This handbook is an important resource for Art Education majors. It provides information of the requirements, procedures, policies and guidelines as you work towards licensure in art education. Please read it, as you are responsible for the information provided in here.
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Section One: Program Overview and Policies

Program Overview:
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Mission Statement

The Art Education Program at the University of Vermont encompasses two main disciplines: art and education. As our students develop their passion and skills in art and education, they grow into accomplished artists and experienced teachers who can impart their love and knowledge for the arts to students of all ages. In addition, the Art Education Program provides the tools for our students to become thoughtful and critical thinkers engaged with the broader field of art education, who advocate for the arts beyond the classroom, and who understand the importance of providing diverse populations access to art education.

Admission to the Art Ed Program

Undergraduate students may declare their intention to be an Art Education major on their application to the University. Accepted students can check their advisor information online under “MyUVM” found on the registrar’s homepage.

Undeclared students and students changing majors need to be enrolled in the College of Education and Social Services (CESS) to become an Art Education major. To enroll, they should contact CESS Student Services Office. To transfer into CESS, students must fill out an application online at: http://www.uvm.edu/~cess/?Page=forms/transfer.html and then declare their major as Art Education.

All 1st year students who wish to be an Art Education major are accepted. All 2nd year students are accepted if they have a minimum 3.0 GPA (a GPA under 3.0 may conditionally be accepted into the program). Juniors and seniors must have a 3.0 to continue in the program (a GPA under 3.0 may be accepted if approved by CESS conditions).

Accepted students should check their advisor information and CATS report online on the registrar’s homepage. A meeting with your art education advisor is mandatory in order to plan a time-sensitive program of course requirements. The CATS report must be referred to in order to track your progress in the requirements for graduation and certification.
Program Requirements

- Students who would like to be an Art Education major must be enrolled in the College of Education and Social Services (CESS).
- Students must have a 3.0 GPA in order to transfer in to become an art education major, to continue as a junior and senior art education major, and to graduate as an art education major. (Students with a GPA slightly below 3.0 must work with CESS student services in a formal process to address the conditions of continued candidacy for certification).
- Students must have a minimum of a 3.0 in all professional art education courses, including student teaching.
- Students must have a total of 121 credit hours to graduate: 36 credits studio art; 12 credits art history; 17 credits art education; 12 credits student teaching; 9 credits professional education; 24 credits in a variety of liberal arts requirements; 11 credits electives. (see check sheet in handbook)
- Students must complete the Diversity and Race and Culture course requirements (D1 and D2).
- 30 of the last 45 credits must be completed in residence at UVM.
- Students must meet/talk with their advisors every semester in order to make an efficient plan for graduation within 8 semesters.

Art Education Major

The Art Education program occupies a unique place among programs at the University of Vermont. Designed to serve students with a passion for art and education, the Art Education major straddles two colleges. The professional education courses and BS degree come from the College of Education and Social Services, but the bulk of the course work (studio art, art history, art education, and general education requirements) comes from the College of Arts and Sciences. Typically the Art Education courses, which begin junior year, are small (6-15 students), and thus easily geared toward individual attention and successful completion of the major.

Art educators need a broad, deep involvement in a variety of areas. To this end, the program requires a total of 121 credit hours, including 36 credit hours in studio art, 12 credit hours in art history, 17 credit hours in art education; 12 credit hours student teaching; 9 credit hours in professional education (special needs, foundations of education, human development), and 24 credit hours in a variety of liberal arts requirements. (See Checklist in the Art Education Handbook)

With the belief that experience in the classroom is the backbone of a strong program, most art education courses have a fieldwork component known as a practicum. The culminating Art Education experience is a 12-credit full time student teaching practicum in a local public school, with an accompanying 3-credit seminar that aids in licensure portfolio development. (See Art Education Handbook)

Upon graduation, students are certified by UVM to teach PreK-12 art in the public schools, but are not automatically licensed by the state. In order to become licensed by the state of Vermont, students must pass PRAXIS II (0135) the art endorsement test, and then apply directly to the Vermont Department of Education. The VTAOE accepts the UVM certification as evidence that all requirements (other than PRAXIS II) have been met. (See Licensing Resources in Handbook)

Our graduates have undertaken a variety of careers related to art education: public and private school art education at all levels, international art education, arts administration, art therapy, museum education, contemporary visual culture and media grad school, arts program development, educational filmmaking, gallery direction, theater, architecture and university teaching.
Art Education Course Requirements

CATS Report

The Curriculum Audit Tracking System (CATS) identifies the specific requirements for your current degree program and displays the courses that you have taken that satisfy those requirements. The CATS Report indicates which requirements still need to be completed and provides a list of possible courses that will satisfy them. Students can run a CATS Report from the Student Access site “MyUVM” on the Registrar’s Office homepage.

It is important that you review your CATS Report with your advisor. Transferred credits or courses taken as an exception require a course substitution or a course waiver that may need to be submitted through the Request Process used by the CESS. The Request form is available at the CESS Student Services website: http://www.uvm.edu/~cess/stservices, under FORMS (on the left column).

To Access Your CATS Report:

1. Go to the Registrar’s Office online at http://www.uvm.edu/~rgweb/.
2. Click on “MyUVM”, Enter your User ID and Pin, and click Login.
3. On the Main Menu, click on “CATS Reports for Students”.
4. On the CATS page, click on “Submit an Audit”.
5. On the Submit Audit page select the “Latest” version of your degree program, then choose “List All Requirements”, or “Incomplete Requirements”, etc. and click “Run Audit”.
6. Click on “View submitted audits”.
7. Click on the degree program link to open the audit.

If you have problems running your CATS report or have questions, please contact Gillian Homsted, 656-1446 at the CESS Student Services Office.
# Teacher Education / Art Education Checksheet

## General Education

<table>
<thead>
<tr>
<th>Arts and Letters</th>
<th>Crs</th>
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<td>English Lit</td>
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<td><strong>Humanities</strong></td>
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<td>(CMSI 001, For Lang, PHIL, REL)</td>
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<td>Social Science</td>
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<td>SU</td>
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<tr>
<td><strong>Diversity</strong></td>
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<tr>
<td>D1</td>
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<tr>
<td>D2 is covered by EDSP 005</td>
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**Total Credits**

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<tr>
<th><strong>Electives</strong></th>
<th>Cr</th>
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**Total Credits**

* Look for D1 and SU indicator in catalogue.
** PRAXIS Core must be passed before student teaching. *Do this early in case parts of it need to be retaken.*
*** EDAR 177 & 178 include 30 hours each of junior year internships (observation and participation).
**** EDAR 284 includes internship outside of public schools.
***** No student may exceed 24 credits of practicum including the 12 hours of student teaching.
****** EDSC 226 should not be taken concurrently with other courses other than EDSC 230.
******* EDSC 230 is to be taken at the same time as EDSC 226.

Program completion in Art Education requires a minimum of 121 approved credit hours.

Revised Fall 2016

## Professional Requirements

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<th>Professional Education</th>
<th>Crs</th>
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<td>EDSP 005 Iss Affecting Persons w/ Dis</td>
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<td>EDFS 002 or 203 Soc, Hist,&amp; Found of Ed</td>
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<td>EDAR 177 Theory &amp; Practice, Elementary (Fall Junior year)***</td>
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<td>EDAR 178 Theory &amp; Practice, Middle/ High School (Fall Junior year)***</td>
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<tr>
<td>EDAR 284 Alternative Sites (Spring Junior year)****</td>
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<td>PRAXIS Core**</td>
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<td>EDSC 226 Student Teaching (Fall or Spring)*****</td>
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<td>EDSC 230 Teaching For Results (Student Teaching Seminar)******</td>
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**Total Credits**

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<td>ARTH 006 Western Art: Renaissance-Modern</td>
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<th>Studio Art</th>
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<td>(36 crs minimum, including 6 hours of foundation studio courses: ARTS 001, 012. ARTS 095 courses will count as 100 level courses, except for 095 photography)</td>
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<tr>
<td>ARTS 001 Drawing</td>
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<td>ARTS 012</td>
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<td>100-level course in 3-D</td>
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<tr>
<td>100-level course in digital media</td>
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Revised Fall 2016
Core Courses for the Art Education Certification Program

Art education majors must take courses in education and in art education as part of the professional requirements of the art education major.

1) Professional Education Courses:

- **HDFS 005: Human Development**: A comprehensive survey of life span individual and family development within social and historical context: should be taken in the first or second years. 3 credits.

- **EDSP 005: Issues Affecting Persons with Disabilities**: A study of the effects of discrimination, advocacy, litigation and sociological perspectives on disabilities: should be taken in the first or second years. 3 credits.

- **EDFS 002 (1st or 2nd year students) or EDFS 203 (3rd or 4th year students): Social, Historical, and Philosophical Foundations of Education**: A 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. Prerequisite: Enrollment in teacher licensing program. 3 credits.

2) Professional Art Education Courses:

**Junior Year:**

**Fall semester:**
- EDAR 177- Curriculum & Practicum in Elementary Art 4 credits
- EDAR 178- Curriculum & Practicum in Middle/High School Art 4 credits

**Junior Year**

**Spring semester**
- EDAR 283- Current Issues in Art & Education 3 credits
- EDAR 284- Current Issues in Art & Education/Alternative Sites 3 credits

**Senior Year:**

**Fall or Spring semester (to be determined by Art Education Director)**
- EDSC 226 Student Teaching Internship (look in Secondary Ed) 12 credits
- EDSC 230 Student Teaching Seminar: Teaching for Results 3 credits

3) Studio Art and Art History Courses:

- 36 credit hours in studio art, including: core courses ARTS 001, 012; a digital arts course; a 3D course; note: ARTS 095 courses will count toward the required 36 credit hours
- 12 credit hours in art history, including: ARTH 005 and 006; 2 electives
Art Education Course Descriptions:

Fall of Junior Year

EDAR 177 (Curriculum & Practicum in Elementary Art) and EDAR 178 (Curriculum & Practicum in Middle/High School Art) are 4-credit seminars offered in the fall of junior year. Each course has a practicum field experience and an academic seminar. The field experiences are 3 hours per week for a full semester at the elementary level, and 3 hours per week for 5 weeks each at the middle and high school levels. These are your first real classroom experiences. An additional practicum for young children at the Fleming Museum after-school program is folded into the EDAR 177 seminar. Information on the field experiences will be given on the first day of the seminars. The seminars meet once a week and are worth 4 credits each because of the time needed for field experiences. There will be intensive writing in these courses.

The Fleming Museum after-school program is a practicum that is an opportunity for art education students to introduce local school children to art making that is based on UVM’s museum collection. Christine Fearon, the Director of Education at the Fleming Museum will contribute to EDAR 177 to introduce the role of the Museum in Art Education.

Spring of Junior Year

EDAR 283 (Current Issues in Art Education) is a 3-credit seminar that gives students an understanding of issues in the field of art education and prepares them for every aspect of student teaching, including the Licensure Portfolio assessment. Students will examine the following: art education in a historical context, current debates in the field of art education, curriculum development and lesson planning, accommodation of special needs and ELL, accountability, advocacy, aesthetics and criticism, assessment, classroom management, National Core Arts Standards, InTASC standards for educators, multiculturalism and diversity, literacy, integration of the arts, and visual thinking strategies. There will be intensive writing in this course.

EDAR 284 (Current Issues in Art Education/Alternative Sites) is a 3-credit seminar for which students will complete a semester-long internship at an alternative art education site that is outside of the public schools. The goal of the seminar is to broaden the notion of locations in which art education can occur outside of the typical art classroom. Sites are chosen by the student and should relate to interests that could be pursued after graduation.

Fall or Spring of Senior Year

EDSC 226 (Student Teaching Internship) is a full time 12-credit internship offered fall or spring of senior year (to be determined by Art Education Director in conjunction with student). Student teaching is a 15-week internship in a public school of your choice. You will decide at what level you would like to teach and with whom you would like to work, though interviews with the mentor and principal must precede your acceptance at a school site. Additionally, you must have passed PRAXIS Core in order to become a student teacher. You will be certified to teach art for grades PreK-12 because of your five internships as a junior and senior.

EDSC 230 (Student Teaching Seminar: Teaching For Results) is a 3-credit seminar that gives the student teachers an opportunity to discuss issues in the field and systematically produce the Licensure Portfolio.
Licensure Portfolio

What is the Portfolio and how is it assessed?

The Licensure Portfolio is the documentation of your internship experience as well as a reflection of your experience as an artist, a student of art education, a teacher of art, and a member of the arts and education community. The Vermont Department of Education sets the minimum guidelines for the portfolio, and the UVM art education program adds other requirements as an example of an exemplary art education. EDSC 230 is organized to help student teachers compile their Licensure Portfolios. The portfolio is part of the evidence that will determine if you will be certified by UVM to teach preK-12 art. (Certification is an indication that you are a qualified candidate for licensure. It is not a license. You will need to pass PRAXIS II Art Content & Analysis (0135) and apply to a state’s Department of Education for your license.)

The Licensure Portfolio is an electronic web-based document that reflects the ways in which you have met the Vermont Core Teaching Standards (VCTS), which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progressions. You will meet these standards through your course work, teaching practice, observations, analysis, reflections, research, and visual documentation.

Assessment of your portfolio will take place at the end of your student teaching semester by two UVM Education faculty members, which shall include at least one Art Education faculty member. If your portfolio is scored as passing, you will be recommended for licensure and will receive the endorsement needed to apply for your teaching license upon successful completion of the program. If it is determined that there is anything missing or inadequate in your portfolio, you will be asked to make the changes and re-submit your portfolio within a set period of time.
Licensure Requirements

You do not get automatically licensed to become an art teacher when you graduate from UVM. Once you are certified by UVM at the completion of the Art Education Program you will need to pass PRAXIS II and apply to a State Department of Education for your license. A Vermont license has reciprocity with many states, though you will need to go to a state’s DOE website to see if there are any additional requirements.

Students are responsible for completing all aspects of the licensure process independently. For specific questions about licensure, look at the Questions about Licensing section of the Art Education Handbook, or go to http://education.vermont.gov/new/html/licensing/forms/initial_license.html

Click on Traditional Route and download the application. There are application fees. It will take 8-10 weeks to process.

Reciprocity: You are not required to get a license in Vermont if you choose to work in a different state. Look up which states have reciprocal agreements with Vermont and then go to the state’s DOE website to find any additional requirements. http://education.vermont.gov/new/html/licensing/forms/reciprocity.html

Testing:


- Praxis Core:
  - Registration: www.ets.org
  - You must pass PRAXIS Core prior to student teaching. It is advised to take the test in your first year. Your CATS report will indicate your status.
  - The test may be taken anywhere, but the results must be sent to UVM CESS.
  - The test or parts of the test may be re-taken with a 21-day time period between tests.
  - Praxis info sheet is in Licensing Resources section.

- Praxis II:
  - Praxis registration: www.ets.org
  - Content and Analysis 0135 is the required test for licensure in VT.
  - Registration and test fees are listed on line.
  - For Praxis II details, see Licensing Resources section.
  - You do not have to take this to graduate from UVM; however, you need to pass this test if you want to become licensed in Vermont. For getting licenses in other states, check specific requirements for those states.
Preparing for Graduation

Declare Your Intent to Graduate:

All CESS students must fill out a form declaring their intent to graduate during the semester prior to graduation. The form is found at: http://www.uvm.edu/~cess/?Page=forms/gradintent.html.

Career Services:

During the semester prior to graduation, students are encouraged to contact the Career Services Office at the University of Vermont. This service is provided free-of-charge to all UVM students and can prove invaluable in the job search process. To learn about career prospects and resources available to CESS students, visit the Career Services Website at http://www.uvm.edu/~career/ or call Career Services at (802) 656-3450 to make an appointment with a career counselor.

SchoolSpring.com:

As the counselors at Career Services and many professional educators will tell you, SchoolSpring.com has become the most efficient way of tracking job openings across the country in the field of education. Sign up as a member as soon as possible. There is no cost to sign up. Go to www.schoolspring.com, click on “My Account” and then “New Job Seekers”. There are multiple search engines for finding jobs relating to education, but School Spring is currently the one most favored by the country as a whole, especially in the state of Vermont.
Section Two: Student Teaching

Student Teaching is a 15-credit, full-time, semester-long internship at a level and school of your choice. You will sign up for EDSC 225 (12 credits) and EDSC 230 (3 credits), which can be found in Secondary Education on the Registrar’s page.

Student Teaching Internship

Internship Mutual Agreement

Assessment Check Sheet

Summative Student Teaching Assessment
Student Teaching Internship & Seminar
EDSC 226 and EDSC 230

What is Student Teaching?

Art Education Student Teaching consists of two components:

- **EDSC 226: a 12-credit, 15-week full time internship in a public school.** You will decide, with input from your advisor, at what level you would like to teach and with whom you would like to work. After successful interviews with the teacher (mentor) and principal at the site you have chosen, you will complete the Mutual Agreement Form that is included in the Art Education Handbook and give it to the Art Education Coordinator. This is the mentor’s contract with UVM and will assure your place with that educator. During your student teaching you will have a UVM supervisor (usually the Director) who will observe you at your school site once every 10 teaching days.

- **EDSC 230: a 3-credit weekly seminar with your UVM Supervisor.** The 2-3 hour weekly seminar is an opportunity to discuss issues in the field and systematically produce the Licensure Portfolio. EDSC 226 and EDSC230 can be found in the catalogue under Secondary Education.

Student teaching is a “job” that requires extensive time for preparation and full days of work in the classroom and school. Student teachers are expected to be at their sites for the entire school day. Interns are discouraged from attempting to hold jobs or taking additional courses. DO NOT leave important requirements to be taken at this time. You are also responsible for attending any important school events that may include Teacher In-Service Days, Teacher/Parent conferences, and Parent Night. *Student teachers follow the calendar of the school at which they are placed.* Public schools do not generally follow the UVM calendar. This means that you will likely begin your student teaching before the semester starts at UVM, and you will not be able to take the UVM holidays and vacations.

Two weeks of the semester are *solo weeks.* During this time, student teachers will be solely responsible for all aspects of teaching in the art classroom. You will write, prepare, and execute your own lessons. Classroom management and all aspects of day-to-day life in the classroom will be your responsibility. These two weeks can be completed concurrently or separately at any time throughout the semester, though most choose to do them near the end of the internship. You and your mentor will determine when you will do your solo teaching.

What is the Licensure Portfolio?

It is the documentation of your education, including the student teaching internship, that is used to evaluate your performance as a candidate for PreK-12 art endorsement. Minimum guidelines are set by the Vermont Agency of Education, but the UVM Art Education Program requires exemplary performance. EDSC 250 will guide the development of the electronic Licensure Portfolio. Assessment of your portfolio will take place at the end of your student teaching semester through an
Things that must be accomplished prior to student teaching:

Begin your search for an internship site during the fall of your junior year, and have all agreements signed by the early part of spring semester junior year. There is competition among several Art Education programs in the state for a limited number of sites. In addition, possible sites change every semester due to individual school policies and the needs and wishes of mentors.

- **Pass PRAXIS Core.** You may not begin student teaching until it is passed. You must pass each section of the test and may not use equivalent SAT or ACT scores after fall 2014. Give yourself enough time to be able to sign up to retake sections if you don’t pass all of them.
- **Find a mentor** with the help of your Advisor and Program Director (usually the same person).
- **Have the Mutual Agreement form signed** by your Mentor and Principal. Give to UVM Program Director. The Mutual Agreement Form is in the Art Education Handbook.
- **Complete a background check** and any other paperwork required by your school system. This must be accomplished well before internship starts. Each school district is unique, so contact your superintendent’s office for that information, including what is an acceptable place to have fingerprints done. This can keep a student teacher from starting on time, so do this as soon as you know the Mutual Agreement is signed.
- **Communicate with Mentor** about starting date and general expectations. You will be apprised of all the student teaching expectations before you speak with your mentor.
- **Complete requirements** for your school system’s substitute teaching pool. It is possible to be paid as a substitute teacher if your Mentor and the school system agree that you can handle the Mentor’s classes on your own. Each school system has different formal requirements that need to be addressed before being allowed to substitute teach.

What is my role as a student teacher?

Interns are expected to behave at all times as bona fide teachers of the school and fulfill all the responsibilities expected of a teacher as described in the school’s faculty handbook. CESS and the UVM Art Education Program have expectations for student teachers that are described in the handbook as Professional Attributes and Dispositions Assessment (PADA). This document and the Clinical Experience document are discussed in the seminar, and require a signature that indicates that you understand the expectations. Of particular importance are appropriate dress, professional behavior, punctuality, and attendance.

What am I expected to accomplish in the classroom?
• **Create a feeling of community** within the classroom by establishing a comfortable working environment with your mentor and your students.

• **Show appreciation for your mentor** and encourage constructive criticism. Make no excuses, be prepared, and do what needs to be done.

• **Provide a positive and enthusiastic outlook.** Help clean and organize the classroom without having to be asked.

• **Develop positive student/teacher relationships** by developing good classroom management skills.

• **Encourage engagement of all students** in classroom activities by addressing any individual learning needs with respect and appropriate modification of activity.

• **Develop appropriate lessons** that motivate students’ imaginations and create challenging problem-solving opportunities while addressing the National Core Arts Standards. Lesson plan requirements will be outlined in the seminar.

• **Use interesting and varied motivational materials** and techniques for introductions to lessons.

• **Document and assess each lesson/unit** taught with lesson plans and photos of student work. Write a description, analysis, and reflection that leads to modification for improved learning outcomes.

• **Become part of your school community** by attending meetings and functions.

• **Display student work** in an attractive manner throughout the school to be shared with other students, teachers, administrators, and parents.

• **Be punctual and dress and act like a professional.**

---

**How will I be assessed for the student teaching internship and seminar?**

A grade for EDSC 226 Student Teaching will be suggested by your Mentor and given by your UVM Supervisor. The grade is based on four assessments: a 3-page check sheet and accompanying narrative that lists all aspects of an effective art educator (see Check Sheet in Handbook), the PADA Rubric, the CESS Summative Student Teaching Rubric, and written observations by the Supervisor every 10 days.

Your Mentor will formally assess you in a detailed evaluation at midterm and at the end of the semester. This will provide a basis for discussion between you, your mentor and your UVM Supervisor as to your strengths and weaknesses in the classroom. The final review, filled out by your Mentor, will include a written evaluation that shows your growth.

The EDSC 230 Student Teaching Seminar assessment is based on your participation in the seminar and work on the Licensure Portfolio. This document will be evidence that you have completed all the requirements for Licensure, and will be an artistic example of who you are as an artist and educator.

At the successful completion of student teaching, you will participate in and exit interview where you will present and defend your portfolio. This interview will be conducted in a
professional manner, requiring proper dress and preparation of discussion topics. In the interview, you will be asked to state your Philosophy of Education & Goals and answer questions based on your portfolio.

<table>
<thead>
<tr>
<th>Intern Name</th>
<th>Phone</th>
<th>Address</th>
<th>Advisor</th>
<th>College</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course #(#s)</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

This agreement is to confirm that ________________________ has been placed for his/her Internship at __________________________ for the period from _____________ to _____________.

He/she will work with the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Course</th>
<th>Grade Levels</th>
</tr>
</thead>
</table>

The Intern and Mentor teacher(s) have agreed to follow the policies and procedures as described in the Secondary Education Internship Handbook, and as specifically negotiated among the members of the Internship Team as reflected on the attached Internship Roles and Responsibilities matrix.

Signed and dated:

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Teacher</td>
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<tr>
<td>Mentor Teacher</td>
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<tr>
<td>Mentor Teacher</td>
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<tr>
<td>District/School</td>
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</tbody>
</table>
Art Education Student Teacher Evaluation  
*University of Vermont*

Name of Student Teacher: _____________________________________
Cooperating Teacher: _________________________________________
Location of Student Teaching: __________________________________
Grade Levels:__________________________________________________
Semester of Student Teaching: ______________

*The following evaluation is made up of two parts:*

**Part 1** is this evaluation check sheet that will be filled out at mid-term and final, and will be discussed with Mentor, Intern, and Supervisor.

**Part 2** is the written final assessment with suggested grade by the Mentor that is due during finals week.

### Knowledge:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displays knowledge in 2D media.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>2. Displays knowledge in 3D media.</td>
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<td>___</td>
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</tr>
<tr>
<td>3. Displays knowledge in Art History in lessons and discussions.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>4. Employs the basic elements and principles of art in lessons.</td>
<td>___</td>
<td>___</td>
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<tr>
<td>5. Displays a sincere interest and enthusiasm for art.</td>
<td>___</td>
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</tbody>
</table>

### Planning:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides typed lesson plans to teacher prior to day of lesson.</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>2. Plans age appropriate lessons.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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</tr>
<tr>
<td>3. Utilizes students' prior knowledge.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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</tr>
<tr>
<td>4. Clearly states lesson objectives that correspond to state standards.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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</tr>
</tbody>
</table>
5. Instructional methods motivate students to achieve high performance. 

6. Takes advantage of resources in and out of classroom.

7. Accommodates for students with disabilities.

8. Uses proper assessment methods.

### Instruction:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follows plans effectively.</td>
<td></td>
<td></td>
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<tr>
<td>2. Is flexible if students’ needs change.</td>
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<tr>
<td>3. Introduces the lesson clearly.</td>
<td></td>
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<tr>
<td>4. Makes objectives clear through verbal and other ways.</td>
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<tr>
<td>5. Presents directions in logical sequence.</td>
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<tr>
<td>7. Checks for understanding.</td>
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<tr>
<td>8. Re-teaches when necessary.</td>
<td></td>
<td></td>
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<tr>
<td>9. Summarizes what has been learned.</td>
<td></td>
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</tbody>
</table>

### Teacher/Pupil Interaction:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has an authoritative presence and effectively uses non-verbal interactions.</td>
<td></td>
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<tr>
<td>2. Displays an appropriate sense of humor.</td>
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<td></td>
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<tr>
<td>3. Demonstrates an ability to listen and effectively respond to students.</td>
<td></td>
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<tr>
<td>4. Uses a variety of questioning techniques to encourage participation.</td>
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<tr>
<td>5. Shows respect and care towards students.</td>
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<tr>
<td>6. Demonstrates flexibility.</td>
<td></td>
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<tr>
<td>7. Displays an evident enjoyment for working with students.</td>
<td></td>
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</table>

### Classroom Climate:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is organized and prepared.</td>
<td></td>
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</tr>
<tr>
<td>2. Creates a safe classroom atmosphere.</td>
<td></td>
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</tr>
</tbody>
</table>
3. Creatively and innovatively displays student work.
4. Provides verbal feedback to students.
5. Recognizes individual needs.
6. Has high but realistic expectations.
7. Shows respect for student work.

### Classroom Management:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly communicates expectations for student behavior.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<td>___</td>
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</tr>
<tr>
<td>2. Responds to behavior problems fairly and sensibly in a timely fashion.</td>
<td>___</td>
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<tr>
<td>3. Consistently monitors student behavior.</td>
<td>___</td>
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<td>___</td>
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<tr>
<td>4. Anticipates potential disruptions.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>5. Is consistent with school policy.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>6. Reflects upon management style.</td>
<td>___</td>
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</tbody>
</table>

### Assessment:

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<tr>
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<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses a variety of formative and summative methods.</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>2. Maintains records of student progress.</td>
<td>___</td>
<td>___</td>
<td>___</td>
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<tr>
<td>3. Develops or understands grading criteria.</td>
<td>___</td>
<td>___</td>
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<tr>
<td>4. Reflects on each lesson with mentor.</td>
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<td>___</td>
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<tr>
<td>5. Employs constructive criticism from mentors to improve lessons.</td>
<td>___</td>
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</table>

### Responsibilities and Attributes:

<table>
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<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has clear and constructive conversations with mentor teacher about plans, etc.</td>
<td>___</td>
<td>___</td>
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<tr>
<td>2. Participates in school meetings, activities.</td>
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<td>___</td>
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<tr>
<td>3. Interacts with peers, school personnel, and parents in a collaborative way.</td>
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<tr>
<td>4. Arrives promptly for school.</td>
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<td>___</td>
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<tr>
<td>5. Is reliable and dependable.</td>
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<tr>
<td>6. Is a self-starter and takes initiative.</td>
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<tr>
<td>7. Has a desire to improve.</td>
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</tr>
<tr>
<td>Performance Indicator</td>
<td>Area for Concerns</td>
<td>Approaches Standard</td>
<td>Meets Standard</td>
<td>Rating</td>
<td>Comments</td>
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</tr>
<tr>
<td>The candidate demonstrates an understanding of content pedagogy through the development of a lesson(s)/unit with appropriate standards, grade level expectations, and educational objectives in order to make the discipline accessible and meaningful. <em>(InTASC 4 and 7)</em></td>
<td>The candidate’s standards, grade level expectations, and educational objectives are unclear/inappropriate and demonstrate a misunderstanding of the content/discipline</td>
<td>The candidate’s standards, grade level expectations, and educational objectives are somewhat appropriate in order to select content activities that make the learning accessible and meaningful</td>
<td>The candidate’s standards, grade level expectations, and educational objectives demonstrate a clear understanding of content pedagogy in order to create content specific learning experiences that make the discipline accessible and meaningful</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The candidate uses an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design developmentally appropriate and challenging learning experiences. <em>(InTASC 1)</em></td>
<td>The candidate’s learning experience does not take into account the developmental level of the learners (cognitive, linguistic, social, emotional or physical areas) and is not appropriate or challenging.</td>
<td>The candidate demonstrates an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) and can select appropriate and challenging learning experiences.</td>
<td>The candidate demonstrates an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) and can design and assess appropriate and challenging learning experiences.</td>
<td></td>
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</tr>
<tr>
<td>The candidate demonstrates an understanding of individual and population group differences, issues of diversity including learner’s prior knowledge, needs, background or interest in order to design inclusive learning experiences(s)</td>
<td>The learning experience(s) demonstrate little or no understanding of individual and group differences, issues of diversity including the students’ prior knowledge, needs, background, and interests.</td>
<td>The candidate demonstrates a clear understanding of individual and population group differences, issues of diversity including learner’s prior knowledge, needs, background or interest and is able to select/apply inclusive learning experiences(s).</td>
<td>The candidate demonstrates a clear understanding of individual and population group differences, issues of diversity including learner’s prior knowledge, needs, background or interest and is able to design/assess inclusive learning experiences that maintain high...</td>
<td></td>
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</tbody>
</table>
learning experiences that maintain high expectations for all learners.  
(InTASC 2)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Area of Concerns</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
</table>
| The candidate evaluates and modifies instructions resources and curricular materials based on their comprehensiveness, accuracy and appropriateness for her/his students, and uses supplementary resources and technologies as available and appropriate to ensure accessibility and relevance for all students.  
(InTASC 4) | The candidate demonstrates little or no understanding of the effective and appropriate use of resources to support or enhance instruction and there is little or no use of technology with students. | The candidate is able to evaluate and modify some instruction using curricula materials based on their appropriateness for the students, and uses technology appropriately most of the time. | The candidate evaluates and modifies instructions resources and curricular materials based on their comprehensiveness, accuracy and appropriateness for her/his students, and uses supplementary resources and technologies as available and appropriate to ensure accessibility and relevance for all students when teaching the majority of the time. | |          |

**General Feedback on Planning:**

**INSTRUCTION/TEACHING**
<table>
<thead>
<tr>
<th>The candidate understands and utilizes a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply in meaningful ways. (InTASC 8)</th>
<th>The instructional strategies have little or no variety and do not encourage learners to think critically about content or to make connections in meaningful ways.</th>
<th>The instructional strategies have some variety and sometimes encourage learners to develop a deep understanding of content and connections and building skills in meaningful ways.</th>
<th>The instructional strategies are varied and consistently encourage learners to develop a deep understanding of content, to make connections in meaningful ways.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate understands how to connect concepts, use questioning techniques and use differing perspectives to engage learners in higher order, critical thinking. (InTASC 5)</td>
<td>The candidate is unable to connect concepts and use differing perspectives to engage learners in higher order, critical thinking.</td>
<td>The candidate occasionally connects concepts, uses a limited variety of questioning techniques and some differing perspectives to engage students in higher order, critical thinking.</td>
<td>The candidate connects concepts, uses questioning techniques and different perspectives to engage learners in higher order, critical thinking.</td>
<td></td>
</tr>
<tr>
<td>The candidate differentiates and modifies aspects of instruction based on individual learner ability, interest, and preferences to engage all learners. (InTASC 2)</td>
<td>The instruction is thoroughly differentiated and/or modified as appropriate for the learners. The instruction demonstrates little or no differentiation or modification, and aspects of the lesson are inappropriate for the learners.</td>
<td>The instruction is somewhat differentiated and/or modified as appropriate for the learners.</td>
<td>The instruction is thoroughly differentiated and/or modified as appropriate for the learners.</td>
<td></td>
</tr>
</tbody>
</table>

**General Feedback on Instruction:**

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Acute Area of Concerns</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate understands and uses multiple methods (formative and summative) of assessment to engage learners in their own growth, to monitor student progress by using data to make instructional decisions and to</td>
<td>The candidate does not plan effective methods of assessment, minimally monitors student progress and does not utilize data to make instructional decisions.</td>
<td>The candidate uses some assessments and is beginning to utilize data to monitor student growth, engage learners and make instructional decisions.</td>
<td>The candidate plans and uses relevant methods of assessment, collects and utilizes assessment data to monitor student progress, engage learners and make instructional decisions.</td>
<td></td>
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</tr>
<tr>
<td>Performance Indicator</td>
<td>Acute Area of Concerns</td>
<td>Approaches Standard</td>
<td>Meets Standard</td>
<td>Rating</td>
<td>Comments</td>
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</tr>
<tr>
<td>The candidate establishes classroom routines, procedures, and expectations to actively and equitably engage learners and uses respectful and effective verbal and nonverbal communication strategies (InTASC 3)</td>
<td>. The candidate rarely establishes expectations or holds students accountable and occasionally uses inappropriate or ineffective verbal and nonverbal communication resulting in loss of instructional time.</td>
<td>The candidate generally establishes classroom routines and expectations, holds students accountable and uses respective and effective verbal and nonverbal communication strategies to engage all students.</td>
<td>The candidate consistently establishes classroom routines and expectations, holds students accountable and uses respective and effective verbal and nonverbal communication strategies to engage all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active participation. (InTASC 3)</td>
<td>The candidate rarely monitors transitions and changes in the learning environment and/or inconsistently or incorrectly uses behavioral management strategies and instructional strategies to address the learning and active participation of students.</td>
<td>The candidate is beginning to recognize and monitor transitions and changes in the environments and uses behavioral management strategies and instructional strategies that generally encourage learning and active participation.</td>
<td>The candidate consistently monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active participation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Feedback on Management:

guide the teacher’s and learner’s decision making (InTASC 6)

General Feedback on Assessment:
### REFLECTION

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Acute Area of Concerns</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate continually evaluates and reflects on his/her practice, particularly the effects of choices and actions on others (learners, families, other professionals and community) and adapts practice to meet the needs of each learner. <em>(InTASC 9)</em></td>
<td>The candidate demonstrates little or no awareness of the extent to which his or her own actions/choices in the classroom impacted the learning of the students. Adaptation of practice is not evident.</td>
<td>The educator demonstrates some awareness of the extent to which his or her own choices and actions in the classroom impacted the learning of the students. Some plans for adaptation of practice are evident to meet the needs of learners in the classroom.</td>
<td>Educator demonstrates a thorough awareness of the extent to which his or her choices and actions in the classroom impacted the learning of the students. Plan for adaptation of practice and instruction is specific and meets the needs of learners in the classroom.</td>
<td></td>
</tr>
<tr>
<td>The candidate identifies strengths and weaknesses of the planning, assessment and the instructional process through reflection. <em>(InTASC 9)</em></td>
<td>Reflection demonstrates little or no understanding of the candidate’s strengths and weaknesses with respect to planning, assessment, and instruction.</td>
<td>Reflection demonstrates some understanding of the candidate’s strengths and weaknesses with respect to planning, assessment, and instruction.</td>
<td>Reflection demonstrates a thorough understanding of the candidate’s strengths and weaknesses with respect to planning, assessment, and instruction</td>
<td></td>
</tr>
</tbody>
</table>

**General Feedback on Reflection:**

---

**REFLECTION**

The candidate continually evaluates and reflects on his/her practice, particularly the effects of choices and actions on others (learners, families, other professionals and community) and adapts practice to meet the needs of each learner.

**Acute Area of Concerns**

- The candidate demonstrates little or no awareness of the extent to which his or her own actions/choices in the classroom impacted the learning of the students. Adaptation of practice is not evident.

**Approaches Standard**

- The educator demonstrates some awareness of the extent to which his or her own choices and actions in the classroom impacted the learning of the students. Some plans for adaptation of practice are evident to meet the needs of learners in the classroom.

**Meets Standard**

- Educator demonstrates a thorough awareness of the extent to which his or her choices and actions in the classroom impacted the learning of the students. Plan for adaptation of practice and instruction is specific and meets the needs of learners in the classroom.

**Rating**

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**Comments**

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Section Three: Licensing Resources

UVM endorses students for certification to teach PreK-12 art in the public schools, but it is the State of Vermont that grants the license to teach.

Frequently Asked Questions about Licensure

Vermont’s Testing Requirements for Educators

PRAXIS II: Art Content and Analysis (0135)
Frequently asked Questions about Licensure

Licensing
The Teacher Education programs offered at the University of Vermont were developed by program faculty and have been reviewed and approved by the Vermont Standards Board for Professional Educators (VSBPE) as meeting the state regulations. We refer to these programs as State Agency of Education (VTAOE)-approved programs.

The information within this Licensure Q & A is appropriate for students who are completing SDE-approved programs leading to initial licensure at the undergraduate and post-baccalaureate programs, as well as potential applicants to these programs.

Are UVM's programs accredited?

State Agency of Education Approved and Nationally Accredited
The Vermont State Agency of Education (VTAOE) belongs to NASDTEC (National Association of State Directors of Teacher Education and Certification) and to the Interstate Contract (reciprocity agreement). Membership in NASDTEC and participation in the Contract means that students who successfully complete teacher education programs approved by the Vermont State Agency of Education enjoy reciprocity (but must still meet ancillary requirements) with other states that also participate in the agreement. The teacher education programs at the University of Vermont have been evaluated by portfolio and approved by the VT SDE. Teacher education programs at the University of Vermont also hold the distinction of meeting the national standards set forth by CAEP (Council for the Accreditation of Teacher Education) and are therefore CAEP-accredited.

What are endorsement areas/levels?
The endorsement is generally listed on the license to indicate the grade level and the field (content area).
Endorsement Area and Level: Art: PreK-12

How do I get an official stamp and my degree recorded on my transcript?

After you successfully complete your program and it has been determined that you are eligible (by the Licensing Officer, Dr. Demethra Bradley, in cooperation with the Art Education program director), the Registrar’s Office stamps your transcript. We recommend you for licensure by sending your name to the Registrar, the Registrar’s Office stamps your transcript, and you complete an application for licensure for an initial license in VT, or another state, where you plan to begin teaching. You do not have to be licensed in Vermont to get a license in another state.

Your transcript is stamped after you have successfully completed your program and your grades and degree have been recorded on your transcript by the Registrar’s Office. A degree appears on the transcript after it has been approved by the Faculty Senate and the Board of Trustees in mid October, early March (not December) and May. This means that if you finish your program requirements during the summer months, you will be an October graduate. Finishing in December means you will be a March graduate and finishing in May means you are a May graduate.

Please note that undergraduates who complete the requirements for program completion during the summer months cannot graduate before October, therefore, these students may not be eligible to begin teaching in September unless provisions are made by a school district. As noted previously, transcripts cannot be stamped to indicate eligibility for licensure until the degree is on the transcript.
What are the final steps to completing my program and what are some state licensure considerations?

What does successful completion entail?
Successful completion of your approved program includes:

1. Earning a minimum grade of 3.0 in your program internship
2. Completing all program requirements (including the portfolio)
3. Earning an overall GPA of 3.0 or above
4. Receiving a positive recommendation from your UVM Supervisor with written input by your Mentor Teacher
5. Successfully completing PRAXIS I or PRAXIS Core and PRAXIS II

Should I apply for licensure if I am not planning to teach immediately?
You should apply for licensure even if you do not plan to teach immediately after successfully completing your program. Requirements can change, so it may be easier to renew your license several years after graduation than it would be to apply for licensure for the first time. It is always best to keep your options open.

When should I apply for licensure?
You must pass PRAXIS II before you apply for a license. You may request licensure applications from any state at any time. It is important that you go to that state’s DOE website to become familiar with special requirements separate from VTAOE reciprocal licensure agreement. These special requirements may include a test.

What are the basic things to know about PRAXIS Core and PRAXIS II?

PRAXIS Core
Since PRAXIS Core has been implemented as an integral part of the program requirements for initial licensure, students must successfully complete PRAXIS Core at least a semester before student teaching. Undergraduates and post baccalaureate students who have not successfully completed PRAXIS Core (or PRAXIS I as of August 2014) will not be eligible to student teach.

PRAXIS Core may be taken at any location offered by Educational Testing Service (ETS). Go to the ETS website to find a location and dates for testing. The scores should be sent to UVM CESS Student Services. You must pass all three sections. If you fail a section, you may retake that section after 21 days.

PRAXIS II
Students are not required to complete PRAXIS II to be eligible for program completion and graduation. Students who plan to apply for licensure in Vermont must successfully complete PRAXIS II (pdf) (http://education.vermont.gov/new/pdfdoc/licensing/testing/testing_brochure_06.pdf) to be eligible for the Level I Beginning Educators License. Students who aren’t planning to teach in VT should check the ancillary (e.g. teacher tests, etc.) requirements for states to which they will be applying. Some may require PRAXIS II, but have different “pass” scores than Vermont, and others may require state-specific exams. When you determine which states require PRAXIS II, be sure to check the code numbers to determine if they require the same PRAXIS II test. For example, students applying for VT licensure must complete PRAXIS II for Art (code #0135); other states may also require PRAXIS II for Art Education, but the test codes may be different.
If I submitted my fingerprints and completed the Criminal Record Check (CRC) during an earlier semester (e.g., teaching internship), do I need to complete the process and pay the fee a second time?

All states do not require the Criminal Record Check. If you are applying for Vermont licensure, use the Authorization to Release form (included as part of the Vermont application packet for your convenience) instead of the Request for Criminal Record Check form (also part of the application materials). If the time span between initiating the CRC and getting licensed is longer than one year, you will probably need to complete it a second time. If you have questions about completing the CRC a second time because it has been longer than one year, review the guidelines in the recently revised Vermont application packet. Call (802) 828-2445 if you need additional information.

If you are applying for licensure in a state other than Vermont, you will need to determine if a Criminal Record Check is required by that state, and follow the directions provided by that State Department of Education.

You may be wondering why students in the Teacher Education programs aren't required to complete the Criminal Record Check through the University rather than through the public schools and the Vermont SDE. This isn't possible because the University cannot receive the results of the CRC. The SDE may receive them, but only for licensure. Therefore the public school superintendents must receive the CRC results for teaching interns, and you must sign the release to have the results shared with the SDE for licensure.

How does the licensure application process work?

**Licensure application**

You are eligible to apply to any state for licensure after you successfully complete your VTDOE-approved program and after the degree and certification stamp have been added to your transcript. You do not have to have a VT license to apply to other states for a license. Your application for licensure cannot be reviewed until the stamp is on your transcript. The VTDOE states that "Students may not apply prior to graduation." This is likely true for other states as well.

Applications for licensure must be requested from the specific State Department of Education where you intend to apply. To obtain an application for initial licensure for Vermont, go to the Vermont VTAOE Website and download the Application Packet for Initial Vermont Educator License (http://education.vermont.gov/new/pdfdoc/licensing/forms/initial/initial_packet_0206.pdf) or request an application by calling (802) 828-2445. The application process differs from one state to another, though the process will take 8-10 weeks in most states.

**License vs. endorsement**

The license is the document issued by a state, which allows you to teach in the public schools. The endorsement is the grade level and the field (content area) in which you are licensed. You will be endorsed for PreK-12 Art.
**Licensure forms from other states**

A stamp on your transcript that verifies program completion may not be enough for certain states. Some may require a special form to be filled out by Gillian Homsted, with the signature of Dr. Demethra Bradley as the licensing officer.

Send licensure verification forms for states other than Vermont to: Gillian Homsted, University of Vermont, CESS Student Services, 528 Waterman, 85 South Prospect Street, Burlington, VT 05405

**Completion of State Agency of Education approved program**

Your transcript is stamped to indicate successful completion. The stamp (actually a statement that is referred to as a stamp) indicates the specific endorsement area and includes the minimum number of teaching internship clock hours. It also states that you have completed a NASDTEC, ICC, state-approved and CAEP-accredited program and indicates that you have been recommended for Vermont licensure. This statement is your evidence of successful program completion.

**Can I get a license if I do not have the required overall grade point average of 3.0?**

You will not be allowed to do your student teaching if you cannot realistically achieve a 3.0 overall GPA by the time of graduation. Therefore you cannot get a license to teach art without a 3.0 GPA

**Is there a licensure timeline/checklist available?**

Yes! The following bullet points will guide you through the steps that should be taken during specific periods of your study in order to stay on track for licensure. This list applies to undergraduates and post-baccalaureate teacher preparation students.

**Prior to teaching internship:**
- Complete Criminal Record Check (CRC)
- Pass PRAXIS Core

**During final year at UVM:**
- Determine states where you will be applying for licensure
- Review ancillary requirements specific to that state (e.g. teacher tests)
- Set up file of transcript, letters of recommendation, at UVM's Career Services Office
- Develop your resume

**Final semester at UVM:**
- Complete PRAXIS II if required for licensure/endorsement
- Complete assessments required for licensure in other states of interest
- Successfully complete VTAOE approved program, including the portfolio
- Request applications for licensure from states of interest

**After reaching program completion:**
- Request a copy of your transcript from the Registrar and verify that it has been accurately stamped to indicate that you are eligible for licensure
- Mail completed application(s), forms, fees, transcripts, test scores etc. to State Department of Education in state(s) of interest
- Create a file that includes: copy of stamped transcript; copy of initial license; copy of this newsletter for future reference; name of school(s) where you completed your teaching internship; name of cooperating teacher; name of university supervisor; grade level(s) taught as well as any other pertinent information.

Send licensure verification forms for states other than Vermont to Gillian Homsted, University of Vermont, CESS Student Services, 528 Waterman, 85 South Prospect Street, Burlington, VT 05405.
Section Four: Post Baccalaureate Information

This section contains information for applying to and participating in the Art Education Post Baccalaureate Program. The program is meant to provide an opportunity for studio art graduates from any university to return to school to become certified to teach art in the public schools. It is a 5th-year certificate program, not a graduate program.
Art Education
Post-Baccalaureate Teacher Preparation Program
Application for Admission

The attached Application Form serves as the cover page for the Art Post-Baccalaureate Teacher Preparation packet. The application does not go to UVM admissions, but goes to Erika White, University of Vermont Art Education Program in one package. There is no application fee. Please feel free to contact the Director of Art Education with any questions. You will be notified of your acceptance within 2 weeks of your application.

Deadline:
May 1 is a suggested deadline in order to be able to register in a timely way for fall courses. However, individual provisions for a later application may be made directly with the Art Ed Director.

1. Application Form - Use the form provided.
2. Statement of Purpose - Applicants for the Art PBTP program must have a passion for art and for teaching. Be sure to address your passion and skills in art and share your view of yourself as an accomplished artist. Describe your commitment to working with students in grades pre-K-12 as demonstrated by experiences you bring to this program.
3. Official Transcripts - You must request one official transcript from each institution (college/university) you have attended. An option is to have each institution send the transcripts directly to: UVM, Art Post-Baccalaureate Teacher Preparation Program, Attn: Erika White—Director Art Education Program, Art Department, 304 Williams Hall 72 University Place, Burlington, VT 05405.
4. Letters of Recommendation - Submit a minimum of 2 letters of recommendation in support of your application to the Art PBTP program. Letters should address aspects of the applicant’s qualifications that are discussed in the statement of purpose, promise of professional development, general character, and potential as a teacher. Included should be the length of time and in what capacity the individual has known the applicant, as well as the telephone number and address for follow-up contact if required by the Admissions Committee.
5. Portfolio - Submit an electronic link, cd, or thumb drive of 12-20 images of your art work. Include a self-addressed stamped envelope if you want it to be returned.
6. Submit all materials to – UVM, Art Post-Baccalaureate Teacher Preparation Program, Attn: Erika White-Director Art Education Program, Art Department 304 Williams Hall, 72 University Place, Burlington, VT 05405.

THE UNIVERSITY OF VERMONT
College of Education and Social Services
Art Education Licensure: Grades Pre-K—12
For Post-Baccalaureate Students

The Art Post-Baccalaureate Teacher Preparation Program is a 5th-year certificate program designed for individuals who have a bachelor’s degree in Studio Art who want to become licensed to teach PreK-12. Applicants who have a degree in an area other than Studio Art will need to provide evidence of 36 credits in Studio Art and 12 credits of course work in Art History, or complete the required studio art and art history course work as a UVM post-baccalaureate student. This certification program is not an Art Education degree, but fulfills the professional education requirements for state licensure to teach PreK-12 art. PRAXIS Core must be passed in order to student-teach, and PRAXIS II (Art Content and Analysis 0135) must be passed in order to become licensed to teach in the public schools.

All applicants to the Post-Baccalaureate Teacher Preparation Program must meet the following general entrance criteria:

• Bachelor’s degree from an accredited institution of higher education.
• Studio art major or the equivalent of 36 studio art credit hours and 12 art history credit hours (or completion of most of this requirement, which may be completed as a post baccalaureate student); a general liberal arts education background, which embraces the broad areas of the social and behavioral sciences, mathematics, biological and physical sciences, the humanities, and the arts.
• Demonstrated commitment to working with children and young people, and a passion to teach art.
• Minimum overall grade point average of 3.0 in undergraduate coursework.

Students in the Art Education PBTP program take classes in both Arts and Sciences and the College of Education and Social Services. Successful completion of the program leads to certification by UVM and state licensure as a Pre-K-12 Art Educator. The Art Education PBTP program requires three education courses (Human Development, Issues Affecting Persons with Disabilities, Foundations of Education) and four art education courses which must be taken in a particular sequence (EDAR 177 and 178 in fall semester and EDAR 283 and 284 in spring semester), and one semester of full time student teaching. Although some students choose to take longer, the program can usually be completed in three semesters.
Art Post-Baccalaureate Teacher Professional Education Courses

Learning and Human Development (2 courses)  6 credits
Courses should be selected to address the range of ages included in the licensure area, (ie. pre-K-12).
Possible courses include:
HDFS 005 - Human Development
EDSP 005 - Issues Affecting Persons with Disabilities

Foundations (1 course)  3 credits
Any course with an EDFS prefix at a 200-level fulfills this requirement. The following two courses are examples of the courses, which fall under this category.
EDFS 203 - Social, Historical and Philosophical Foundations of Education
EDFS 255 - School as a Social Institution

Art Education Courses (4 courses)  14 credits
EDAR 177 - Curriculum and Practice in Elementary Art  4
EDAR 178 – Curriculum and Practice at Middle and High School  4
EDAR 283 - Current Issues in Art and Education  3
EDAR 284 - Special Problems in Art Education/Alternative Sites  3

Student Teaching Internship  15 credits
EDSC 226 - Teaching Internship  12
EDSC 230 – Teaching For Results (Seminar that accompanies student teaching)  3

Likely completed prior to enrollment in Art PBTP program:
Four courses in art history   (minimum) 12
Twelve courses in studio   (minimum) 36

Advising:
Post-baccalaureate students will meet with the Art Education advisor to determine which requirements have already been met and which requirements need to be taken.
Art Education
Post-Baccalaureate Teacher Preparation Program
Application for Admission

Full Name: ____________________________________________________________

Mailing Address: _______________________________________________________

Telephone #: __________________________

E-mail Address: __________________________________________________________

Date of Birth: ____________________ Male ______ Female ______

Vermont Resident: Yes ______ No ______

List all colleges and universities attended. Transcript from each institution must be sent to: UVM, Art Post-Baccalaureate Teacher Preparation Program, Attn: Christine Campbell-Director Art Education Program, Art Department, 304 Williams Hall, 72 University Place, Burlington, VT 05405.

Name of Institution, dates attended, major, degree:

Undergraduate

Graduate

List relevant work experience:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

I understand that withholding information requested on this application or giving false information will make me ineligible for admission to the University or subject to dismissal. With this in mind, I certify that the above statements are correct and complete.

____________________________________________________________________

Signature  Date
Section Five: Clinical Experience Contract

Every student who participates in a practicum or internship in the public schools must sign this contract that denotes specific unacceptable behaviors. It is used to legally protect UVM if a student has to be dismissed from a teacher preparation program due to behavior.
In order to be eligible for, and to retain a field placement, behavior at the university and in the field must demonstrate a high level of professionalism. Student interns should note that illegal and unethical behaviors may result in immediate removal from the field placement. In addition to field-based expectations, the University of Vermont has the following expectations:

**Professionalism:**
- Dress appropriately for field placement
- Follow all rules for behavior established by your field placement site
- Never provide alcohol or unauthorized drugs to students or families
- Never come to your field placement under the influence of alcohol or drugs (this includes being hung over)
- Do not engage in corporal punishment or restraint of students
- Assess students based on performance, not on personal relationships

**Interactions with Students and Families**
- You are a teacher. Do not interact with your students or families as peers
- Do not engage in inappropriate physical contact with students
- Do not go to your students' homes unless it has been sanctioned by the field placement
- Do not invite students to your home unless it has been sanctioned by the field placement
- Do not provide rides to students or families unless it has been sanctioned by the field placement

**Electronic Use & Communication:**
- Maintain a professional online presence
- Always use a site-based email to communicate with students and their families around placement issues
- Do not friend, reference or post photographs of your students or their families on ANY social media site unless used in a classroom
- Do not engage in online personal communication (phone or text) and interactions with students or their families unless it has been sanctioned by the field placement or related to school concerns.

*This list is not exhaustive of the expected, inappropriate and unprofessional behaviors*

I, ___________________________ have read and will abide by the Clinical Experience Contract.

Print

_______________________________
Intern Signature / Date

_______________________________
Program

☐ All Clinical Experiences
Section Six:
PADA Rubric

The Professional Attributes and Dispositions Assessment is used by mentors and supervisors to assess the qualities of character and temperament of interns working in the public schools.
## Professional Attributes & Dispositions Assessment

<table>
<thead>
<tr>
<th>Professional Practice</th>
<th>Acute Area of Concern</th>
<th>Emergent</th>
<th>Satisfactory</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagiality</td>
<td>Unable or unwilling to share or exchange ideas and materials with others.</td>
<td>Not fully capable of, or reluctant to share and exchange ideas and materials with others.</td>
<td>Shares and exchanges ideas and materials with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies and Practices</td>
<td>Lacks awareness of school policies and practices or unwilling to follow school/university policy and practices. (e.g., confidentiality, FERPA, student discipline).</td>
<td>Is aware of school policies and practices but does not follow them consistently. (e.g., confidentiality, FERPA, student discipline).</td>
<td>Is aware of school policies and practices and adequately follows school/university policies/practices consistently. (e.g., confidentiality, FERPA, student discipline).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td>Fails to complete assigned tasks or duties.</td>
<td>Inconsistently completes assigned tasks or duties. Sometimes needs to be reminded.</td>
<td>Anticipates and attends to assigned tasks and duties without prompting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Makes statements or comments about students, families, faculty and/or staff that are inappropriate and/or unprofessional. Appears unaware of and/or is insensitive to cultural differences.</td>
<td>Interactions with students, families, faculty and/or staff are professional, positive and demonstrates awareness of cultural differences.</td>
<td>During interactions with students, families, faculty and/or staff, always demonstrates professionalism and sensitivity to individual and cultural differences and respect for others' viewpoints. Appropriately addresses and redirects those who display disrespect or insensitivity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrapersonal Skills</td>
<td>Does not demonstrate initiative and depends on others for direction and ideas. Lack of problem solving skills.</td>
<td>Demonstrates some initiative and/or sometimes depends on others for direction and ideas. Some evidence of ability to be proactive and to problem solve.</td>
<td>Demonstrates initiative and seeks others out for direction and ideas. When appropriate is proactive, creative, resourceful and a problem solver.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>Rarely dresses appropriately. Supervisor frequently provides direct feedback regarding appearance.</td>
<td>Usually dresses professionally and appropriately. There are days, though limited, when dress does not meet school norms.</td>
<td>Dresses professionally/appropriately at all times, meeting school norms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>Does not attend regularly or is sometimes late.</td>
<td></td>
<td>Always in attendance, always on time and meets all program expectations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Acute Area of Concern</td>
<td>Emergent</td>
<td>Satisfactory</td>
<td>Score</td>
<td>Comments</td>
</tr>
<tr>
<td>Forms of Communication</td>
<td>Does not use a variety of forms of communication: oral, written, and digital.</td>
<td>Occasionally uses a variety of forms of communication: oral, written, and digital.</td>
<td>Uses a variety of forms of communication: oral, written, and digital.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of Communication</td>
<td>Neglects to communicate with students, families, colleagues and/or supervisors and/or uses an inappropriate mode of communication for a given situation.</td>
<td>Generally communicates with students, families, colleagues and/or supervisors, using the appropriate mode of communication for a given situation.</td>
<td>Consistently communicates with students, families, colleagues and/or supervisors using the appropriate mode of communication for a given situation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NA- Not applicable or observable during this experience
<table>
<thead>
<tr>
<th>Written Grammar</th>
<th>Content</th>
<th>Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing (including electronic communication) is frequently unclear and/or disorganized; the candidate lacks grammatical and organizational writing skills.</td>
<td>Language is unprofessional and/or inappropriate.</td>
<td>Oral expression is inarticulate. Use of vernacular may be common. Voice resonance and/or volume, may be inappropriate. Language is frequently unprofessional and/or inappropriate.</td>
</tr>
<tr>
<td>Concepts and ideas presented in writing (including electronic communication) are sometimes unclear and/or disorganized. There are some spelling and grammatical errors.</td>
<td>Language is occasionally unprofessional and inappropriate.</td>
<td>Oral expression is usually articulate. Voice resonance may not always be clear. Language is occasionally unprofessional and/or inappropriate.</td>
</tr>
<tr>
<td>Concepts and ideas presented in writing (including electronic communication) are clear and organized. Spelling and grammatical errors are rare.</td>
<td>Language is always professional and appropriate.</td>
<td>Oral expression is articulate. Voice resonance is clear, and intonation and volume are appropriate. Language is always professional and appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-verbal Expression</th>
<th>Response to Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly uses inappropriate gestures, body movements, facial expressions and body language.</td>
<td>Appears defensive and unresponsive to feedback. Does not make appropriate changes based on feedback.</td>
</tr>
<tr>
<td>Some use of inappropriate gestures, body movements, facial expressions and body language.</td>
<td>Receptive to feedback, but rarely makes adjustments to professional practices.</td>
</tr>
<tr>
<td>Consistently demonstrates appropriate and professional body language.</td>
<td>Receptive to feedback and makes adjustments to professional practice as appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Dispositions</th>
<th>Teaching Performance</th>
<th>Student Learning Potential</th>
<th>Diversity</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes little or no effort to improve teaching performance. No evidence of improvement in teaching performance.</td>
<td>Expresses desire to improve teaching performance, but there is little evidence that demonstrates improvements.</td>
<td>Expresses the belief that all students can learn. Examines instructional, assessment and classroom management practices.</td>
<td>No evidence that the candidate is aware of or comfortable with addressing gender, sexual orientation, race, ethnicity, religion, socioeconomic status or exceptionality in the classroom.</td>
<td>Does not work collaboratively with professionals and families to plan and jointly facilitate student learning despite access to opportunities.</td>
</tr>
<tr>
<td>Demonstrates desire to improve teaching performance. Teaching performance shows improvement.</td>
<td>Demonstrates, through practice, the belief that all students can learn. Is accountable for student learning by examining instructional, assessment and classroom management practices and uses differentiated instruction to ensure all students can learn.</td>
<td>Understands and is sensitive to gender, sexual orientation, race, ethnicity, religion, socioeconomic status and exceptionality in the classroom and addresses consistently through instruction, assessment, and classroom management.</td>
<td>Infrequently works collaboratively with professionals and families to plan and jointly facilitate student learning despite access to opportunities.</td>
<td>Regularly works collaboratively with professionals and families to plan and jointly facilitate student learning.</td>
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Section Seven:
Fingerprint Information

A background check, including fingerprints, is required for all people who work in the public schools. This must be accomplished well in advance of the student teaching internship in order to start the internship on time.

Some school districts require a background check for the junior year internships.

Each school district has its own requirements for fingerprinting and background check, so it is important to check with that school district’s Superintendent’s Office for specific forms and requirements.

In some school districts fingerprinting by UVM police is allowed, but not in every district.
Fingerprint Procedures:

If you want UVM Police to do your fingerprints, you will need the following:

- Be a current UVM faculty, staff or student

- We charge $10.00 to provide this service. **We require you pay with your CatCard. You MUST have at least $10.00 on your CatCard or we will not take your prints. We do not accept cash, checks or credit cards**

- Have a valid UVM Catcard and one other valid form of picture ID (Driver’s license, passport)

- Have a business size (#10) envelope with enough postage to mail the letter

- Have a signed letter on letterhead from the agency you are having the prints done for, with the proper elements, as required by the Vermont Criminal Information Center.

  Any questions regarding this letter should be directed to VCIC at (802) 244-8727

- We will keep the prints and letter. We will address the envelope and drop it in the mail. We do not give you back these forms.

- Please contact either Joyce Shepard at 656-2027 or Dispatch at 656-3473 to set up your fingerprint appointment. Fingerprint appointments are scheduled for Tuesday morning and Thursday afternoon.