. Pedagogical Expertise
   a. Differentiated Instruction
   b. Culturally Responsive Instruction
   c. Complex Instruction

3. Assessment
   a. Assessment informed instruction
   b. Standardized assessment

4. Makes a positive difference in the life of every child
   a. Every child a learner
   b. Equitable opportunities and outcomes
   c. Safe, healthy, challenging learning environment for all students

5. Teaching as a mechanism to defeat social injustice/achieve social justice
   a. Creating teacher leaders who will critically address issues of social justice and create social change in the classroom, school and community

6. Technology
   a. Technological literacy
   b. Equitable access, opportunity, and outcomes for all students

The Importance of Authentic Work in the Field

Throughout the professional preparation, students will be challenged to link theory with practice while participating in school internships. Professional course work begins during your first year, with an introduction to teaching and learning and the application of information technology in schools. In the second and third years, you’ll participate in a sequence of professional courses linked with supervised field experiences in child development, assessment/planning, individual classroom strategies, literacy, and inquiry. These experiences culminate in a full-semester teaching internship during your final year. You will have many opportunities to observe and practice in supervised settings in rural, suburban, and inner-city schools.
The core mission of the elementary education program is “to teach all children strategically in diverse communities of learners.” Each course sequence and field experience in our program embodies this mission by asking our candidates to demonstrate the following characteristics of meaningful teaching and learning:

- Ground teaching in subject matter
- Continual reflection to improve practice
- Promote strategies that strengthen academic and social competence
- Employ cooperative learning strategies
- Teach interdisciplinary ideas and themes
- Assess learning and social competence in multiple ways
- Differentiate instruction to teach heterogeneous groups of students
- Create, safe, trusting and encouraging classroom environments
- Model enthusiasm and positive energy
- Partner with other school and community professionals
- Embed technology in teaching and learning activities
- Expand learning opportunities for all children

The field experiences, culminating in the final internship, enable our candidates to demonstrate a deeper level of understanding and performance in these crucial areas.
Program Check Sheet

The Elementary Education Program check sheet will enable students in the program to monitor their progress in the three areas necessary for successful completion. They are General Education requirements, Content Concentration, and the Pre Professional/Professional Coursework. This check sheet should be maintained and brought to your advisor each semester when meeting prior to registration.

See final page of handbook for checksheet
Part IV: Licensing Information

PRAXIS I and II Information

PRAXIS CORE has been implemented as an integral part of the program requirements for initial licensure. Student must successfully complete PRAXIS CORE in order to move from the pre-professional to the professional coursework beginning in the Junior Year.

http://www.ets.org/praxis/about/core

PRAXIS II Professional Examination taken after graduation
Students do not need this test for graduation or program completion. Students who plan to apply for licensure in VT must successfully complete PRAXIS II to be eligible for the Level I Beginning Educators License.

Students need to check the codes on the ETS website to ensure that they are enrolling for the correct test for their particular area of endorsement.

If you plan to teach in another state, check the Department of Education for that state to determine what professional examination is required for licensure.

https://www.ets.org/praxis/about/praxisii

Final Internship and Professional Portfolio

Successful completion of your program as defined by the Vermont State Department of Education includes:

- Earning a minimum grade of B (not B-) in your program internship
- Completing all program requirements (including your professional portfolio)
- All coursework and related field experiences are considered your ELED program. In addition you will have your major concentration and general education requirements.
- Earning an overall GPA of 3.0 or above
- Receiving a positive recommendation from your UVM supervisor and written input from your cooperating teacher during your final internship
- PRAXIS CORE passing scores

The purpose of the final internship is to provide the intern with an opportunity for continuous contacts with the same group of students over a relatively long period of time and with public school personnel in various phases of the total school program. A full time internship provides an opportunity for a prospective teacher to:

- Have the knowledge and skills in the content area of endorsement at a level which enables students to meet or exceed the standards
• Understand how individuals learn and grow and provide learning opportunities that support intellectual, physical, social and emotional growth.
• Understand how groups differ and create equitable instructional opportunities that respond to the needs of all students.
• Use a variety of instructional strategies to provide opportunities for students to meet or exceed the expectations in the VT Frameworks of Standards and Learning Opportunities.
• Create a classroom that encourages respect for self and others, positive social, and emotional growth.
• Implement, adapts, revises and when necessary, creates curriculum based on standards and students’ prior and current knowledge needs and interests.
• Use multiple assessment strategies to evaluate student growth and modify instruction to ensure continuous intellectual, social, physical and emotional development of every student.
• Use research data including student performance data and other resources, to improve practice.
• Understand and integrate current technologies in instruction, assessment, and professional productivity.
• Work as a team member and form professional relationships with colleagues.
• Understand laws related to student and educator rights and responsibilities and treat students and colleagues fairly and equitably.

One guiding principle for the internship is that interns become immersed in the total life of the school. They should use part of their time to visit teachers and observe in classrooms. Also they should become familiar with special services available at the school and with the functions of administrators and staff. They should also participate in some non-instructional duties such as lunchroom, bus, or study hall. They should attend all faculty meetings, parent conferences, with permission and other important school activities as found appropriate by the mentor teacher.

Upon completion of the internship and professional portfolio the Student Services office will stamp your transcript and recommend you for licensure. You will then send the stamped transcript, which you secure from the registrar, to the State Department of Education in the state of interest.