



University
of Vermont

College of Education and Social Services
Department of Education

Department of Education (DOE)

Educator Preparation Programs

Internship Handbook

2026 – 2027

If you have questions about the content within this Handbook, please contact the Director of Community Collaboration (Katie Reville, katie.reville@uvm.edu, 802-557-0707)

Table of Contents

Overview of CESS and the DOE.....	4
Context	4
CESS Mission	4
Mission and Goals of the Department of Education	4
Relevant Contacts	5
Department of Education Programs	6
Undergraduate Programs	6
Graduate Programs	7
Overview of the Internship and Roles.....	8
Purpose of the Internship	8
Application Process	9
Undergraduate Students	9
Graduate Students	9
Placement Process	9
Distance Student Teaching Placements	10
Placement Transfers During Internship.....	10
Withdrawals	11
Dismissal from Placement	11
Roles and Responsibilities.....	11
Principal or Site Administrator.....	12
Mentor Teacher.....	12
University Supervisor.....	13
Student Intern.....	15
Conferences and Evaluation	16
Initial Triad Meeting.....	16
Midterm Triad Meeting.....	16
Third Quarter Progress Report (optional).....	16
Final Triad Meeting.....	17
Common Assessments.....	17
Additional Information about the Internship	18
Internship Period.....	18
Disability Based Accommodations	18
Criminal Record Check Requirement	18
Attendance.....	18
Transportation to Sites	19
Labor Relations Problems	19
Intern Liability	19
Intern Records	19
Incident Management Procedures.....	19
Administrative Leave.....	20
Discrimination and Harassment.....	20
Interns as Substitute Teachers	21

Solo Weeks	21
Remuneration for Mentor Teachers	22
Feedback on Mentor Teachers	22
Feedback on Supervision.....	22
APPENDICES	23
Appendix A: Mutual Agreement.....	24
Appendix B: Clinical Experience Contract	25
Appendix C: FERPA Attestation	26
Appendix D: Selection Criteria for Mentor Teachers for Part C Early Childhood Special Education Placements	27
Appendix E: Scaffolding the Internship	28
Appendix F: Planning, Teaching, and Assessment Cycle	29
Appendix G: Core Teaching Standards for Vermont Educators	30
Appendix H: DOE Dispositions Rubric	32
Appendix I: Summative Student Teaching Assessment.....	38

Overview of CESS and the DOE

Context

Situated in Burlington, Vermont, the main campus of the University of Vermont provides both the cultural and governance center for the University's nine schools and colleges. The University of Vermont (UVM) offers students choices for programs from among more than 100 undergraduate majors, more than 50 master's and graduate certificate programs, and over 25 doctoral programs. UVM is Vermont's only Carnegie-classified Research 1 Institution of Higher Education.

Faculty and staff of the College of Education and Social Services work with undergraduate and graduate students in a variety of programs housed in the three departments of the college: The Department of Education, the Department of Counseling, Human Development and Family Science, and the Department of Social Work. Professional preparation occurs in programs that span all phases of life. CESS also holds the distinction of providing the only teacher preparation programs in the state of Vermont currently evaluated by the Council for Accreditation of Educator Preparation (CAEP).

CESS Mission

The mission of College of Education and Social Services (CESS) is to educate and prepare outstanding professionals in education, social work, and human services; to engage in policy relevant scholarship of highest quality; and to provide exemplary professional service within the state of Vermont, nationally, and globally.

Mission and Goals of the Department of Education

The mission of UVM's Department of Education is to prepare educators who advance a just society and healthy planet through innovative teaching, leadership, service, advocacy, scholarship, and partnership.

Our goal related to Educator Preparation Programming is to prepare knowledgeable and competent professional educators, leaders, and advocates who will promote the social, emotional, and academic well-being of students, families, and communities in the school and other community, state, and national systems.

Essential components of this goal include:

- Candidates are provided with clinical placements in a variety of settings early and frequently.
- Candidates are supervised by licensed professionals and university faculty.
- Candidates participate in a reflective cycle of ongoing self-evaluation and constructive feedback from faculty and clinical supervisors.
- Candidates are afforded opportunities to provide evaluation and constructive feedback to faculty and supervisors during and after their educational experiences.
- Candidates are enrolled in pedagogy and content courses which increase the professional knowledge required to deliver appropriate instruction using various effective strategies.
- Faculty model effective practices of planning, instruction, and assessment through coursework and supervised clinical experiences.

- Faculty and administrators consult regularly with birth-21 school partners to assure that our educator preparation programs are responsive to the changing demands of public education.
- The Department evaluates our programs to ensure that our candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on students' learning and development.
- Candidates pursuing initial licensure create a professional portfolio aligned with the Vermont Core Teaching/InTASC Standards which promotes the practical application and analysis of theories and best practices learned throughout their program.

Relevant Contacts

Department Chair (DC)– Kimberly Vannest (Kimberly.Vannest@uvm.edu) The Department Chair mentors and supervises faculty, creates workloads, conducts annual faculty reviews, plans and facilitates faculty meetings, represents the department in meetings with the Dean, works with the budget office, and teaches when appropriate.

Director of Community Collaboration (DCC)–Katie Revelle (Katie.Revelle@uvm.edu) The DCC administers and manages the strategic plan and processes associated with practicum and internships for undergraduate and graduate programs. The office collaboratively identifies goals related to continuous improvement, supports opportunities for co-construction of learning and oversees communications with community partners, and works with programs to secure placements for practicum and student teaching internships. The DCC chairs the Clinical Supervisors meetings and provides training and professional development for all university supervisors, coordinates the Educational Preparation Program Advisory Council, and teaches when appropriate. The DCC works to establish new partnerships in Vermont and throughout the United States.

Director of Educator Licensure (DEL)–Patrick Halladay (Patrick.Halladay@uvm.edu) The DEL manages student and program data related to recommendation for licensure. The DEL collaborates with the registrar, Office of Institutional Assessment, programs, and the Office of Student Services to review and summarize student progress data. The DEL provides accurate data for state and federal reporting and licensure recommendation and works with the Director of Community Collaboration in predicting placement needs. The office provides direct consultation and support services to students seeking licensure in Vermont and across the United States by consulting with students on job options and searches. The office also provides regular orientations and engages in development of recruitment pathways and identifies goals for continuous improvement related to the recruitment, retention, and success of future educators, including management of the summative assessment required for licensure e.g. portfolio and portfolio scoring. The director engages in teaching and advising as needed.

Program Coordinators (PC)–Coordinators manage the operational details of licensure programs in collaboration with the DC, DCC, and DEL. The coordinator works with the directors to plan courses and programming, support supervisors and partner sites, and review data on program benchmarks (see pages 7-8 for list of PCs).

Educational Preparation Program Support – Hannah Trahan (Hannah.Trahan@uvm.edu) The Educational Preparation Program Support assists the Director of Community Collaboration and

Director of Educational Licensure in supporting students' community placements and licensure needs.

Department of Education Programs

The Department of Education offers programs for both graduate and undergraduate candidates. For details, visit www.uvm.edu/cess/doe.

Undergraduate Programs

Major	Program Coordinator	Email
Art Education	Erika White	erika.white@uvm.edu
Early Childhood Education	Kate Cowles	kate.cowles@uvm.edu
Elementary Education	Glenn Patterson	glenn.patterson@uvm.edu
Individually Designed Major	Will Major	william.major@uvm.edu
Middle Level Education	Tricia Brown	tricia.brown@uvm.edu
Music Education	Andrea Maas	andrea.maas@uvm.edu
Secondary Education	Jennifer Prue	jennifer.prue@uvm.edu
Special Education	Fall 2026: Colby Kervick & Lori Meyer Spring 2027: Kelly Swindlehurst	colby.kervick@uvm.edu ; lori.meyer@uvm.edu kelly.swindlehurst@uvm.edu
Minors	Program Coordinator	Email
American Sign Language	John Pirone	john.pirone@uvm.edu
Coaching	Leon Lifschutz/Melissa Rocco	leon.lifschutz@uvm.edu ; melissa.rocco@uvm.edu
Computer Science Education	Regina Toolin	regina.toolin@uvm.edu
Education for Cultural and Linguistic Diversity	Arby Ghemari	arby.ghemari@uvm.edu
Special Education	Fall 2026: Colby Kervick & Lori Meyer Spring 2027: Kelly Swindlehurst	colby.kervick@uvm.edu ; lori.meyer@uvm.edu kelly.swindlehurst@uvm.edu
Sports Management	Krista Balogh	krista.balogh@uvm.edu
Childhood Studies	Lauren MacKillop	lauren.mackillop@uvm.edu
Certificate	Coordinator	Email
Place-Based Education	Simon Jorgenson	simon.jorgenson@uvm.edu

Graduate Programs

Programs	Program Coordinator/Contact	Email
Advanced Specialties in Educational Practice (M.Ed.)	Kathleen Brinegar	kathleen.brinegar@uvm.edu
Curriculum & Instruction	Kathleen Brinegar	kathleen.brinegar@uvm.edu
Reading and Literacy	Audrey Richardson	audrey.flynn@uvm.edu
School Library and Information Science	Deborah Ehler-Hansen	deborah.ehler-hansen@uvm.edu
Education for Sustainability	Ali Brooks	ali.brooks@uvm.edu
Resiliency-Based Approaches	Jessica Strolin-Goltzman	jessica.strolin@uvm.edu
Computer Science Education	Regina Toolin	regina.toolin@uvm.edu
Educational Leadership (M.Ed.)	Rebecca Callahan	rebecca.callahan@uvm.edu
Educational Leadership and Policy Studies (Ed.D & Ph.D.)	Rebecca Callahan	rebecca.callahan@uvm.edu
Higher Education and Student Affairs (M.Ed.)	Melissa Rocco	melissa.rocco@uvm.edu
Interdisciplinary Studies (M.Ed.)	Cris Mayo	cris.mayo@uvm.edu
Middle Level Education (M.A.T.)	Tricia Brown	tricia.brown@uvm.edu
Secondary Education (M.A.T.)	Tricia Brown	tricia.brown@uvm.edu
Special Education (M.Ed.)	Justin Garwood	justin.garwood@uvm.edu
Social, Emotional, and Behavioral Health and Inclusive Education (SHIE) (Ph.D.)	Justin Garwood	justin.garwood@uvm.edu
Graduate Certificates	Coordinator	Email
Disability Studies	Winnie Looby	winnie.looby@uvm.edu
Resiliency-Based Approaches: Trauma-responsive and Restorative Practices (TRP) or Family-School-Community Collaboration (FSC)	Jessica Strolin-Goltzman	jessica.strolin@uvm.edu

Overview of the Internship and Roles

The student teaching internship is the capstone experience for all educator licensure programs providing initial licensure. The student teaching experience provides the opportunity to link theoretical knowledge with practical experience while working with experienced professionals in the community.

The clinical experiences for all licensure programs in the Department of Education are structured to align with best practices and the Vermont Agency of Education requirements. These licensure requirements are consistent with those in most states in the United States. The Department of Education recommends education preparation candidates for educator licensure in one or more endorsement areas after successful completion of all requirements.

Purpose of the Internship

The purpose of the internship is to provide opportunities for learning and demonstration of learning through continuous contact with students, peers, faculty, and staff in a community placement. The internship provides an opportunity for a prospective teacher to:

1. Demonstrate the knowledge and skills in the content area(s) of the endorsement at a level which enables students to meet or exceed the standards represented in the Vermont Core Teaching Standards/InTASC Standards.
2. Understand how individuals learn and grow and provide learning opportunities that support intellectual, physical, social, and emotional growth.
3. Understand how individuals and groups differ and create equitable instructional opportunities that respond to the needs of each student.
4. Use a variety of instructional strategies to provide opportunities for students to meet or exceed the expectations in the Vermont Core Teaching Standards/InTASC Standards.
5. Create a classroom climate that encourages respect for self and others, fosters positive social and emotional growth, and advances social justice and democracy.
6. Implement, adapt, revise, and when necessary, create curriculum based on standards and students' prior and current knowledge, needs and interests.
7. Use multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.
8. Use inquiry and research (including student performance data and other resources) to improve practice.
9. Understand and integrate current technologies in instruction, assessment, and professional productivity.
10. Work as a team member and form professional relationships with colleagues as part of a system and actively implement the school's goals and articulated curriculum.
11. Establish collaborative relationships with school colleagues, parents, agencies, and others in the community at large to support students' learning and well-being.
12. Recognize multiple influences on students inside and outside the school and across appropriate systems of support of students.
13. Understand laws related to student and educator rights and responsibilities and treat students and colleagues fairly and equitably.
14. Grow professionally, through a variety of approaches, to improve professional practice and student learning.

15. Assess student progress in relation to standards, modify plans and pedagogy accordingly and demonstrate student learning over time as a result.
16. Maintain useful records of student work and performance and knowledgeably, effectively, and responsibly communicate student progress in relation to standards in a manner easily understood.

The College of Education recognizes that internships vary in their structure and operation. Internships depend upon the nature of the school setting, characteristics of the intern and site personnel, the age level of the student, and the subject matter being taught. A successful internship relies on the professional expertise of the internship team (intern, mentor teacher, and university supervisor) to co-create the specific internship experience.

One guiding principle for the internships is that interns become immersed in the total life of the school. They should use part of their time in the internship site to visit other teachers and observe in a variety of settings, and they should become familiar with the special services available at the school and with the functions of administrators and staff. They should participate in some non-instructional duties such as lunchroom, bus, or study hall. They should attend faculty meetings, school community meetings and events, conferences with families, individual student meetings, and other important activities including extracurricular or integrated curricular activities as deemed appropriate by the mentor teacher.

Application Process

Undergraduate Students

Applications for the undergraduate student-teaching internship are due in the academic year prior to the year in which students are seeking placement. Students must meet all eligibility requirements for the department and their program. Undergraduate student teaching interns should not assume any responsibility for contacting or recruiting potential internship placements, nor attempt to engage with administrators or staff at a school placement on behalf of the Department of Education or UVM.

Graduate Students

Applications for the graduate student-teaching internship (MAT and M.Ed.) are due in the spring semester prior to the year in which students are seeking placement.

M.Ed. Special Education students interested in seeking employment should contact the Special Education Program Coordinator for the on-the-job internship requirements. All placement procedures are carried out through the UVM internship application process, the Director of Community Collaboration, appropriate program faculty, and school personnel. Students will be placed in settings that are designated as high-quality by the program and aligned with the interns' endorsement area.

Placement Process

- The Director of Community Collaboration solicits capacity from our partner sites for appropriate placements considering the needs of each program and those graduate candidates who may be employed at a particular site.

- The Director of Community Collaboration works with program faculty and school personnel to determine which candidate will be working with a particular mentor.
- Candidate information is sent to the mentor teacher.
- The Director of Community Collaboration notifies the candidate of the placement location.
- The candidate interviews/meets with the mentor to determine mutual compatibility. Meetings are generally arranged through the site mentor or administrator and the candidate.
- Confirmation of the placement occurs when both parties agree that the match is acceptable.
- A failed initial match occurs when either the mentor or the candidate reasonably determines that the partnership is not a good fit for the goals, knowledge, and skills expected by the program. This can occur before or after the meeting between the mentor and candidate (e.g., a mentor reviews a candidate's materials and determines the match is not a good fit).
- Second interview opportunities are provided only when there is an appropriate site and mentor available.
- Third interviews are considered only under exceptional circumstances and when a candidate submits a request through a written appeal to the Director of Community Coordination. The appeal is considered by the Program Coordinator, Director of Community Collaboration, Director of Educator Licensure, and the Chair of the Department of Education. This decision is also dependent upon the availability of an appropriate placement. The candidate is informed of the final decision in writing by the Chair of the Department, and there is no further appeal.

Once the school site has accepted the student and all involved parties have reviewed the expectations and guidelines outlined in the Internship Handbook, the intern, mentor teacher, school administrator, and university supervisor sign a mutual agreement form in Exxat Prism (see Appendix A). The intern also signs a Clinical Experience Contract (see Appendix B) and FERPA Attestation Form (see Appendix C) in Exxat Prism. Exxat Prism is the software platform used by the College of Education and Social Services to manage clinical placements and other data collection for licensure and accreditation purposes.

Distance Student Teaching Placements

Students seeking a non-local placement (e.g., more than 40 miles from campus) are expected to review [the DOE's policy and procedure](#) and submit [a request form](#) to receive consideration for a meeting with the Director of Community Collaboration.

Placement Transfers During Internship

Requesting a change to the internship location or mentor is a process reserved for necessity and typically involves unusual or unforeseen circumstances.

The intern, mentor teacher, and university supervisor share responsibility for maintaining positive and safe working environments as well as recognizing any changes and/or problems early. When challenges arise, it is the philosophy of the Department and a shared goal among faculty, staff, and mentors that individuals will self-check positionality and privilege and work through challenges to maintain current placements whenever possible. Our community practice (in cases not involving crisis, Title IX, or safety issues) is to:

1. Address the challenge directly with the individual(s) involved when it is safe to do so and at a time that is a) non-escalating and b) as close to relevant events as feasible.
 - a. Please keep in mind that the UVM supervisor is available to help navigate challenges when they arise.
2. Consult with the Director of Community Collaboration (katie.revelle@uvm.edu; 802-557-0707) to report any concerns if direct conversation did not resolve challenges.

While all involved parties will have input, the Director of Community Collaboration, the Director of Educator Licensure Programs, the relevant Program Coordinator(s), and the school-site administrator or designee hold the responsibility and decision-making regarding placement transfers.

Withdrawals

In rare circumstances, an intern may need to withdraw from a placement. The intern should notify their University Supervisor and the Director of Community Collaboration immediately if they are considering withdrawal.

Dismissal from Placement

Partner school districts and organizations (referred to as a Host Agency) may terminate, upon reasonable cause, the placement of any intern whose performance is unsatisfactory or whose physical or mental health renders the intern unable to perform the essential functions of the placement, with or without reasonable accommodation. The Host Agency may immediately terminate any placement when, in the sole discretion of the Host Agency, the intern's conduct poses an imminent risk to the health or safety of individuals at the placement Site. The Host Agency shall provide written notice to the University of any such termination as soon as possible.

In all other cases, the Host Agency shall provide written notice of the concern(s) to the intern, to the assigned faculty, and to the Director of Community Collaboration and the intern shall be provided a reasonable opportunity to respond. The Host Agency shall communicate with the assigned supervising faculty and the Director of Community Collaboration of the University to reach a mutually agreeable resolution, which may include termination of the placement.

If an intern is dismissed from their placement for any reason, the Director of Community Collaboration will convene a meeting with the student, university supervisor, and Director of Licensure to discuss events and make recommendations for next steps. If an intern is dismissed from their placement for violating the Clinical Experience Contract (see Appendix B) the Department of Education is under no obligation to secure another internship placement for the student during that semester.

Roles and Responsibilities

Mentor teachers, site administrators, university supervisors, seminar instructors, and other professionals are key individuals in the process of preparing new educators. This section describes expectations regarding this cooperative effort and requires careful review by all prospective interns and school professionals who commit to participation in the UVM teaching

internship experience. Everyone involved in the internship experience has the responsibility to uphold Vermont's Code of Ethics for Professional Educators.

Principal or Site Administrator

The building principal or administrator is ultimately responsible for all activities that take place in the school including recommending faculty to serve as mentor teachers. Thus, most initial contacts with the school are made with the site administrator. In some cases, mentors may be contacted directly by the Director of Community Collaboration or informally by a faculty member who works in collaboration with the Director and site administrator. Unless otherwise stated, the Director of Community Collaboration, the Director of Educator Licensure, the Program Coordinator, and/or faculty will deal directly with the site administrator on policy and placement matters related to the internship. In instances where the mentor teacher is absent from the building, the site administrator or designee is responsible for supervising responsibilities.

According to UVM's Affiliation Agreement with its partner school districts and organizations, the school shall provide an orientation to student teachers to the facility and operations of the school that expressly covers health and safety protocols. The Host Agency shall also supply personal protective equipment (PPE), as needed, for students to participate in the placement consistent with standard practice for educators and staff on the host campus.

Mentor Teacher

The mentor teacher serves a critical role in the preparation of a future educator and is the on-site supervisor of the student. The mentor teacher's participation is a voluntary commitment to model, observe, and provide feedback to the student teacher intern.

Eligibility for serving in this role requires the site administrators' recommendation and is formalized by a document called a "mutual agreement" with the College and the student. The role explicitly assumes knowledge and skills in mentoring and the ability to provide an applied opportunity for a student teaching intern to develop independent skills.

Qualifications and Requirements for Mentor Teachers¹:

- Willingness, knowledge, and skills required for strong mentoring of adult learners
- Three years of full-time teaching experience or the equivalent
- Licensed Educator in an appropriate setting as determined by the school district and educator preparation program
- Exemplary professional dispositions²
- Administrator recommendation.

The role of a mentor teacher is defined by the following:

Prior to the Internship Experience:

¹ See Appendix D for Qualifications for Part C Early Intervention mentors.

² As defined by InTASC Model Core Teaching Standards (p. 6), dispositions are "the habits of professional action and moral commitments that underlie an educator's performance."

- a) Review the materials associated with the candidate's internship placement.
- b) Become familiar with the materials which describe the UVM program including the goals and expectations held for interns and the responsibilities of the mentor teacher.
- c) Attend orientation sessions and consider invitations for attending topical trainings or recognitions as desired.
- d) Work with the intern and university supervisor in facilitating goals, objectives, and evaluation criteria for the internship experience.
- e) Reflect on and consider the rapid developmental trajectory and critical significance of this internship experience in the development of a life-long educator.

During the Internship Experience:

- a) Phase the intern into practice gradually. A typical phase-in process includes a progression from observing, to working with small groups of students, to working with the entire class or the full schedule of classes (see Appendix E for a Guide to Scaffolding the Internship; Special Education interns can refer to the EDSP internship syllabus).
- b) Provide the intern with close supervision during this period to ensure the safety and well-being of all.
- c) Actively support the intern in the creation of lesson plans, learning experiences, unit plans, and assignments by sharing materials, providing formative feedback, and allowing for practice.
- d) Model and maintain high standards for the intern's behavior in the professional setting, including professional responsibilities (timeliness, managing conflict, maintaining health and safety of all, and respect for diversity and justice).
- e) Observe the intern closely in their work and provide evaluative feedback promptly about strengths and weaknesses observed in relation to student outcomes in the classroom.
- f) Complete formal observation(s) as requested by the program and submit in Exxat Prism in the expected timeframe.
- g) Collect and maintain data relevant to intern's performance and progress including student outcome data.
- h) Complete and submit the required evaluation forms.
- i) Engage in prompt and meaningful discussions with the intern and university supervisor regarding formative and summative assessments (including observations).
- j) Help the intern arrange to observe other professionals at work in the school.
- k) Engage in regular communication with the university supervisor and share any concerns in a timely way.
- l) Notify the principal or site administrator of any planned or unplanned absences during the intern's solo weeks so that the administrator or designee can arrange for supervisory responsibilities.

After the Internship Experience:

- a) Complete the assessment of the effectiveness of the College's Educator Preparation Program as reflected in the performance of the intern.
- b) Consider participation in the mentor recognition events as desired.

University Supervisor

The university supervisor is responsible for the UVM intern and the integrity of the UVM education programs. The university supervisor, along with the mentor teacher, is responsible for overseeing the intern's student teaching experience.

Qualifications and Requirements for University Supervisors:

- Willingness, knowledge, and skills required for strong mentoring of adult learners
- Three years of full-time teaching experience or the equivalent.
- Exemplary professional dispositions³
- Department recommendation.

Specifically, this role includes the following:

Prior to the Internship Experience:

- a) Develop knowledge of the intern's academic program and the College of Education and Social Services' expectations for the program's internship.
- b) Help interns and mentor teachers understand expectations for assignments, use of evidence-based practices, formative and summative assessments of the internship experience, formal observations, and measurement of student outcomes in relation to intern's teaching.
- c) Ensure mentor teachers have received all program-specific information and respond to any questions posed by the mentor and/or student.

During the Internship Experience:

- a) Ensure completion of mutual agreements (candidate, mentor, and supervisor) at first triad meeting.
- b) Be a resource for the interns and help them to complete lesson and unit plans and other assignments during the internship.
- c) Help interns critically reflect and derive meaning from their experiences.
- d) Act as a resource to help interns enrich their understanding and practice.
- e) Formally observe the student teacher at least every ten (10) teaching days (or the equivalent for half-time Special Education (K-12 pathway) interns), as outlined in the Vermont Agency of Education Licensing Rules for full-time semester-long internships.
- f) Provide a summary to the student within 2 days post observation and submit formal observation to Exxat Prism no later than 1 week after observation.
- g) Evaluate the intern's performance and progress in a fair and consistent manner by completing the required assessments in a timely way.
- h) Attend all clinical supervisor meetings. Refrain from scheduling during these advance-notice meetings and notify the Director of Community Collaboration if you are unable to attend.
- i) Schedule midterm and final conferences with the intern and mentor teacher.
- j) As needed, schedule a 3rd quarter evaluation conference.

³ As defined by InTASC Model Core Teaching Standards (P. 6), dispositions are "the habits of professional action and moral commitments that underlie an educator's performance."

After the Internship Experience:

- a) Complete Department of Education Summative Student Teaching Assessment (SSTA), final DOE Dispositions Rubric, and program evaluations and submit in Exxat Prism.
- b) Assign the intern's final grade for the internship.

Student Intern

The role of a student intern is defined by the following:

Prior to the Internship Experience:

- a) Successfully complete the UVM internship application process including:
 - a. Meeting core competencies through the PRAXIS Core or alternative pathways.
 - b. Earning a GPA of 3.0, overall and professional courses.
 - c. Reaching "Approaching Proficient" on most indicators of the DOE Dispositions Rubric.
- b) Attend the Department of Education orientation session in the semester prior to the internship, complete a criminal record check, and submit all necessary forms via Exxat Prism.
- c) Review the internship handbook and syllabus which describe the goals and expectations of the internship.
- d) Work with a mentor teacher and university supervisor in defining reasonable goals and objectives for the internship experience.

During the Internship Experience:

- a) Prepare and submit a copy of the mentor's schedule to the university supervisor during the first two weeks of the internship experience. The schedule should include times, subjects, and room numbers and should be updated whenever necessary.
- b) Perform actively and willingly all duties and responsibilities expected of an educator.
- c) Respect confidentiality and maintain high personal and professional standards including appropriate dress and general attitude toward the teaching profession.
- d) Review permissions received by the school to use videos, photographs, and copies of student work for the Vermont Teaching Licensure Portfolio.
- e) Ensure that the mentor teacher is aware of all teaching plans and preparation in advance in case of absence.
- f) Provide the university supervisor with a copy of teaching plans for lessons that will be observed prior to teaching. All plans and reflections should be available and accessible to the university supervisor and mentor teacher.
- g) Collaborate with the mentor teacher and university supervisor to create a plan in preparation for solo teaching.
- h) Incorporate constructive feedback on lesson and unit plans which allow intern skills and knowledge to grow (see Appendix F for more information about the Planning, Teaching and Assessment Cycle)
- i) Set realistic and appropriate standards of performance with students and to provide them with support and encouragement through direct, constructive feedback.
- j) Observe and collaborate with other professionals in the school.
- k) As applicable, attend student teaching seminar during the semester.
- l) Become familiar with the criteria for the Vermont Licensure portfolio and the Vermont Professional Level I Teaching License or licensing procedures wherever intern is planning to teach.

After the Internship Experience:

- a) Provide the College with an evaluation of the university supervisor and the mentor teacher.
- b) Provide the College with an assessment of the effectiveness of the professional education program through the completer survey.

Conferences and Evaluation

The mentor teacher and the university supervisor share the responsibility for supporting and evaluating the student intern in an ongoing manner. At the midterm and final conferences, the intern, mentor teacher, and university supervisor will complete the DOE Dispositions Rubric and any program-specific evaluations. The university supervisor will assign a grade at the end of the semester. Students must receive a B or better to be recommended for licensure.

Initial Triad Meeting

During the initial triad meeting, the intern, mentor teacher, and university supervisor will review the roles and responsibilities for each member of the team and work together to identify the intern's performance goals. The UVM supervisor will ensure that the candidate, mentor, and supervisor have all completed mutual agreements in Exxat Prism. The team will also discuss expectations for observations, lesson submission, and debrief sessions.

Midterm Triad Meeting

The midterm triad meeting is a formative assessment based on the areas in the DOE Dispositions Rubric and the program evaluation. The team will review the intern's performance goals and identify strengths and areas for growth. It is important that interns have sufficient experience prior to the midterm to enable the university supervisor and mentor teacher to determine the intern's readiness to proceed with the second half of the experience.

If it is determined at the midterm point in the internship that the intern is not making adequate progress toward a final grade of 'B' and/or toward proficiency on the DOE Dispositions Rubric, the mentor teacher and university supervisor will decide whether the intern should continue in the internship. If an intern is allowed to continue, the mentor teacher and university supervisor will develop an [action plan](#) for continuance. It will include specific performance criteria needed to attain recommendation for licensure and a time frame for monitoring progress.

If the internship is discontinued, the university supervisor will arrange a meeting between the Director of Educator Licensure, the intern, and the university supervisor to discuss the intern's options.

Third Quarter Progress Report (optional)

The Third Quarter Progress Report (optional) is an opportunity for the intern, mentor teacher, and university supervisor to revisit the goals set at the midterm and discuss the intern's progress. If the intern is in danger of non-licensure at this point, they will be notified in writing and the university supervisor will arrange a meeting between the Director of Educator Licensure, the Director of Community Collaboration, the intern, and the university supervisor to discuss the intern's options.

Final Triad Meeting

The final triad meeting focuses on the overall performance of the intern, including the DOE Dispositions Rubric and program evaluation. The intern's grade will reflect this evaluation. Although the university supervisor is responsible for grading the intern, the mentor teacher's input is invaluable.

Common Assessments

The Vermont Licensure Portfolio

To be eligible for the State of Vermont's Level I License, candidates must create a professional portfolio. The purpose of the portfolio is to assemble a variety of evidence that documents the candidate's competency to meet the Vermont Core Teaching Standards (see Appendix G for additional information). Candidates seeking a second endorsement do not need to complete an additional portfolio for the second endorsement except in unique cases.

During the student teaching semester, interns will receive support in their seminar course that will help them conceptualize, create, and assemble their professional portfolio. Their portfolios will be evaluated by two faculty members at the end of the semester. Based upon a review of the portfolio, faculty will decide whether to provide passing scores to the Director of Educator Licensure who will then send the recommendation to the registrar for placement on the candidate's transcript.

Evidence for Part II of the portfolio is collected during the internship. Interns will be required to submit the following items for collection in Part II of the portfolio:

- 12-15 minute video of instruction⁴
- Unit plan
- Samples of student work
- Supervisor evaluations
- Notes from professional meetings

DOE Dispositions Rubric

The purpose of the Dispositions Rubric is to evaluate growth in pre-service educator teaching dispositions throughout candidate progression in Educator Preparation Programs (see Appendix H). The Rubric is completed at least two times during the student teaching internship by mentors, student teaching interns, and university supervisors. Completing this assessment at the mid-term point in the student teaching experience serves as a formative assessment to guide the intern's development. The programs rely on a critical and thoughtful analysis for each indicator from mentors, the university supervisor, and the intern. The Dispositions Rubric is not a graded instrument, though candidates are expected to reach "Proficient" (Level 4) on most indicators by the end of student teaching and the ratings on the Final Rubric can contribute to the decision-

⁴ For Early Intervention Part C placements, candidates will not be required to provide a video of service. The unit plan will be a collection of ten visit notes and the sample of student work will be an assessment of development over time.

making process for the candidate's student teaching grade. If a candidate has any indicators at "Exploring" (Level 1) or "Emerging" (Level 2) and/or more than three indicators at "Approaching Proficient" (Level 3), they will not be recommended for licensure.

Summative Student Teaching Assessment (SSTA)

The Summative Student Teaching Assessment is completed by the university supervisor in Exxat Prism at the end of the student teaching semester for each candidate (see Appendix I). This is a summative assessment that should evaluate the candidate's work across the semester and should reflect where the candidate is at the end (versus performance on one lesson). The expectation is that most ratings should be at the "Target" level with no areas rated at the "Undeveloped" level. The SSTA is not a graded instrument, though the ratings on the SSTA can contribute to the decision-making process for the candidate's student teaching grade. The ratings on this assessment will also be used for program evaluation and accreditation purposes. There are also program-specific assessments that UVM supervisors will share with mentors.

Additional Information about the Internship

Internship Period

The official intern teaching period is a full academic semester (approximately fifteen weeks) or two semesters (approximately 30 weeks) for a half-time internship in Special Education (K-12 pathway). This period typically follows the academic calendar of the placement site. During the fall semester, interns are encouraged to begin their internships during teacher in-service. During the spring semester, interns typically begin their internships during the second full week of January.

Disability Based Accommodations

UVM's [Office of Accessibility Services](#) provides [Americans with Disabilities Act \(ADA\)](#) accommodations to students with documented disabilities, including accommodations related to internships. Students seeking more information on eligibility and accommodations can [complete the Getting Started with online intake form](#). Students may also contact the office by phone at 802-656-7753, and/or [contact via email](#) and request to speak with an accessibility specialist.

Criminal Record Check Requirement

Interns are required by state law to complete a criminal record check (CRC) to be eligible for the student teaching internship. The cost of the CRC is the responsibility of the individual intern.

Attendance

Interns completing a full-time internship will work in the school for 4½ - 5 days each week. The university requires the intern's attendance at one or more courses on campus and/or online each week. UVM expects full-time interns to complete 15 weeks of an internship except as described in the circumstances outlined below. Student teachers are expected to maintain an attendance log in

which they document absences, school closures, and substitute teaching days. The attendance log should be shared with the mentor teacher and university supervisor for occasional review.

If an intern is absent from school, they will follow the partner school's policy and procedures concerning teacher absences. If an intern is absent for more than two days during the internship period (or the equivalent for part-time internships), the days must be made up. Requests for exemptions must be made to the mentor teacher and university supervisor. Absences for personal matters must be approved in advance by the mentor teacher and university supervisor. Absences should be reported to the university supervisor and mentor teacher no later than 7:30 a.m. on the day of the absence. If an intern has a prolonged illness, they must contact Student Services (undergraduate students only), the Director of Educator Licensure, the Director of Community Collaboration, the university supervisor, and the academic advisor to gain approval to either make up the days or withdraw from the internship and the seminar. If an intern is unable to complete the full 13-week internship, they might have the option to apply for an exemption and still qualify for endorsement (see [Policy for Shortened Student Teaching Internship](#) for additional information).

Transportation to Sites

Transportation to and from placement sites is the responsibility of the student, whether through personal or public modes of transportation, including self-arranged ride sharing. Some amount of travel by all students should be expected.

Labor Relations Problems

The policy of the College of Education and Social Services with respect to institutional or agency closing caused by strikes or other work stoppages is to withdraw the intern effective the first day of the activity. Instead of reporting to the school or agency, students will report to the Department of Education at UVM. Assessment will be made of the situation in terms of the best interests of the students.

Intern Liability

It is the responsibility of the school district and building principal or site administrator to ensure that every classroom that UVM students are in is under the supervision of a licensed teacher.

Intern Records

As outlined in the College of Education and Social Service's Affiliation Agreement with each partner site, all records related to an intern's assignment at the site and their performance are Education Records under the Family Education Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA) and any records or information from those records are made available only in conformance with FERPA.

Incident Management Procedures

If an intern is at a site when an incident⁵ occurs, the site's emergency/incident protocols should be followed and someone from the site should contact Katie Revelle (DOE Director of Community Collaboration, Katie.Revelle@uvm.edu, 802-557-0707). Call or text for emergencies or consults about events and leave a message if the contacts are unavailable.

Preservice educators are preparing for their future contexts. As such, we expect UVM students to follow their mentor during an incident (e.g., if a mentor stays in the classroom with their students during or after an incident, the intern also stays in the classroom). We encourage preservice educators to learn from their mentors' engagement with students and any faculty meetings/learning opportunities that follow. Seminar classes are designed to provide opportunities for debriefing and critical reflection.

If a mentor of student observes/believes the presence of student(s) is interfering with their ability to navigate an incident at their site, they have the option to ask students to leave the site. In this case, the mentor teacher should email Katie Revelle when the situation allows to alert her to the situation and the reason for asking the student to leave. If you have questions about how to support UVM preservice educators during an incident, please reach out to Katie Revelle (katie.revelle@uvm.edu).

Students are required to report any injury sustained or infectious disease exposure as a result of their internship to [UVM Risk Management](#) and their University supervisor. Students are also required to immediately share any health or safety concerns about placement site protocols or conditions with their University supervisor, and they are never required to enter a placement site or engage in activities when they have such concerns.

UVM Faculty should refer media requests to UVM Communications. Communication with media as a UVM employee has associated responsibilities. It is important to note that speaking as a person with personal opinions is different from communicating in your role as an agent of UVM. When speaking with personal opinions, it is important to delineate from your professional role, as content may easily be attributed to UVM by virtue of positionality at UVM. See UVM's [Policy on Indicia of Affiliation](#).

Administrative Leave

A student placed on employment related administrative leave should discuss the implications of that leave on their current program of study at UVM, particularly when their program of study involves UVM facilitated school and community partnership development and placements. Until such time as the student is either eligible to resume working with the employer and they agree to the internship placement in conjunction with that work, or formal investigation(s) resolve, CESS does not have the ability to place the student in an internship/practicum with a community organization/school. Students are not restricted from registering for elective coursework at UVM, so long as that coursework does not require spending time in community placements or school/community partnership development typical of practicum or internship coursework.

⁵ Examples of incidents include, but are not limited to, the following: Shelter in place, lockdown, threat of violence, act of violence, fire, UVM student with health issue or accident requiring intervention in their placement (e.g, paramedics, accident to or from site), sexual harassment or misconduct involving a UVM student (These are examples and not an exhaustive list).

Discrimination and Harassment

UVM encourages any person who has experienced or witnessed a bias incident, discrimination, or harassment, including incidents of sexual misconduct, as part of their educational program, including internship experiences, to report the conduct to UVM's [Office of Affirmative Action and Equal Opportunity \(AAEO\)](#) and to utilize available support services. Individuals may also wish to report criminal conduct to UVM Police at 802-656-3473.

Interns as Substitute Teachers

Interns in the 15-week licensure phase of their program may serve as substitute teachers for their mentor teacher or other members of the department/team on a limited basis. Serving as a substitute may not interfere with regular course assignments and program responsibilities.

The candidate must have completed the proper paperwork AND have been approved to substitute by the school district, the mentor teacher, the university supervisor, and, in some sites, the school principal and program coordinator. This applies regardless of prior substitute teaching experience. Permission to substitute teach during internship is a decision based primarily on the needs of the student teacher for program and degree completion and licensure recommendation. Opportunities to serve as a substitute teacher are not guaranteed.

Electing to substitute teach when asked is not required of any student teaching intern. When the mentor teacher is absent, the school is expected to provide a substitute teacher in accordance with the policy of the district. The intern must be treated as a substitute teacher and paid accordingly when they are serving as a substitute teacher. Interns are not to perform substitute teaching duties without payment nor should they be used as substitutes without prior determination of their readiness for this function. Request to substitute teach without pay or in other classrooms should be referred to the university supervisor.

Once permission is granted, the student teacher must notify the university supervisor of any days in which they substitute teach and must request advanced permission from their UVM supervisor if asked to substitute teach for more than two days in a month. This is required to ensure that student teachers receive adequate mentorship.

Eligibility for long-term substitute teaching during the student teaching internship is reviewed and approved on a case-by-case basis. Student interns interested in consideration must complete [this form](#) at least two weeks prior to the desired start time. Input is solicited from the UVM supervisor regarding candidate's readiness; the mentoring plan and prior scores on the DOE Dispositions Rubric are also used in making a decision.

Solo Weeks

As part of student teaching, student teachers must assume a full instructional load for a minimum of two weeks⁶. The solo is intended to be a close simulation of an actual teaching job and, as such, should require the student teacher to take on the full role of a teacher in the classroom. During this time, the student teacher should lead teach for the entire school day and assume all

⁶ The activities for solo weeks in Special Education placements are determined on an individualized basis. See the Special Education internship syllabus for additional information.

other responsibilities such as family communication, grading, and engagement in any school-related meetings.

The decision about whether a student teacher is ready for “soloing” is ultimately the responsibility of the mentor teacher and university supervisor. Student teachers may not set their own solo times. The decision regarding the timing of solo teaching is informed by the feedback provided by the mentor and supervisor on the student teacher’s performance in the placement.

Solo weeks are not to be construed as subbing responsibilities. Mentor teachers should be available for support and consultation.

Remuneration for Mentor Teachers

In recognition of the contribution mentor teachers make in supervising teaching interns, the College of Education and Social Services has established a mentor teacher stipend policy. Contact the Director of Community Collaboration for information about the policy that applies to your school.

Feedback on Mentor Teachers

University supervisors and student teachers provide feedback about mentor teachers and internships sites each semester. Results are reviewed by the Director of Community Collaboration, the Director of Educator Licensure, and the Program Coordinators and are used to identify concerns and interventions. The Director of Community Collaboration shares identified concerns with school administrators and works with them to determine if the teachers will be recommended for mentorship the following year.

Feedback on Supervision

If any member of the internship team is not satisfied with the quality or quantity of supervision from either the mentor teacher or university supervisor, such matters should be discussed among those involved at the time they are experienced. If the matter cannot be resolved in this manner, the site administrator and the Director of Community Collaboration should be asked to intervene.

APPENDICES

Appendix A: Mutual Agreement

This is the mentor teacher agreement that can be found in Exxat Prism. A similar agreement is also completed by the mentor teacher, the university supervisor, and the site administrator.

DOE Mutual Agreement - Candidate

The UVM Student listed below agrees to follow the policies and procedures as described in the Department of Education Internship Handbook and the Clinical Experience Contract

Student Intern Full Name:*

Mentor Teacher (1) Full Name:*

Mentor Teacher (2) Full Name:*

Internship Site:*

Internship Semester and Year (for example: Spring 2025 or Academic Year 24/25):*

DOE Program (for example: Early Childhood, Special Ed MED, etc):*

If it is determined that a change in the teaching internship experience is required, the intern, the university supervisor and/or site administrator must notify the Director of Community collaboration of the circumstances and request assistance in reviewing the situation.

By clicking on the button below, I am confirming receipt / access to the Department of Education Internship Handbook and providing my electronic signature to this agreement. I understand that if I have any questions about the Handbook, I should contact Katie Reville, Director of Community Collaboration in UVM's Department of Education.

(Katie.Reville@uvm.edu).



Appendix B: Clinical Experience Contract

DOE Clinical Experience Contract Updated March 2025

Students in UVM's Department of Education must comply with UVM policies and the policies and procedures specific to field placement settings. All students are expected to sign the following contract prior to beginning a field placement.

I understand that UVM's Policies apply to my work in all field placements. UVM Policies include (but are not limited to) the following:

[Code of Student Conduct](#)
[Discrimination, Harassment, and Sexual Misconduct](#)

I understand that it is my responsibility to review, understand, and follow the policies and safety procedures of my field placement site.

I understand and agree to abide by the following additional requirements:

- Attending my field placement as scheduled and communicating with my UVM supervisor and mentor teacher in a timely manner if I need to be late or absent
- Interacting with students and their families as a teacher, not as a peer (e.g., maintaining boundaries, avoiding favoritism)
- Not going to students' homes or inviting students to another location unless it has been coordinated and approved by my mentor teacher(s)
- Not providing rides to students or families
- Not engaging in inappropriate physical contact or physical restraint with students
- Abiding by the Family Educational Rights and Privacy Act (FERPA) requirements detailed below
- Using a site-based or UVM email address to communicate with students and/or their families and deleting FERPA-protected emails from my UVM account at the end of my placement.
- Not friending, referring to, or posting photographs of students or their families

I understand that this is not an exhaustive list of ethical conduct. It is my responsibility to seek guidance from my UVM supervisor, mentor teacher, or site liaison when faced with other ethical decisions regarding my conduct.

I understand that violation of this contract or any other illegal or unethical behavior will result in a review process and may result in immediate dismissal from the field placement, as consistent with the DOE Internship Handbook.

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

Student's Signature

Appendix C: FERPA Attestation

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are 'eligible students.'

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, 'directory' information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Appendix D: Selection Criteria for Mentor Teachers for Part C Early Childhood Special Education Placements

Critical personnel shortages persist nationwide for qualified EI/ECSEs to provide mandated IDEA Part C and B services. The demand for EI/ECSEs exceeds the available supply (Boe et al., 2013). The OSEP's Data Analysis System (DANS) documents a substantial chronic national shortage of fully certified special education preschool teachers (<https://www.ideadata.org/IDEAData.asp>).

Critical Shortages of Highly Qualified EI/ECSE, in the State of Vermont, and in the Northeast Region. Similar to national shortages and trends, there is a great need for more EI/ECSEs in Vermont. Letters of support from Danielle Howes, Part C Director for VT and Katie McCarthy, VT B-619 Coordinator describe shortage of credentialed providers (Howes, 2018; McCarthy, 2018). The U.S. Department of Education Office of Postsecondary Education (2012) reports shortages of service providers throughout the North East Region. The limited supply of highly qualified EI/ECSE providers in Vermont and nationally is a major obstacle to fulfilling the mandates of Part C and B of IDEA for infants, toddlers and preschool children with disabilities and for finding qualified mentor teachers.

Selection Criteria for Mentor Teachers: All mentor teachers have a license in Early Childhood Special Education. We have been able to find a licensed mentor for all students doing their student teaching in Part B. Occasionally we are unable to find a licensed Part C provider who is willing to take a student teacher due to shortages described below. When we are unable to find a licensed provider, we ensure that the mentor has a minimum of two years of experience working in the field and that they hold the certificate developed by the Children's Integrated Services to allow them to bill Medicaid.

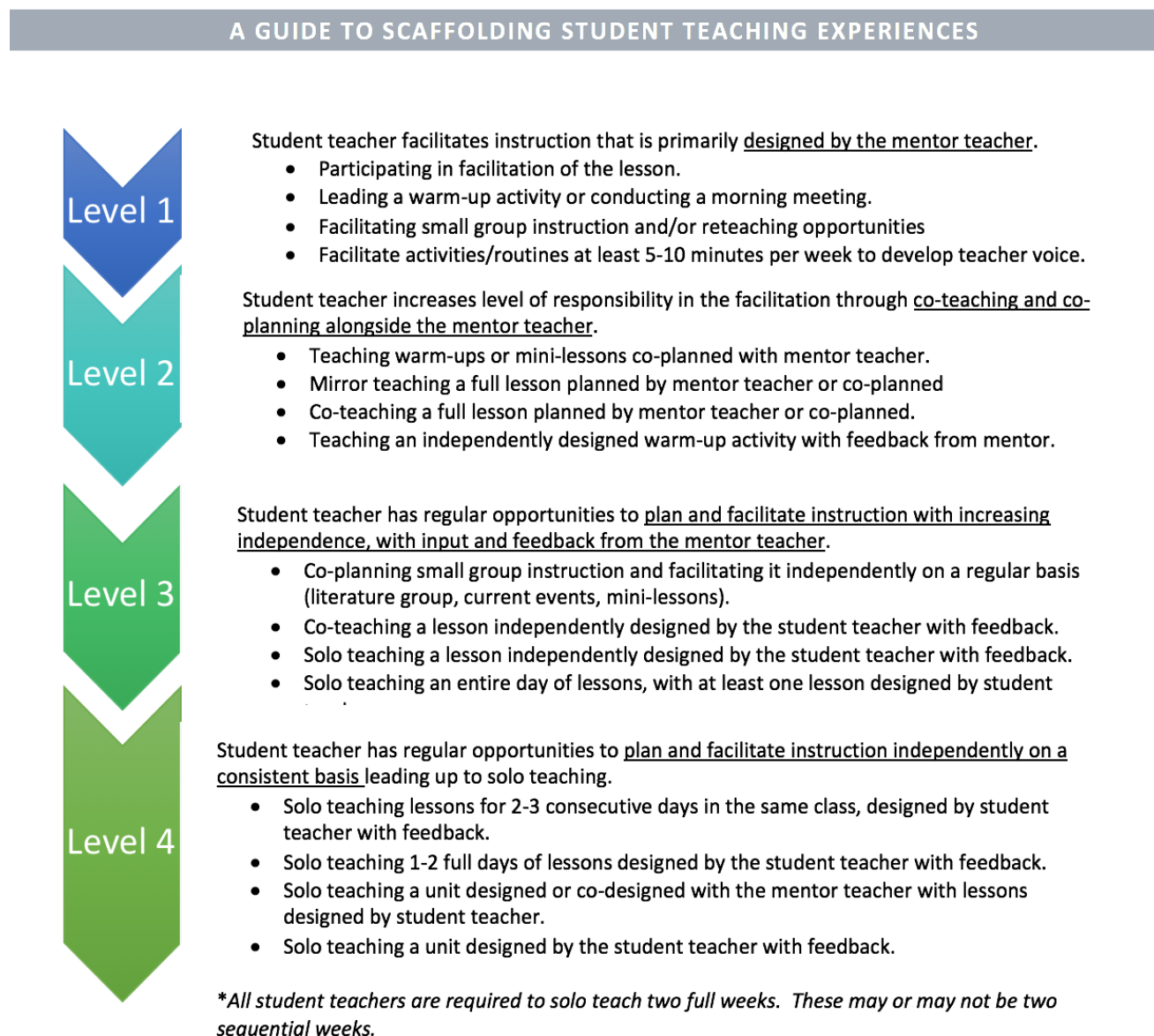
Boe, E. E., deBettencourt, L., Dewey, J. F., Rosenberg, M. S., Sindelar, P.T., & Leko, C. D. (2013). Variability in demand for special education teachers: Indicators, explanations, and impacts. *Exceptionality*, 21, 103-125.

Howes, D. (2018, July 10). [Letter of support to US Department of Education, Office of Special Education Programs Review Committee] Copy in possession of Jennifer Hurley.

McCarthy, K. (2018, July 9). [Letter of support to US Department of Education, Office of Special Education Programs Review Committee] Copy in possession of Jennifer Hurley.

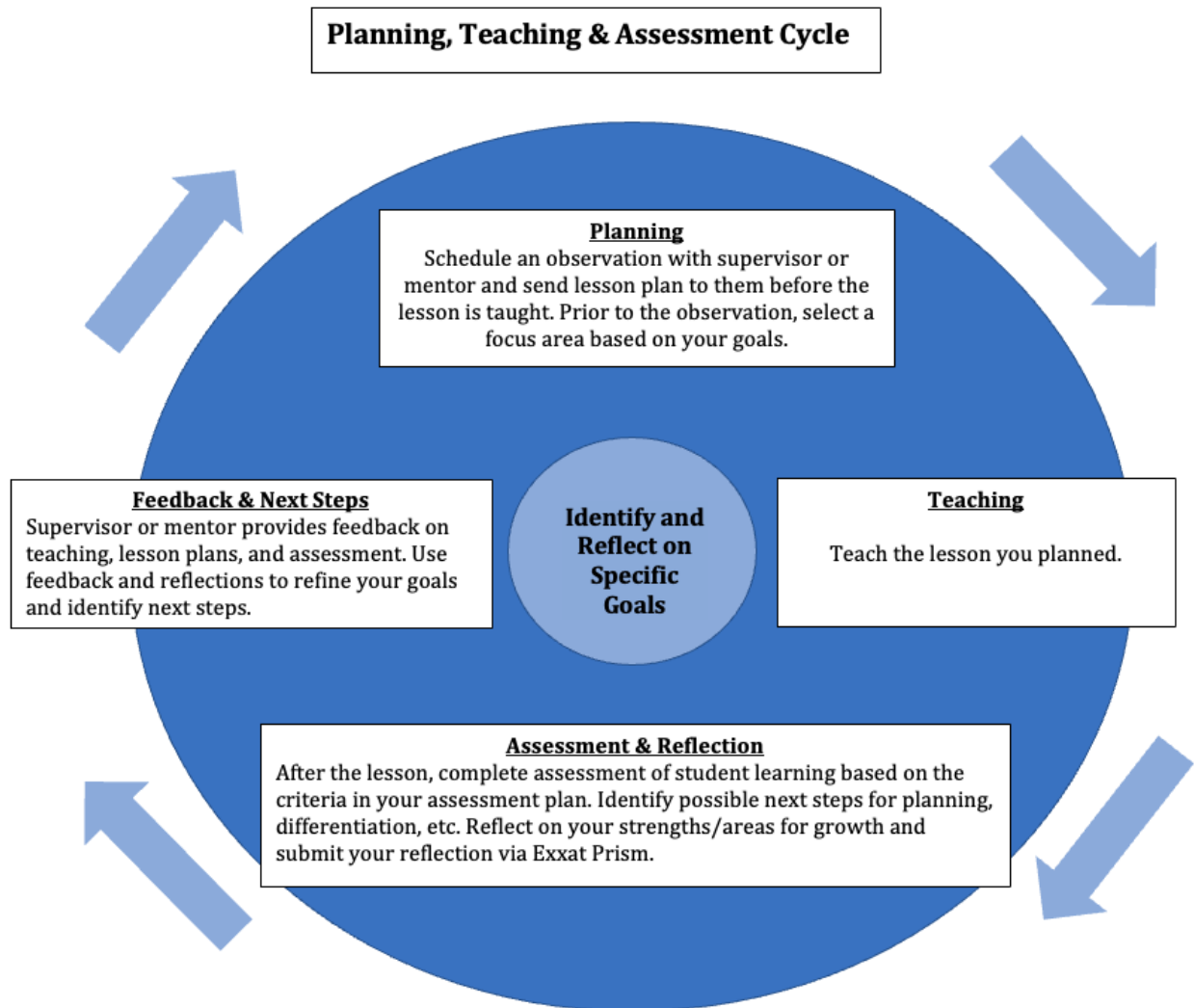
Appendix E: Scaffolding the Internship

The graphic below outlines how student teachers should grow their responsibilities over time in the internship.



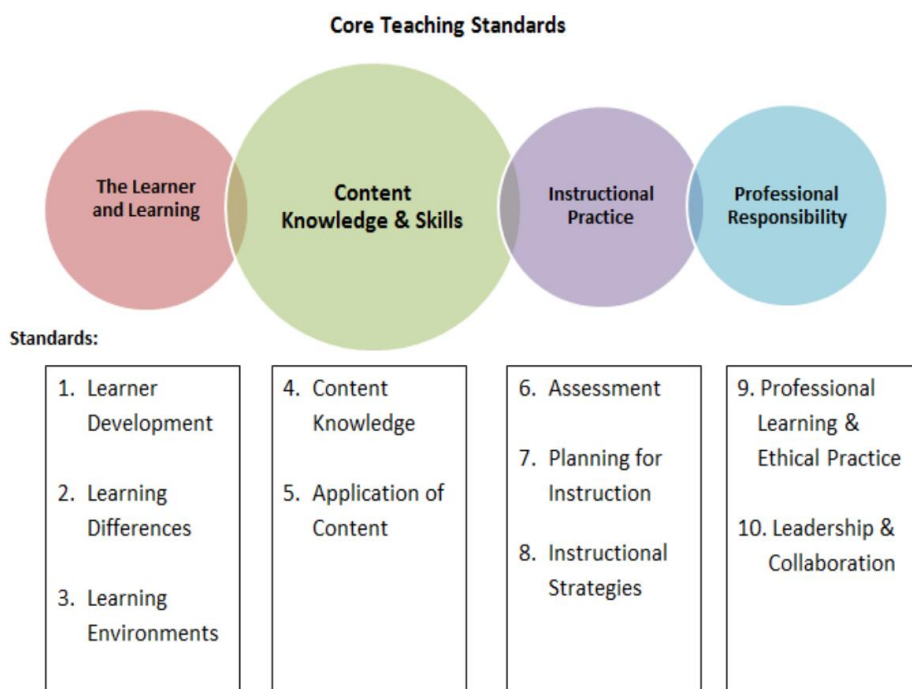
Guide Developed by UVM's Middle Level Education Program

Appendix F: Planning, Teaching, and Assessment Cycle



Appendix G: Core Teaching Standards for Vermont Educators

These standards form the foundation of a system of support for educators by outlining what educators across all content and grade levels should know and be able to do to be effective in today's schools.



Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagements in learning and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The complete document entitled "A Vision for Teaching, Leading, and Learning" can be found on the Agency of Education website (updated 06/2018):

<https://education.vermont.gov/documents/educator-quality-licensing-core-teaching-leadership-standards>

Appendix H: DOE Dispositions Rubric

University of Vermont Department of Education Educator Preparation Program Dispositions Rubric

As defined by the [InTASC Model Core Teaching Standards](#) (P. 6), dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance.” **The purpose of the Dispositions Rubric is to evaluate growth in pre-service educator teaching dispositions throughout candidate progression in Educator Preparation Programs.** We assess dispositions because they are an essential dimension of empowering candidates to foster diverse, equitable, and inclusive learning environments. This assessment aligns with the [College of Education and Social Services’ Mission](#) and [Inclusive Excellence Action Plan](#) and addresses multiple InTASC Standards.

The Dispositions Rubric is one of several Common Assessments used across all educator preparation programs in the Department of Education. The Summative Student Teaching Assessment and the Vermont Licensure Portfolio are other common assessments that evaluate dimensions of candidate knowledge and performance. The Dispositions Rubric is both formative and summative in that it reflects stages in each Candidate’s development. Although progress may be non-linear and variable, candidates will typically improve in their performance on the Dispositions Rubric throughout the course of their programs. Additionally, candidates will have increasing levels of practical experience, autonomy, and impact as they progress from initial program stages through student teaching.

Candidates are expected to reach minimum ratings from their UVM supervisor at two transition points:

The semester prior to student teaching:	To be recommended for licensure:
• Candidates are expected to reach “Approaching Proficient” (Level 3) on most indicators. • If a candidate is still in the “Exploring” (Level 1) phase on any indicators and/or has more than three “Emerging” (Level 2) scores at the end of the semester prior to student teaching, the student, program, DCC and/or DEL will meet to determine next steps. See DOE Licensure Handbook for more information about this process.	• Candidates are expected to reach “Proficient” (Level 4) on most indicators by the end of student teaching. • If a candidate has any indicators at “Exploring” (Level 1) or “Emerging” (Level 2) and/or more than three indicators at “Approaching Proficient” (Level 3), they will not be recommended for licensure.

There is no expectation that candidates will achieve “Early Career” (Level 5) ratings on the Dispositions Rubric during their time in the program. The language within “Early Career” aims to provide candidates with a goal to work toward after they begin their teaching career.

		Initial Program Stages		End of Practicum	End of Student Teaching	Early Career
		Exploring 1	Emerging 2	Approaching Proficient 3	Proficient 4	Proficient with Distinction 5
Self-Awareness and Reflection	1 - Understands how personal experiences and assumptions impact relationships with learners InTASC 9	Engages in limited reflection	Reflects on the impact of personal experiences and assumptions in at least one area (e.g., culture, gender, language, abilities, ways of knowing)	Reflects on the impact of personal experiences and assumptions in multiple areas; Recognizes potential biases in these areas and the impact on relationships with learners	All of 3 and engages in critical self-reflection that informs adaptations to curriculum and instruction	All of 4 and actively seeks school and community resources to support continuous self-reflection
	Comments:					
	2 - Continually reflects on strengths and areas for growth (with respect to curriculum planning, assessment, and instruction) and makes changes based on feedback InTASC 9	Engages in limited reflection and goal setting; may struggle to receive or apply feedback	Demonstrates emerging self-awareness of strengths and areas for growth; Candidate's goals are generally directed by their own perspectives on practice without incorporating external feedback	Demonstrates self-awareness of strengths and areas for growth; Candidate is open to feedback from peers, mentors, and faculty and sets goals with support for making changes	Demonstrates a thorough self-awareness of strengths and areas for growth; Incorporates feedback from peers, mentors, and faculty and collaboratively sets goals for making changes	Demonstrates a thorough and critical self-awareness of strengths and areas for growth; Actively seeks feedback, sets realistic goals for adapting practice, and makes changes based on feedback
	Comments:					

		Initial Program Stages		End of Practicum	End of Student Teaching	Early Career
		Exploring 1	Emerging 2	Approaching Proficient 3	Proficient 4	Proficient with Distinction 5
Approach to Learners	3 - Demonstrates belief that all students can learn by developing supportive and encouraging relationships with students InTASC 2	Articulates dimensions of supportive and encouraging relationships with students	Develops supportive and encouraging relationships with <u>some</u> students to foster their learning	Develops supportive and encouraging relationships with <u>most</u> students to foster their learning	Develops supportive and encouraging relationships with <u>nearly all</u> students and identifies additional ways to demonstrate belief that all students can learn	All of 4 and shapes a classroom culture in which students develop supportive and encouraging relationships with each other
	Comments:					
	4 - Responds to students' strengths, needs, and identities InTASC 2	Develops/adapts lessons without knowledge of students' strengths, needs, and identities	Begins to learn about students' strengths, needs, and identities; Attempts to modify instruction for some students	Adapts various aspects of lessons and instruction to respond to students' strengths, needs, and identities	Uses targeted strategies to effectively adapt instruction in response to most students' strengths, needs, and identities	Collaborates with learners, families, and/or school colleagues to expand the range of resources that respond to students' strengths, needs, and identities
	Comments:					

		Initial Program Stages		End of Practicum	End of Student Teaching	Early Career
		Exploring 1	Emerging 2	Approaching Proficient 3	Proficient 4	Proficient with Distinction 5
Approach to Content and Learning Environment	5 - Recognizes that content knowledge and how it is taught are culturally situated and ever evolving. InTASC 4	Course assignments and other forms of communication reveal that content knowledge is treated as a fixed body of facts	Course assignments and other forms of communication demonstrate beginning recognition that knowledge evolves over time	Course assignments and other forms of communication explicitly acknowledge that content knowledge is culturally situated and ever evolving	Course assignments, lesson planning, and instruction demonstrate active engagement with new ideas and understandings in the field	Lesson planning and instruction engage learners in identifying diverse perspectives; May facilitate learners' critical analysis of these perspectives
	Comments:					
	6 - Establishes clear expectations for participation that are responsive to all learners. InTASC 3	Course assignments and other forms of communication reflect unclear or inequitable expectations for learner participation	Contributes to clear expectations for participation; Sometimes enacts expectations responsively or equitably	Co-creates with mentor clear expectations for participation that are responsive to and equitable for some students; Begins to employ strategies to encourage student engagement	Sets clear expectations for participation that are responsive to and equitable for all students; Uses a variety of effective strategies to encourage students to remain engaged	All of 4 and creates a classroom in which students demonstrate shared responsibility to remain engaged.
	Comments:					

		Initial Program Stages		End of Practicum	End of Student Teaching	Early Career
		Exploring 1	Emerging 2	Approaching Proficient 3	Proficient 4	Proficient with Distinction 5
Continual Learning and Ethical Practice	7 - Draws from multiple sources of evidence and current education research to improve planning and practices InTASC 9	Relies exclusively on personal lived experience to inform planning and practices	Uses a single source of evidence in combination with personal experience/perspective to inform planning and practice	Uses multiple sources of evidence to inform planning and practice; Critically examines quality of evidence and voices represented when making decisions	All of 3 and uses research and evidence to critically evaluate the effects of their planning and practice on others; Continually adapts practices to better meet learners' needs.	Critically consumes research and collaborates with others to make informed adaptations
	Comments:					
	8 - Demonstrates ethical practice InTASC 9	Course assignments and other forms of communication demonstrate limited knowledge of local, state, and federal policy and ethical standards (e.g., HHB, FERPA, IDEA)	Course assignments and/or early plans for working with students demonstrate accurate knowledge of local, state, and federal policy and ethical standards (e.g., HHB, FERPA, IDEA)	Demonstrates ability to navigate local, state, and federal policy and ethical standards (e.g., HHB, FERPA, IDEA) in field contexts.	All of 3 and anticipates potential ethical breaches; takes steps to prevent misuse (e.g., how information and technology might be misused)	All of 4 and uses knowledge of learners to advocate for changes in policy and practices that better address the needs of learners
	Comments:					

		Initial Program Stages		End of Practicum	End of Student Teaching	Early Career
		Exploring 1	Emerging 2	Approaching Proficient 3	Proficient 4	Proficient with Distinction 5
Leadership and Collaboration	9 - Seeks appropriate leadership roles and opportunities InTASC 10	Asks limited questions to inform understanding of instructional practices and leadership opportunities	Ask questions and listens actively to inform development of own instructional practices and awareness of leadership opportunities	All of 2 and identifies relevant opportunities for professional learning and development; Begins to understand ways to advocate for learners	Takes an active role on the instructional team; Identifies leadership opportunities that advance equity and inclusion; Advocates for learners	Actively pursues leadership roles, including modeling effective instructional strategies and engaging in professional learning activities; Advocates for learners, the school, the community, and/or the profession
	Comments:					
	10 - Collaborates with learners, families, colleagues, and community members to ensure learners' growth InTASC 10	Relies exclusively on personal lived experience to inform planning and practices	Begins to elicit information from students, families, or colleagues to support learners' growth	Regularly elicits information from students, families, colleagues and/or the community to support learners' growth	Collaborates with learners, families, colleagues, and the community to ensure learners' growth; Engages in planning and assessment as a collegial activity	Co-constructs learning opportunities with learners, families, colleagues, and or the community to ensure learners' growth; Engages in collaborative planning and assessment with colleagues
	Comments:					

Appendix I: Summative Student Teaching Assessment

*Note: This assessment will be completed by university supervisors in Exxat Prism.

Revised Dec 4, 2018

Please complete this assessment at the end of the student teaching semester for each candidate that you supervise. This is a summative assessment that should evaluate the candidate's work across the semester and should reflect where the candidate is at the end (versus performance on one lesson). The expectation is that most ratings should be at the "Target" level with no areas rated at the "Undeveloped" level. The ratings on this assessment should contribute to the decision-making process for the candidate's student teaching grade.

Part A: Planning for Instruction

	Performance Indicator	Undeveloped	Developing	Target	Advanced	Rating	Comments
1	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. (InTASC 1)	The candidate designs or adapts learning experiences that are not appropriate for the developmental level of learners and are not appropriately challenging for learners.	The candidate designs or adapts learning experiences that are either developmentally appropriate or challenging based on an understanding of how learners grow and develop.	The candidate designs or adapts learning experiences that are both developmentally appropriate and challenging based on an understanding of how learners grow and develop.	The candidate gathers data on learner development then designs or adapts learning experiences that are developmentally appropriate and challenging based on an understanding of how learners grow and develop, and the candidate's subsequent planning demonstrates attention to learner development based on knowledge attained through prior lesson implementation.		
2	The candidate uses an understanding of individual differences and diverse cultures and communities to design inclusive	The candidate designs or adapts learning experiences that do not take into account individual	The candidate designs or adapts learning experiences that respond to either individual learner differences or diverse	The candidate designs or adapts learning experiences that respond to both individual learner differences as well as	The candidate gathers data on learner differences and the diverse cultures and communities represented in the school then designs or adapts learning experiences that		

	learning environments that enable each learner to meet high standards. (InTASC 2)	learner differences or diverse cultures and communities.	cultures and communities.	diverse cultures and communities.	respond to individual learner differences as well as diverse cultures and communities, and the candidate's subsequent planning demonstrates attention to learner differences and diverse cultures and communities based on knowledge attained through prior lesson implementation.		
3	The candidate uses an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) to design learning experiences that make the discipline accessible and meaningful for learners. (InTASC 4)	The candidate designs or adapts learning experiences that are ineffective in making the content accessible and meaningful for learners.	The candidate uses content knowledge and pedagogical content knowledge to design or adapt learning experiences that make the content either accessible or meaningful for learners.	The candidate uses content knowledge and pedagogical content knowledge to design or adapt learning experiences that make the content both accessible and meaningful for learners.	The candidate gathers data on student prior knowledge in regard to content then uses content knowledge and pedagogical content knowledge to design or adapt learning experiences that make the content both accessible and meaningful for learners, and the candidate's subsequent planning demonstrates attention to building upon content knowledge to extend learning.		
4	The candidate's planning uses multiple methods of assessment (formative and summative) that align with objectives and standards. (InTASC 6)	The candidate designs or adapts ineffective assessments, and assessments do not align with objectives and standards.	The candidate designs or adapts formative and summative assessments that are either effective or are aligned with objectives and standards.	The candidate designs or adapts formative and summative assessments that are both effective and are aligned with objectives and standards.	The candidate designs or adapts formative and summative assessments that are both effective and are aligned with objectives and standards. The candidate's planning shows the ability to develop a range of different types of effective formative and summative assessments that get at the nuances of learning tied to particular objectives/standards.		

5	The candidate uses rigorous learning objectives based on content standards to plan learning experiences and performance tasks. (InTASC 7)	The candidate's objective(s) lack rigor. Connections to standards, assessments, and/or instructional components are not apparent.	The candidate's objective(s) are either rigorous, or they are connected to the standards, assessments, and instructional components of the lesson/unit.	The candidate's objective(s) are both rigorous and are connected to the standards, assessments, and instructional components of the lesson/unit.	The candidate's objective(s) are rigorous and are connected to the standards, assessments, and instructional components of the lesson/unit. The candidate selects an achievable number of objectives for each lesson.		
6	The candidate selects rigorous standards (e.g. Next Generation Science Standards, Common Core) to focus instruction. (InTASC 7)	The candidate does not reference standards for every learning experience.	The candidate selects standards from the Common Core, Next Generation Science Standards, National Core Arts Standards, Vermont Early Learning Standards, C3 Social Studies Standards, and/or Vermont Grade Level Expectations for every learning experience, but standards are not always directly applicable.	The candidate selects applicable standards from the Common Core, Next Generation Science Standards, National Core Arts Standards, Vermont Early Learning Standards, C3 Social Studies Standards, and/or Vermont Grade Level Expectations for every learning experience.	The candidate selects applicable standards from across sets of standards including the Common Core, Next Generation Science Standards, National Core Arts Standards, Vermont Early Learning Standards, C3 Social Studies Standards, and Vermont Grade Level Expectations for every learning experience. The candidate selects an achievable number of standards for each lesson.		
7	The candidate plans for the use of technologies, instructional materials and curricular resources that support and enhance instruction. (InTASC 7)	The candidate does not identify resources (including technological resources) needed to support instruction.	The candidate identifies resources (including technological resources) needed to support instruction.	The candidate identifies a comprehensive list of resources (including technological resources).	The candidate identifies a comprehensive list of resources (including technological resources) that support and enhance instruction.		
General Summative Feedback on Planning for Instruction:							

Part B: Evaluation of Classroom Practice

1. Instruction							
	Performance Indicator	Undeveloped	Developing	Target	Advanced	Rating	Comments
8	The candidate differentiates and modifies aspects of instruction based on individual learner readiness, interest, and preference to engage all learners. (InTASC 2)	The candidate does not differentiate instruction or provide accommodations, and aspects of lessons are inappropriate for learners.	The candidate differentiates instruction and provides accommodations.	The candidate differentiates instruction and provides accommodations needed to engage all learners.	The candidate differentiates and modifies multiple aspects of instruction based on individual learner readiness, interest, and preference in ways that support and engage all learners.		
9	The candidate creates environments that support individual and collaborative learning, and that encourage positive social interaction and active engagement in learning. (InTASC 3)	The candidate is not able to create an engaged learning environment that supports individual or collaborative learning, and interactions are minimal.	The candidate creates a learning environment that focuses primarily on either individual or collaborative learning.	The candidate creates a learning environment that supports both individual and collaborative learning, and which supports positive social interactions.	The candidate creates a learning community that fosters both individual and collaborative learning, and which encourages positive social interactions and active engagement.		
10	The candidate understands how to connect concepts, use questioning techniques and use differing perspectives to engage	The candidate is unable to connect concepts or use other strategies to engage learners in higher order thinking.	The candidate connects concepts to prompt higher order thinking.	The candidate connects concepts and uses questioning techniques to prompt higher order thinking.	The candidate uses questioning techniques and different perspectives to engage learners in higher order, critical thinking that encourages		

	learners in higher order, critical thinking. (InTASC 5)				learners to connect concepts.		
11	The candidate understands and uses 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)	The candidate uses the same instructional strategies for lessons and this limits the development of content knowledge and skills.	The candidate uses a limited range of different instructional strategies that engage learners in developing content knowledge and skills.	The candidate uses a variety of appropriate instructional strategies to engage learners in developing content knowledge and skills.	The candidate uses a broad range of appropriate instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply in meaningful ways.		
12	The candidate understands the ways that technology can be used to support instruction and assessment and models appropriate use to improve student learning. (ISTE 1, 2, 3)	The candidate does not use technology to support instruction.	The candidate uses technology to support instruction.	The candidate uses technology to support instruction and assessment.	The candidate effectively models the use of technology to support instruction and assessment in ways that improve student learning.		
General Summative Feedback on Instruction:							

2. Assessment							
	Performance Indicator	Undeveloped	Developing	Target	Advanced	Rating	Comments
13	The candidate uses multiple methods of assessment (formative and summative) to	The candidate uses irrelevant or ineffective assessments.	The candidate uses formative and summative assessments, but they	The candidate uses a variety of formative and summative assessments that	The candidate uses a broad range of relevant formative and summative assessments		

	engage learners in their own growth. (InTASC 6)		do not require learners to examine their own growth.	include opportunities for learner self-evaluation.	that engage learners in reflecting on their own learning.		
14	The candidate monitors student progress and uses assessment data to make instructional decisions and to guide the teacher's and learner's decision making. (InTASC 6)	The candidate does not monitor student progress and does not use assessment data to make instructional decisions.	The candidate monitors student progress but is not able to use assessment data to make instructional adjustments.	The candidate monitors student progress and uses assessment data to adjust practice during instruction.	The candidate monitors student progress and identifies appropriate assessment data to guide both teacher and learner decision-making during instruction.		
General Summative Feedback on Assessment:							

3. Classroom Management							
15	Performance Indicator	Undeveloped	Developing	Target	Advanced	Rating	Comments
15	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)	The candidate does not implement routines or hold students accountable and uses ineffective verbal and non-verbal communication thus limiting student engagement and resulting in loss of instructional time.	The candidate implements routines, or uses effective verbal and nonverbal communication strategies but is ineffective in engaging students.	The candidate implements routines and expectations, and uses effective verbal and nonverbal communication strategies to engage students.	The candidate implements clear, effective and understandable routines and expectations, holds students accountable and uses respectful and effective verbal and nonverbal communication strategies to engage all students.		
16	The candidate monitors transitions	The candidate does not monitor transitions or	The candidate monitors transitions or	The candidate monitors transitions	The candidate monitors transitions and changes		

	and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active participation. (InTASC 3)	changes in the learning environment and uses ineffective instructional and behavioral management strategies.	changes in the learning environment but uses ineffective instructional or behavioral management strategies that do not encourage appropriate participation.	and changes in the learning environment and is able to use instructional and behavioral management strategies to encourage appropriate participation.	in the learning environment and uses a variety of effective instructional and behavioral management strategies to encourage learning and active participation.		
	General Summative Feedback on Classroom Management:						

Part C: Reflection on Practice

	Performance Indicator	Undeveloped	Developing	Target	Advanced	Rating	Comments
17	The candidate continually evaluates and reflects on their 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. (InTASC 9)	The candidate shows a lack of awareness of the extent to which their actions/choices impact student learning. The candidate makes no attempt to adapt practice.	The candidate shows awareness that their choices and actions impact student learning. The candidate makes plans for adapting practice, but these adaptations are not evident in practice.	The candidate shows awareness that their choices and actions impact student learning. The candidate makes plans for adapting practice, and there is evidence of these changes in practice.	The candidate shows awareness of the extent to which their choices and actions impact student learning. Plans for adaptation of practice are specific and these plans are carried out to meet the needs of learners.		
18	The candidate identifies strengths and areas for improvement for planning, assessment and the instructional process through reflection. (InTASC 9)	The candidate's reflections do not identify strengths or areas for improvement.	The candidate's reflections only focus either on strengths or areas for improvement, and do not address both as they relate to their practice.	The candidate's reflections examine both strengths and areas for improvement in relation to planning, assessment, and instruction.	The candidate's reflections examine both strengths and areas for improvement in relation to planning, assessment, and instruction, and they articulate plans for future growth.		

	General Summative Feedback on Reflection on Practice:
--	--