

Making Difference

The University of Vermont College of Education and Social Services (CESS)

ELEMENTARY EDUCATION UNDERGRADUATE PROGRAM MANUAL | 2009-2010

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

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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.

PART ONE: COLLEGE OF EDUCATION AND SOCIAL SERVICES

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. With 2009-2010 enrollment of 9,867 undergraduates, 1,384 graduate students, 453 medical students and 1,303 full- and part-time faculty, 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.

¹ College of Education and Social Services. (December 10, 2007). *Bylaws of the faculty*.

- 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.

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 Five Standards (Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability) and 16 Principles. 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).² The 16 Principles for Vermont Educators provides a framework for State licensing policy, which guides both initial licensure and re-licensure processes (Lic. Reg. 5235)³. Embedded within the Five Standards, the 16 Principles must be documented by all licensure candidates.

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 P-12 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.

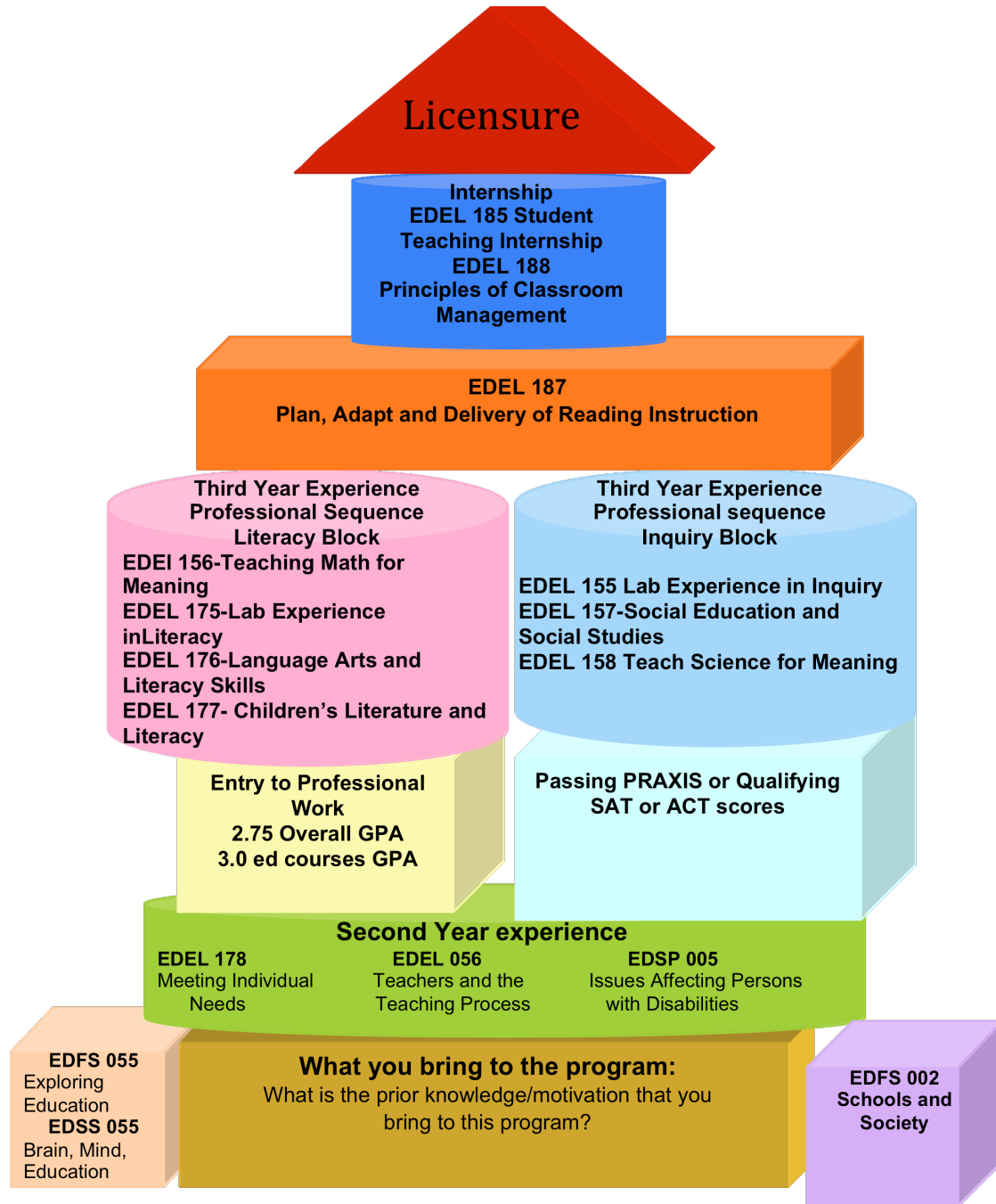
² Vermont Standards Board for Professional Educators (2003). Five standards for Vermont educators: A vision for schooling. http://education.vermont.gov/new/pdfdoc/pgm_prostandards/vsbpe/five_standards_03.pdf

³ Vermont State Board of Education Manual of Rules. Lic. Reg. §§.52351 -5235.16.

PART TWO: ELEMENTARY EDUCATION LICENSURE PROGRAM

THE BUILDING BLOCKS

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.



PROGRAM OVERVIEW: COURSE DESCRIPTIONS

EDFS 055 Making a Difference: Exploring Education Introduction to philosophical, psychological, sociological questions basic to teaching and learning. Exploration of beliefs and understandings about personal learning and the field of education.

EDSS 055 How We Learn: Brain, Mind, Education Examines the cognitive processes involved with learning in classroom settings. This course emphasizes analogy, transfer of knowledge and the cognitive neuroscience of education.

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.

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.

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 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.

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 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 157 Social Educ and Social Studies Methods of social education for elementary-aged school children. Promoting children's efficacy by nurturing personal

interests. Development of folio of developmentally-sound examples of social studies learning.

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 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 THREE: ELEMENTARY EDUCATION POLICIES, GUIDELINES, AND PROCEDURES

PROGRAM PRINCIPLES AND PHILOSOPHY STATEMENT

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 THE FIELD EXPERIENCE IN THE PROGRAM

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 CHECKSHEET AND FOUR YEAR PLAN WORKSHEETS

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

The Four Year Plan is a working document where students can revise and monitor the sequence of coursework for each semester.

These documents can be found on the Student Services web site: <http://www.uvm.edu/~cess/stservices/>

MAJOR CONCENTRATION INFORMATION

All students who enroll in the Teacher Education Program are required to complete a 30 hour (minimum) major in the liberal arts and sciences. This is a state and university requirement.

Our students have the option of choosing from the list that appears on the Student Services website of accepted Major Concentrations or can create an IDIMC (Individually Designed Interdisciplinary Major Concentration).

The link for Major Concentrations is:

http://www.uvm.edu/~cess/stservices/?Page=maj_min_majcon.html

There students will find all of the options for a Major Concentration. Students may choose any of the options to see suggested sequences of courses for each liberal arts major concentration. When the student chooses the option of an IDIMC, they must submit a proposal to Beth Ann Mohler (bmohler@uvm.edu) in Student Services by email or at 528 Waterman.

The IDIMC may follow the following two forms:

- 18 credits in discipline #1 and 12 credits in discipline #2 (from the accepted Major Concentration List)
- 18 credits in discipline #1, 6 in discipline #2 and 6 in discipline #3

The IDIMC does not have prescribed courses but must follow the levels below:

- 3 courses may be 0-99 level
- 6 courses at 100 level
- 1 course at 200 level

PART FOUR: LICENSING INFORMATION

PRAXIS I AND II

PRAXIS has been implemented as an integral part of the program requirements for initial licensure. Student must successfully complete PRAXIS I or other approved assessments as set by the Vermont Standards Board for Professional Educators before gaining acceptance into the professional portion of the program.

PRAXIS I (TAKEN PRIOR TO PROFESSIONAL COURSEWORK (SOPHOMORE YEAR))

Composite 526 (total of three minimum cut scores for VT)

The PRAXIS I requirement for Vermont has been fulfilled if you earn the minimum score or above for each category, **OR**, if you don't pass all three areas, but do earn a total of 526 or above as the composite score, the requirement has been met.

Cut scores for each area:

Reading	177
Writing	174
Mathematics	175

Other approved assessments:

	Total Score	Verbal/English	Math/Quantitative
SAT	1100	500	500
ACT		22	22
GRE	1100	500	500

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. Elementary Education is 10014.

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.

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 I or equivalent 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.

PART FIVE: APPLICATIONS

CRITERIA AND STANDARDS FOR ADMISSION TO TEACHER EDUCATION

ADMISSION TO TEACHER EDUCATION PROFESSIONAL COURSEWORK

- Students should apply during their sophomore year and will not be allowed to enroll in methods courses until they have been admitted to Teacher Education

CRITERIA

1. Names of three faculty members who would recommend you for the program as documented from previous coursework.
2. GPA of 2.75 and not on academic trial.
3. Cumulative average of 3.0 in the CORE courses (EDSS 055, EDFS 055, EDFS 002, EDEL 56, EDEL 178 and EDSP 005).
4. Satisfactory completion of the application process.
5. Full junior standing (57 hours completed).
6. Affirmative vote by elementary education faculty.
7. Copy of Praxis I Test Scores OR SAT/ACT/GRE alternative.

RECOMMENDATION FOR LICENSURE

- Students will be recommended for licensure upon completion of their program of study

CRITERIA

1. Grade of B or better for the student teaching course (EDEL 185).
2. Supportive recommendation by the Coordinator's Council.
3. Overall GPA of 3.0*.
4. Successful review of the professional program portfolio.

**There is an appeal process for those who do not have a 3.0. Students are expected to either have the 3.0 GPA prior to being placed for student teaching or must be able to earn it by the end of student teaching. GPA tools are available at the CESS Student Services website. If a student could earn the 3.0 by the end of student teaching, but was unable to do so, there is an appeal process at the CESS Student Services web site under the Forms category.

NOTE: Students will not be permitted to enroll in the Inquiry or Literacy Block methods courses until they have been admitted to Teacher Education

APPLICATION FOR ADMISSION TO THE ELEMENTARY EDUCATION PROGRAM

Name:	Date:	
Student ID Number:	Email:	
Local Address:	Phone:	
Permanent Address:	Phone:	
Expected Date of Graduation:	Advisor:	
Core Courses Completed		
	Semester	Instructor
EDSS 055	_____	_____
EDFS 055	_____	_____
EDFS 002	_____	_____
EDEL 056	_____	_____
EDEL 056 (school)	_____	Grade: _____
EDSP (005)	_____	_____
EDEL 178	_____	_____
What is your 30 Credit Major Concentration (MC)? _____		
How many credits will you have completed for your MC at the end of this semester? _____		
How many total credits will you have completed at the end of the semester? _____		
PRAXIS		
<input type="checkbox"/>	Yes, I have taken and successfully passed the PRAXIS II! My scores are*: Reading: Writing: Math: Total:	
<input type="checkbox"/>	Yes, I have taken and passed the SAT, ACT or GRE! My scores are*: Math (or Quantitative): Verbal (or English): Total:	
<input type="checkbox"/>	No, I have to not taken my Praxis I Test. I am scheduled to take it on: <i>*Please note: Your block placement will not be finalized until your passing scores have been verified.</i>	
References:	Suggested sources are Dept. of Ed. Faculty, Arts & Science Faculty, or public school teachers	
Name:	Address:	Phone:
Name:	Address:	Phone:
Name:	Address:	Phone:

- Yes. I am applying for acceptance into the Professional Program in Elementary Education. I have read the attached Criteria for Admission and Criteria for Licensure.
- I am considering other options and would like to meet with someone to discuss this.

This Application is to be Returned to 530 Waterman no Later than Thursday, October 1, 2009. Passing Praxis Scores or SAT or ACT Documentation Should Be Turned In As Soon As Available.

APPLICATION FOR ADMISSION TO THE PROFESSIONAL SEQUENCE

CRITERIA FOR ADMISSION TO STUDENT TEACHING

Applicants for Student Teaching Internship must have completed the following requirements prior to placement:

1. Supportive recommendation by the Coordinator’s Council.
2. Completion of Literacy and Inquiry Block and EDEL 187.
3. Acceptance into teacher education.
4. Overall GPA of 3.0* and a GPA of 3.0 in professional education courses.
(*See GPA requirement for licensure #3 below.)
5. Evidence of satisfactory evaluations and coursework in Inquiry, Literacy Block, and EDEL 187
6. In residence for semester prior to student teaching.
7. Completion of 60 hours of supervised observation.
8. Satisfactory completion of the application process.
9. Speech performance course completed with minimum grade of C, or approved waiver completed. (Please attach your completed speech waiver form to this application. You will not receive a placement until this requirement is filled.)
10. *Passing Praxis I scores—on file.

***Your placement will not be finalized until passing Praxis I scores are verified!!!**

Please list requirements that are in progress at this time:

CRITERIA FOR RECOMMENDATION FOR LICENSURE

Students will be recommended for licensure upon completion of their program of study.

1. Grade of B or better for the student teaching course (EDEL 185).
2. Supportive recommendation by the Coordinator’s Council.
3. Overall GPA of 3.0**.
4. Successful review of the professional program portfolio.

***Your placement will not be finalized until passing Praxis I scores are verified.**

****There is an appeal process for those who do not have a 3.0. Information is available in Student Services, Room 528 Waterman.**

Name _____ Date _____

STUDENT TEACHING (FINAL INTERNSHIP) APPLICATION

Date:	Student ID Number:
Full Name:	Date of Birth:
Local Address:	Phone:
Permanent Address:	Phone:
Expected Date of Graduation:	Advisor:
Academic Concentration:	
Placement Information:	
<p>Your answers to the following will serve as the primary source of information in securing an appropriate placement for your student teaching internship experience. All of the information you give us helps us find the most appropriate placement for you. Please be as specific as possible. Although every effort will be made to accommodate your preferences in grade level and area, we <u>cannot</u> guarantee your first choice.</p>	
*Choice of area in which to teach (number preferences 1-2)	
Urban:	Suburban/Rural:
*I wish to student teach in (check appropriate boxes)	
<input type="checkbox"/> Grade K-2 <input type="checkbox"/> Grade 2-4 <input type="checkbox"/> Grade 5-6 <input type="checkbox"/> Multi-age	
*Applying to student tech (number preferences 1-2)	
Fall:	Spring:
<i>If you must have one or the other, please explain:</i>	
Transportation:	
<p>Students are responsible for their own transportation to the schools. We do not have enough classrooms in the immediate area to accommodate everyone. Not all areas will be available each semester.</p>	
<ol style="list-style-type: none"> 1. Will you have access to a car during your internship? _____ 2. Are you willing to car pool? _____ 3. How would you assess your strengths as an emerging teacher? _____ 	

4. What kinds of learning do you feel are particularly important for you during your student teaching? (mention specific areas)

5. a) Provide the name of the school, the grade level, and the mentor teacher's name for each experience in EDEL 056, Literacy and Inquiry Block.

	School	Grade	Mentor
EDEL 056			
Literacy Block			
Inquiry Block			

b) Please list any other experiences you have had with children while in college or during the summer.

6. Please tell us anything else that would aid us in assigning you to the best internship placement possible.

A copy of your transcript may be released to schools requesting this information.

I authorize the release of my transcript and this application to schools considering my application for a student teaching internship placement.

I understand that withholding information on this application or giving false information will make me ineligible for a student teaching internship. With this in mind, I certify that to the best of my knowledge the statements and information on this application are correct and complete.

Signature

Date

PART SIX: PROGRAM EVALUATIONS

You can visit our web site in order to download the forms related to the Professional Attributes and Dispositions Assessment (PADA), internship observations, observation rubrics, student teaching midterm, student teaching final evaluation, and the Taskstream Lesson Plan format.

PORTFOLIO ENTRIES

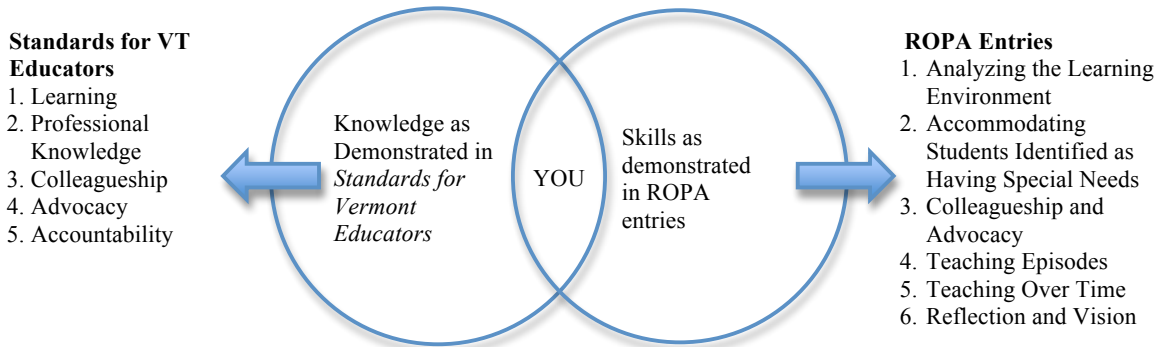
DOCUMENTING YOUR JOURNEY:

The final assessment of your performance in the program and the means to gaining a recommendation for licensure in the State of Vermont is a portfolio that presents your journey through the Secondary Education program. This final product should be a comprehensive look at your experiences in our program and showcase both the development of your professional skills as well as the personal qualities that will make you a great teacher. Over the course of your studies, you should collect a variety of artifacts/evidences of your skills, knowledge and beliefs and their relationship to the standards for Vermont educators and each ROPA entry.

BUILDING YOUR PORTFOLIO:

<p>What:</p> <p>Assessment of pre-service teachers is accomplished through an outcomes model. Candidates must demonstrate knowledge, skills, and dispositions and show a positive effect on learners. The pre-service teacher's portfolio is the tool used by a candidate throughout his or her involvement in the Secondary Education program to do the following:</p> <ul style="list-style-type: none">• Document, reflect on and critique his or her professional development overtime, specifically as it relates to effectiveness in impacting positively on students' achievements;• Review his or her development relative to competencies and standards for professional practice:• Integrate learning across coursework and field experiences as it relates to the State Standards for Vermont Educators; and• Determine goals that address his or her unique future professional development needs.	<p>Why:</p> <p>The portfolios developed by candidates in the Secondary Education program serve to document the beginning teacher's teaching and professional competence in meeting the State's standards, illustrate how the candidate's philosophy of teaching has been integrated into classroom practice and field work, exhibit professional growth and reflective learning and display the emerging professional's best work. Additionally, portfolios are a tool which allows each pre-service teacher to be creative and to highlight the aspects of his or her experiences and skills which set him or her apart from others also seeking licensure and employment.*</p> <p>*While creating a portfolio for the purpose of seeking employment is not the primary goal of the program, it is likely that some of the pieces included in the portfolio could be used as evidence of knowledge, beliefs and skills which might be shared during the job seeking process.</p>
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The Elementary Education program at the University of Vermont expects its candidates to integrate the Standards for Vermont Educators with the ROPA entries in their portfolios. You will find that some of the requirements are overlapping.



The process of thinking about what to include in your portfolio is important, share you ideas with your University Supervisor, cooperating teacher and other candidates in the program. The more ideas that are generated, the more likely it is that your portfolio will help you and others to understand your professional beliefs, knowledge and skills.

SECTION 2: STANDARDS FOR VERMONT EDUCATORS

THE FIVE STANDARDS FOR VERMONT EDUCATORS

You can download the Five Standards for Vermont Educators directly from the Vermont Department of Education web site by using the following link:

http://education.vermont.gov/new/pdfdoc/pgm_prostandards/vsbpe/five_standards_03.pdf

LICENSURE PORTFOLIO ENTRIES AND RUBRIC (LEVEL 1)

You can download the portfolio information directly from the Vermont Department of Education web site by using the following link. *Refer to Chapter 7.

http://education.vermont.gov/new/pdfdoc/pgm_prostandards/vsbpe/ropa_07/chapter_1.pdf