

University of Vermont College of Education & Social Services
Secondary Education
Licensure Master’s Internship Handbook

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Part I: College of Education & Social Services

Context and Conceptual Framework - Summary

Context

Situated in Burlington, Vermont, the main campus of the University of Vermont provides both the cultural and governance center for the university's nine schools and colleges. With Spring 2016 enrollment of 9,560 undergraduates, 1302 graduate students, 454 medical students and 1,364 full-time and part-time faculty, the University of Vermont (UVM) offers students choices for programs from among more than 100 undergraduate majors and more than 54 advanced degrees. UVM is the only research university in the state, and the state's only Carnegie-classified Research-Extensive institution..

Faculty and staff of the College of Education and Social Services (CESS) work with more than 700 undergraduate and 400 graduate students in more than two dozen programs housed in the three departments of the college: the Department of Education, the Department of Leadership and Developmental Sciences, and the Department of Social Work. Professional educator preparation occurs in 17 different programs, with programs spanning birth to grade 12. CESS also holds the distinction of providing the only teacher preparation programs in the State of Vermont recognized by the Council for the Accreditation of Educator Preparation (CAEP).

Conceptual Framework

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

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

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

- Knowledge is socially constructed through dialogue and community-based practice.
- Education facilitates development of human potential.
- Education should advance social justice and democracy.

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

- All students can learn and have value in their communities.
- Learning communities demonstrate respect for and honor our diverse cultures.
- Teachers and other school professionals work collaboratively to problem-solve with stakeholders.

Through the articulation of curricular experiences and expectations, College faculty aspire to prepare committed reflective practitioners, instructional leaders, and change agents who can collaborate with other professionals to make a positive difference in schools and in the lives of all learners.

CESS and State Licensure Alignment

Educator licensure programs of the College of Education and Social Services align with the State of Vermont’s licensing regulations, which are organized by Five Standards (Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability) and 16 Principles which are organized by The Core Teaching and Leadership Standards for Vermont Educators (2013). See page 77 of this handbook for a comprehensive review of Vermont's educator standards. As noted by the Vermont Standards Board for Professional Educators (2003), the “Standards and Principles direct us to analyze, reflect upon, and assess the effects of our practice on student performance and to be accountable for that performance” (p. 3).² The 16 Principles for Vermont Educators provides a framework for State licensing policy, which guides both initial licensure and re-licensure processes (Lic. Reg. 5235)³. Embedded within the Five Standards, the 16 Principles must be documented by all licensure candidates through the Vermont Licensure Portfolio.

University and School Partnerships

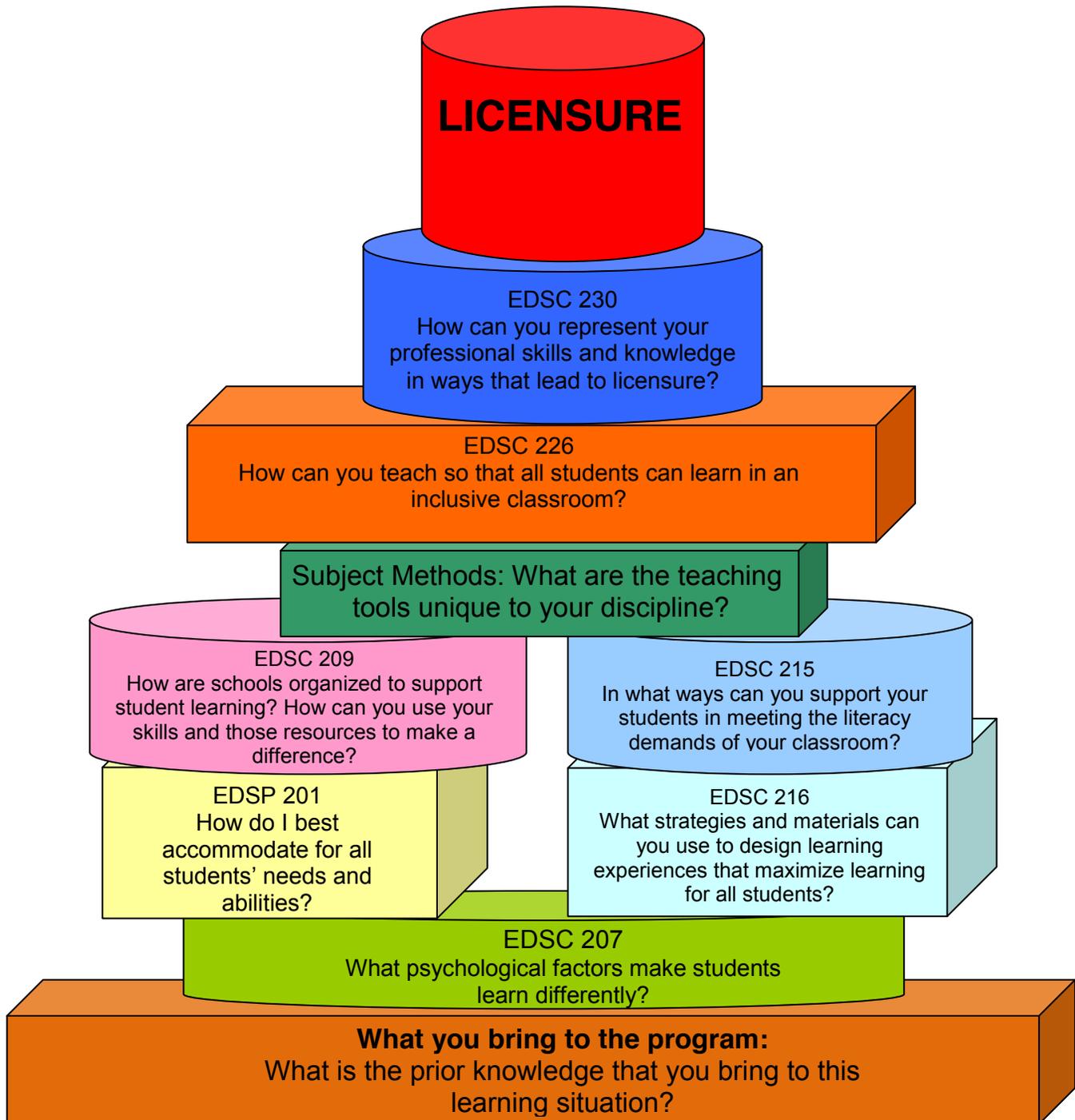
Licensure programs of the College of Education and Social Services are structured so that most field experiences occur in public schools that partner university faculty with experienced P-12 teachers and staff. Candidates in initial licensure programs enter the field early, and are challenged daily to link theoretical knowledge with professional practice. To accomplish this, candidates work alongside professionals in the field to develop the skills and knowledge needed to enhance learning for all students.

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

² Vermont Standards Board for Professional Educators (2013) A vision for Teaching, Leading, and Learning: Core Teaching and Leadership Standards for Vermont Educators.

http://education.vermont.gov/documents/EDU-Licensing_Vision_for_Teaching_Leading_and_Learning.pdf

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



Secondary Education Licensure Program Overview

The following chart outlines the course timeline and course descriptions.

SUMMER	
<p>EDSC 207 Adolescent Development: Educational and Psychological perspectives: In depth examination of developmental and learning theory with applications for teaching in secondary settings. Core activities: exploration of personalization in education and service learning. Credits: 3</p>	
FALL	
On Campus	On Site
<p>EDSP 201 Foundations of Special Ed Examination of historical and current trends in the treatment of individuals with disabilities including effects of discrimination, advocacy, litigation, legislation and economic considerations on educational services and community inclusion. Prerequisite: Twelve hours in Education and related areas, or Instructor permission. Credits: 3</p>	<p>EDSC 209 Practicum in Teaching Field experience in secondary setting. Focus on school culture and student needs while documenting effectiveness in one-on-one teaching. Professional attributes/dispositions are critically assessed. Prerequisite: EDFS 203, EDSC 207 or concurrent enrollment. Credits: 4</p>
<p>EDSC 215 Reading in the Secondary School Theory and methods of reading/writing explored in the context of literacy. Focus on reading, writing, speaking and critical thinking across disciplines. Cultural contexts explored. Co-requisite: EDSC 216 Credits: 3</p>	
<p>EDSC 216 Curriculum, Instruction, and Assessment for Secondary School Teachers Development of methods related to secondary school teaching. Study and application of constructivist theory, differentiation, authentic assessment. Focus on cross-disciplinary collaboration. Co-requisites: EDSC 215. Credits: 3</p>	
SPRING	
On Campus	On Site
Subject Methods	
<p>EDSC 225 - Teaching Social Studies in Secondary Schools Includes multiple teaching modes, questioning techniques, micro-teaching laboratory, analysis of historical content to determine students' prerequisite cognitive skills and processes for construction of historical scenarios. Prerequisite: Twelve hours of education and related areas. Credits: 3.</p> <p>EDSC 227 - Teaching Science in Secondary Schools Consideration of science curricula and instructional strategies for grades 7-12. Topics may include teaching science as problem solving, research in science teaching, and inquiry based science teaching. Prerequisites: Twelve hours in education and related areas or permission. Credits: 3.</p> <p>EDSC 240 - Teaching English in Secondary Schools Approaches to teaching composition, literature, and the English language in secondary school. Prerequisites: Acceptance into licensure program. Credits: 3.</p> <p>EDSC 257 - Teaching Math in Secondary Schools Contemporary secondary school mathematics curricula and instructional strategies for grades 7-12. Topics may include problem solving, research in mathematics education, use of calculators and computers, manipulatives, and evaluation. Prerequisites: Twelve hours in education and related areas or permission. Credits: 3.</p> <p>EDSC 259 - Teaching Foreign Language in Secondary Schools An overview of language teaching methodology. The learning/ teaching process as it relates to language learning; techniques used in the teaching and testing of second language skills and culture. Prerequisite: Acceptance into licensure program. Credits: 3.</p>	<p>EDSC 226 Teaching Internship Collaboration with professional teachers in design and implementation of effective instruction, with special focus on developing programs in a high school setting. Prerequisites: EDFS 203, EDSC 207, 209, 215, 216, Special Methods. Credits: 9</p>
	<p>EDSC 230 Teaching for Results Analysis of planning, curriculum, design, teaching, evaluation, and classroom management from perspective of research and practice. Individual tasks culminate in production of a licensure portfolio. Co-requisite: EDSC 226. Credits: 3</p>

MAT in Secondary Education Faculty

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Part III: Field Experience

Overview of Field Experience

"When I began, I thought content was more important than learners. Now I realize that learners are more important and that the role of the teacher is that of helping learners connect what they are learning with their lives."

-a former intern

The field experience is the foundation of the Licensure Master's Program. Informed by his/her coursework, a student in an internship learns, through hands-on experience, the complexities of the teaching role under the guidance of a cooperating mentor teacher. The year-long experience provides interns with the opportunity for continuous contact with the same group of learners, public school teachers and support personnel. UVM interns play important roles in enhancing the learning of individual students and contribute to the professional development goals within the school. With the careful guidance of the cooperating mentor teacher and the UVM supervisor, interns reflect that they have been transformed "from student to professional colleague" during the course of the internship.

The EDSC 209 and EDSC 226 field experiences provide opportunity for a prospective teacher to do the following:

1. Acquire an understanding of the background and skills necessary to be successful in their chosen field; acquire an understanding for work with learners with a range of strengths and needs.
2. Gain a continuum of experience in the development of the complex skills of assessment, planning, instruction and evaluation;
3. Understand how to design instructional units and programs that complement a student's intellectual, academic, and personal development;
4. Organize and manage a classroom environment;
5. Understand and promote the characteristics of successful schools;
6. Gain confidence in her/his professional competency;
7. Qualify for a Vermont Professional Probationary Teaching Certificate.

The College of Education and Social Services recognizes that field experiences vary in design and implementation, depending upon the nature of the school setting and partnership with the University, characteristics of the intern and field personnel, the age level of the student, and the subject matter being taught. The school staff and University faculty members are responsible for working with the intern to determine the appropriate requirements for the individual intern within the guidelines outlined in this handbook.

During the internship, interns have the opportunity to:

- Immerse themselves in the total life of the school in order to maximize learning and understanding
- Observe in classrooms both within and outside of their academic discipline and at varying grade levels
- Meet special services staff, participate in IEP, EST and other school based team meetings
- Learn to communicate with parents and others regarding student progress
- Understand the roles of administrators and staff in the advancement of learning across the school and/or school district
- Learn the functions of administrators and staff
- Participate in non-instructional activities such as lunchroom and bus duty, study hall and extra-curricular activities
- Attend parent/teacher conferences, faculty meetings, in-service workshops, parent association meetings, conferences and other school activities.

Graduates of the UVM program confirm how instrumental the internship has been in their professional development as teachers.

Criminal Records Check

Vermont requires criminal record checks for individuals working in schools. This process requires fingerprints and a criminal record check. Each site has slightly different requirements – please check with your supervisor(s) regarding the requirements at your school. See the description of the Criminal Records Check (p. 27) process and list of centers that process fingerprints, in the Resource package.

Requirements for Licensure

1. Complete the internship with a grade of **B or higher***
2. Completion of program of studies with an average of **3.0 (B) or higher***
3. Successful achievement of minimum score requirements on **Praxis I** (or equivalent if before 08/31/2014) or **Praxis Core** (if after 09/01/2014) **and Praxis II Teacher Tests**** (if applying for Licensure in Vermont)
4. Completion of a **Licensure Portfolio that is assessed as “Meets Standard”** on all Vermont Licensure Portfolio assessment entries

* Based on state requirements for licensure. See Grading Guidelines on page 11.

** **This is a state, not program requirement. See Section 5200 of the Vermont State Board of Education Manual of Rules and Practices.**

Grading Guidelines

It is important to understand that the minimum grade allowed by the Vermont State Agency of Education for licensure is B. Therefore, the passing grades are A+, A, A-, B+, and B. Any grade in student teaching lower than a B will result in the state denying that person licensure.

The grade should represent the demonstrated ability level of the student teaching intern at the conclusion of the experience and not the overall average of the full semester. An appropriate question to ask when deciding on the final grade for the internship is “how does the student stand as he or she is about to enter the work force?”

- A+ In general, a grade of A+ should rarely be given as a grade for student teaching. An A+ should only be considered in the extreme case that a student teacher has demonstrated and documented outstanding competence in all five standards and in all Vermont Licensure Portfolio entries. In addition, he or she has provided leadership in professional development to the school and/or intern cohort during the teaching internship.
 - A The student consistently demonstrates a high level of competence in all five of the *Standards for Vermont Educators*. The student teaching intern is fully qualified to enter the teaching profession with the strong endorsement of the university and the cooperating school.
 - A- The student teaching intern demonstrates a high level of competence in the *Standards for Vermont Educators* but is not consistent in their level of performance. The intern has an area of the standards that has not fully developed to the extent of an A student. An important difference between the A and A- student is the amount of initiative, self-confidence and leadership demonstrated. For example, an intern may be highly skilled in the classroom but have an undeveloped strength in working with colleagues.
 - B+* The student teaching intern is adequate in his or her performance but has not progressed at the rate consistent with a grade of A or A-. Throughout the course of the student teaching experience, weaknesses have been identified in his or her ability to meet the *Standards*. Even though the intern has worked at addressing those weaknesses, the level of performance has not reached the level expected of an A- student.
 - B* The student teaching intern demonstrates a level of competence in the Standards for Vermont Educators that are minimally acceptable. Areas of concern have been identified that the intern needs to address in order to advance from minimally acceptable to fully qualified. The intern at this level is not so deficient that he or she should be denied a teaching license, but the areas of concern should be delineated so any district hiring this individual will be aware of these weaknesses.
 - B-/C The intern has deficiencies that make recommendation for licensure impossible. The person has problems that have not been adequately addressed to bring the intern to a level of performance that is minimal for a beginning teacher. The person has not attempted to address deficiencies that have been identified or has not shown a capability of improving in those areas to a level deemed sufficient to be licensed.
- * *In the case of interns who earn a grade of B or B+, mentoring would contribute significantly to their success in their first professional position.*

Portfolio Review Process

1. Portfolios are submitted to the University at a date designated annually and by semester in the week following Thanksgiving break for fall semester interns and immediately following public school vacation in April for spring interns.
2. Portfolios are assessed by a minimum of two University representatives.
3. Feedback is provided to candidates within two weeks of portfolio* submission.
4. Candidates make revisions if needed.

*All portfolios are developed, submitted, and evaluated electronically.

Portfolio Roundtable Process

1. Candidate establishes a committee of relevant professionals who are willing to participate in the Roundtable. *Typically, members include the UVM Internship Supervisor, mentor teacher, and the Site-based Coordinator (if applicable). Other members may be included.*
2. Candidate coordinates with the committee to establish a date for portfolio/professional growth discussion.
3. UVM Supervisor facilitates the roundtable discussion of Standards for Vermont Educators, professional growth, and next steps using the portfolio to illustrate points.
4. Committee makes licensure recommendation based on candidate's internship performance. GPA is calculated when grades are submitted. The licensure recommendation may be changed if the GPA is below 3.0.

Part IV: Secondary Education Policy Guidelines

The following section outlines the general policies, guidelines, and procedures related to the Secondary Education Program in regards to Internship, Licensing, and the University.

- Internship Placement – Requirements & Procedures
- Professional Attributes and Dispositions Assessment Procedure
- Length of Stay Policy
- Independent Teaching Time Guideline
- Licensure Recommendation Guidelines
- Substitute Teaching Policy
- Dual Endorsement
- Praxis I & II
- Labor Relations
- Student Complaints against Faculty

Internship Placement – Requirements & Procedures

The Secondary Education Policy regarding student performance and implications for student teaching requires that in order for students to continue in internship, they must:

- Earn a B (3.0) or better in each of the following courses: EDSP 201, EDSC 207, EDSC 209, EDSC 215 and EDSC 216, *and*
- Pass Praxis I if before 08/31/2014 (or accepted equivalent) or Praxis Core if after 09/31/2014 *and*
- Be assessed as competent according to PADA (no areas of acute concern).

If student is unsuccessful in passing Praxis I and/or Praxis Core, has not performed satisfactorily in EDSP 201, EDSC 207, EDSC 209, EDSC 215 and EDSC 216, or is found to be lacking a number of professional attributes as assessed on the PADA, a special PADA meeting will be held to determine eligibility for student teaching. This meeting will include student's 209 instructor, site coordinator, (if other than 209 instructor) and the program coordinator. If the faculty supports the candidate's continuation in the program, an individual plan will be developed to address satisfactory performance requirements.

PLEASE NOTE: Praxis II is required for those students seeking initial licensure in Vermont. Praxis II may not be required for those students seeking initial licensure outside Vermont.

Professional Attributes and Dispositions Assessment Procedure

The purpose of the Professional Attribute and Dispositions Assessment (PADA) is to generate a snapshot of an intern's suitability for entrance into the profession of teaching at three benchmark points in time within the Secondary Education Program. When used with efficacy, it is an effective tool that will provide an opportunity for program faculty, the intern, and mentor teachers to identify and assess the strengths and areas of challenge of an intern over time. The content of the PADA addresses and assesses five essential areas:

- 1) Professional Ethics and Demeanor, 2) Reflective Practice, 3) Teaching Skills,
- 4) Communication Skills, and 5) Intra-Personal Skills.

At each point of assessment, Secondary Education faculty, in collaboration with mentor teachers and interns, will make a recommendation regarding the intern's status and continuation in the program. In order to continue in the Secondary Education Program or to be recommended for licensure, faculty must have evidence that the intern has made adequate progress and is exhibiting the appropriate type and level of professional attributes and dispositions at each of the three points in the program. (See Professional Attributes & Dispositions Assessment form in Section 4.)

Initial Assessment will be completed by the intern and reviewed by one member of the Secondary Education Program faculty at the beginning of EDSC 209*. The candidate and faculty member should discuss assessment results. Copies of the assessments and any related reflections should be placed in the intern's permanent file by the faculty member and a copy should be retained by the intern. **This assessment may be revisited by program faculty at the end of the semester in which EDSC 209 is taken.*

Mid-Program Assessment will be completed by intern, at least one member of the Secondary Education Program faculty, and at least one mentor teacher within the first six weeks of EDSC 226. The intern, faculty member(s), and mentor teacher(s) should discuss assessment results. In general, candidates should earn a 4 in the majority of categories on the assessment scale. Copies of the assessments and any related reflections should be placed in the intern's permanent file by the Faculty member and a copy should be retained by the intern for their portfolio.

End-of-Program Assessment will be completed by intern, at least one member of the Secondary Education Program faculty, and at least one mentor teacher within the last four weeks of EDSC 226. The intern, faculty member(s), and mentor teacher(s) should discuss assessment results. In general, candidates should earn a 4 in the majority of categories on the assessment scale. Copies of the assessments and any related reflections should be placed in the intern's permanent file by the Faculty member and a copy should be retained by the intern for their portfolio.

Length of Stay Policy

Interns are required to meet the regular expectations regarding the attendance of teachers in their school.

If ill or unable to attend school, interns must follow site policy regarding notification of school/mentor, etc.

Interns must keep a written record of their attendance and note reasons for absences. Interns are required to have a minimum of a 16-week experience in a school in order to fulfill Vermont State requirements for licensure.

Independent Teaching Time Guideline

During Independent Teaching the intern teaches a full teaching load and may include all of his/her mentor teacher supervision responsibilities. Our program requirement for Independent teaching is 4 weeks or 20 days of solo teaching.

Internship Grade/Licensure Recommendation Guidelines

According to current College of Education and Social Services policy, interns are evaluated on the basis of a letter grade and the University Supervisor has this ultimate responsibility for the assessment of the intern, as well as for making a written recommendation for licensure based upon the student internship.

The University Supervisor grades the intern based on the following data collected by the supervisor from the Internship Team (intern, mentor teacher, university supervisor, and, if appropriate, internal site coordinator). See grading guidelines on page 11.

- Mentor Teacher Data
- Intern's Lessons and/or Units/Portfolio (Vermont Licensure Portfolio)
- Mid-term Evaluations
- UVM Site Supervisor & School-based Mentor Observations/Summative Evaluations (minimum of 8)
- Professional Attributes/Dispositions Assessment (see policy on initial, mid-program, end program assessments)
- Attendance (see policy on attendance & minimum expectations for length of stay as a formal intern and policy of independent teaching time)

Substitute Teaching Policy

Interns and practicum students may be allowed to substitute teach when the UVM site coordinator and school-based coordinator or representative agrees that the intern has demonstrated the appropriate skills for serving as a substitute in classrooms. Once readiness is determined, interns may substitute in sporadic/short term ways as monitored by the UVM supervisor. Serving as a substitute may not interfere with regular course assignments and program responsibilities, for example, tutoring or seminars scheduled during the school day. Interns in the 16-week licensure phase of their program may only sub for their cooperating teacher(s) after the mid-term conference and until the intern completes their independent internship period, unless in an extreme emergency. Interns must be fingerprinted and complete the application form.

Dual Endorsements

Interns/University of Vermont students seeking dual endorsements may either seek licensure in a second endorsement area directly to the Licensing Office at the State Agency of Education **or** through the Secondary Education Program. Those interns choosing to apply for dual endorsement through the Secondary Education Program at the University of Vermont must meet the following requirements:

- 1. Have 30 or more hours of coursework in each of two content areas appropriate for endorsement at the secondary level.** Coursework must be the same as or similar to that which is articulated in the licensing materials in that discipline. Some differences may exist between courses on a student's transcript and the coursework listed in the licensing materials, particularly if students have studied at other institutions. Those differences must be identified, reviewed, and accepted as adequate preparation and in alignment with course of studies for the State of Vermont and NCATE approved program by at least one faculty member and the UVM Licensing Officer as part of the process of determining eligibility for dual endorsements.
- 2. Have approved Special Methods coursework/experiences in each of the two licensing areas.** Candidates must be enrolled in the Special Methods course associated with their primary endorsement area. Candidates will work with a competent school-based or University of Vermont mentor and/or take coursework in the second area of endorsement. (If the second endorsement being sought is in the same major content area such as French and Spanish, one Special Methods course **may** be sufficient.)
- 3. Have student teaching internship experiences in each of the licensing areas.** Candidates must complete an internship with a "full load" of teaching responsibilities. "Full load" is defined as teaching a minimum of two classes in the primary endorsement area and two classes in the second area of endorsement. Candidates teaching middle grades or in a generalist environment must teach in both endorsement areas as full members of the team in which they are placed.

Process of seeking dual endorsement in the Secondary Education Program:

1. Intern will write a letter to their academic adviser requesting dual endorsement at the start of the program.
2. Faculty will review each intern's request being certain the candidate meets the criteria stated in #1 under Expectations. (The coursework equivalency sheet, currently being used in the program, will be the tool used to document a candidate's coursework associated with **each** endorsement area.)
3. Faculty will make a decision based on the availability of opportunity of internship placements in both areas of endorsement and availability of competent special methods mentors.
4. Intern will meet with his/her UVM Site Coordinator to determine if he/she will participate in a second methods course or create an individualized methods experience with a competent mentor.

If a course is chosen as the route, intern should follow course criteria. If an individual experience is chosen, intern must:

5. Meet with his/her UVM site coordinator to identify a mentor in the area of study (site-based or University faculty might be chosen).
6. Goals for the Special Methods Course will be identified by the UVM site coordinator, Special Methods instructor, and intern and a plan will be completed outlining products to be developed and how competence will be determined.
7. A regular meeting schedule will be established with the mentor teacher.
8. The UVM site coordinator, mentor teacher, and intern will meet a minimum of two times during the semester to evaluate progress and adjust goals.

Remember...

In order to achieve a license, each intern must submit a portfolio that is deemed complete and clearly demonstrates the intern's competence across all entries of the Vermont Licensure Portfolio. Additionally, interns must achieve passing scores on related Praxis II examinations.

Interns wishing to be endorsed in a second area have the option of applying for the second endorsement directly to the Licensing Office at the State Agency of Education.

Praxis I & II

Praxis I or Equivalent

Passing scores in Praxis I or its equivalent must be included in the intern's initial portfolio submitted prior to the student teaching semester. Specifics of this process can be found in Part IV – Internship Placement – Requirements and Procedures (page 13).

PRAXIS I TRANSITION- PLEASE READ!

Until 08/31/2014: PRAXIS I or alternative test scores (ACT, SAT, GRE) dated BEFORE 08/31/2014 will be accepted for endorsement by the College of Education and Social Services, and initial licensing by the Vermont Agency of Education.

Beginning 09/01/2014: PRAXIS Core replaces PRAXIS I test scores as the exam accepted for endorsement by College of Education and Social Services, and initial licensing by the Vermont Agency of Education.

Please note: PRAXIS I test scores dated after 08/31/2014 will not be accepted for endorsement by the College of Education and Social Services, nor initial licensing by the Vermont Agency of Education

Praxis II

If seeking initial licensure in Vermont, documentation of passing scores in Praxis II must be available to the Vermont State Agency of Education at the time of licensure application submission. Vermont Licensure recommendation is contingent on the successful achievement of the above criteria. Vermont Licensure will not be granted by the State Agency of Education without this documentation.

Further information on Praxis I & II and State Licensure requirements can be found at:
CESS Student Services: www.uvm.edu/~cess/stservices/
Vermont Agency of Education: www.state.vt.us/educ
Praxis I & II: www.ets.org/praxis

Labor Relations

The policy of the College of Education and Social Services with respect to an institutional or agency closing caused by strike or other work stoppages is to withdraw the intern effective the first day of the activity. Instead of reporting to the school agency, students will report to the Department of Education at UVM. An assessment will be made of the situation with the best interest of the students in mind and in some circumstances, reassignments may be made.

Student Complaints against Faculty Procedure – DOE Policy

The UVM Department of Education is committed to a process of handling student complaints in a manner that is respectful, fair, and beneficial for both student and faculty.

Students who have a complaint against a faculty member should first bring the issue to the faculty member's attention and attempt through direct discussion to reach a mutually satisfactory resolution to the problem. If students are unsuccessful at this level, or if the students feel that it is impossible to approach the faculty member, and the problem is program-related, they should contact the program coordinator for assistance. In extreme *or* emergency circumstances, the student should contact the Chair of the Department of Education in the first instance.

If the problem is unresolved with the faculty member or the Program Coordinator, the next step is for the students to contact the Chair of the Department of Education, who will first initiate informal and then more formal measures to remedy the problem. Informal measures may include discussions among the students and faculty member moderated by the Chair, mediated sessions organized by the Chair and agreed to by both the complainant(s) and faculty member, and counsel by Chair to both parties.

The Chair may need to do informal fact finding in order to inform his or her involvement at this stage. As well, the Chair may find it necessary to take quick action – for example, replacing a supervisor of a practicum experience – but it should be made clear that this was done with the interest of students in mind, before facts are known and not be taken as a final determination of the matter. The Chair will protect the anonymity of the complainants in the informal stage, but in order to protect the rights of the faculty member the student will be informed that no further action will be taken on the matter, including documentation of the complaint, until the faculty member is informed and has an opportunity to respond to the complaint.

If informal interventions do not prove successful from their frame of reference, students, with the assistance of the Chair, may choose to involve a more formal process. The Chair cannot carry the matter forward in any way unless the students embark on this process. Here, the students author a signed statement outlining the complaint and submits it to the Chair, with a copy going to the faculty member. The Chair will request that the faculty member write a similar statement for the Chair detailing his or her perspective on the issue, and distribute a copy of the complainants. The Chair will use the two statements as the basis for negotiations and investigations the Chair initiates in an attempt to resolve the matter. Both sides may bring statements and materials to the attention of the Chair that bears on the concern. The Chair will maintain a record of all activities and their outcome and materials that pertain to the issue. When this formalized process has worked its course in the view of the Chair, and taking into account the well being of both the student and the faculty member the Chair will distribute a written recommendation to both sides, accompanied by a rationale, on how best to improve the situation. There may be instances when because of the highly sensitive nature of some aspect of the recommendation, in order to protect the student or faculty privacy and/or rights, the Chair will delete content from the copy of the recommendation he/she submits to one of the parties.

How the student, faculty member, or Chair proceed from this point, if they choose to do so, is done in accordance with College and University procedures. Whatever course of action the student or faculty member takes, the Chair may stay involved until the issue is resolved to the satisfaction of both parties to a reasonable degree. This includes offering to assist the student and faculty member in working through any residual issues they may experience - apprehension, disillusionment, resentment, and the like.

In the instance of the receipt of the Dean or other Officers of Administration of student complaints, the Department of Education requests that these persons promptly notify the Chair of this department, who will then contact the student and proceed through the steps outlined in this policy.

This policy is assumed to be consistent with student and faculty rights and privileges as articulated in catalogs, the Cat's Tale, the Officers' handbook, the University policies, and thus may have to be modified from time to time to maintain consistency.

Finally, it shall be understood by all parties to disputes that the rights of individuals, be they faculty or students, will be protected by due process at the University of Vermont. Due process is assumed to include the rights of students and faculty to fair and just treatment, knowledge of accusation, thoughtful and caring hearing of concerns, and adherence to common rules of evidence, testimony and decision.

INTERNSHIP RESOURCES

Internship Forms

1. Mutual Agreement Contract
2. Clinical Experience Contract
3. Permission to Use Documents
4. Fingerprint Procedures

Setting Up Your Experience

1. Internship Team Roles and Responsibilities
2. Internship Experience Plan Learning Activities
3. Indicators of Professional Accountability
4. Graduate Internship Experience Timeline Plan

Monitoring Progress

1. PADA
2. Intern Observation Report
3. Student Teaching Content Area Assessment Rubrics – Specific to your content area (also available online:
shared\files.campus.ad.uvm.edu ccess depts doe secondary)

Please turn in form during first week of classes to 411 Waterman Building – Thank You.



THE UNIVERSITY of VERMONT

College of Education and Social Services

Making  Difference

Secondary Teacher Education Program
411 Waterman
802-656-1411

Internship Mutual Agreement
Department of Education
Semester: Year:

Intern Name			
Best Phone Number		Address	
Advisor		College	
Course #(s)		Credit Hours	

This agreement is to confirm that the above-named student has been placed for his/her Internship at: _____ for the period from: (Month) _____ to (Month) _____
 School / District

This student will work with the following courses with a mentor that is certified to teach these content areas.

Course	Specific Grade Levels	Course	Specific Grade Levels

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

Please print names, email addresses and sign below – **All information in shaded area required. Thank you.**

INTERN NAME: (Please print): _____	EMAIL: _____
INTERN SIGNATURE: _____	DATE: _____

(If more than one – please fill in each name – thank you)

1. MENTOR TEACHER'S NAME: (Please print): _____	EMAIL: _____
MENTOR TEACHER SIGNATURE: _____	DATE: _____

2. MENTOR TEACHER'S NAME: (Please print): _____	EMAIL: _____
MENTOR TEACHER SIGNATURE: _____	DATE: _____

DISTRICT SUPERVISOR/SITE REP: (Please print): _____	EMAIL: _____
DISTRICT SUPERVISOR/SITE REP SIGNATURE: _____	DATE: _____

UVM SUPERVISOR: (Please print): _____	EMAIL: _____
UVM SUPERVISOR SIGNATURE: _____	DATE: _____

PLEASE PRINT CESS REPRESENTATIVE: Regina Toolin, Sec Education **EMAIL:** Rtoolin@uvm.edu
CESS REPRESENTATIVE'S SIGNATURE: _____ **DATE:** _____

Clinical Experience Contract

University of Vermont

Department of Education

In order for teachers and interns to make a positive difference in the lives of their students, they must be critically reflective practitioners. In order to be eligible for and to retain a school placement, behavior at the university and in the field must demonstrate a high level of professionalism.

The following behaviors are inappropriate though not necessarily illegal. Interns engaging in these behaviors will be reprimanded; illegal infractions will result in immediate removal from the internship placement.

Interns must follow the policies and accepted practices of the school in which they are placed. In addition to school-based expectations, the University of Vermont expects the following:

Professional Conduct

- Dress professionally at school.
- Remember that you are a teacher; do not think of your students as peers.
- Grade your students based on their performance, not on personal relationships.
- Do not establish on-going personal communications with students.
- Do not text or take personal calls when students can see you, even if students are allowed to have cell phones in school.
- Never come to school under the influence of alcohol or drugs.
- Never provide drugs or alcohol to students.
- Do not engage in any activity with students or their families in which rules are being broken (e.g. skateboarding where it isn't permitted).

Electronic Communication

- Do not friend or post pictures of your students or their families on your Facebook or other social networking sites.
- Do not engage in inappropriate texting with students or their families.

Field Trips/Off-School-Grounds

- Do not give students rides in your vehicle or invite them to your home.
- Do not go to a student's home unless it is a professional responsibility, which is sanctioned by the school.

I _____ have read and agree to follow the Clinical Experience Contract.

Intern Signature

Date

_ MAT Secondary Ed

This list includes examples and is not a full list of indiscretions.

January 2015

MEMO: Permission to Use Documents

TO: All Students Studying in the Secondary Education Program

FROM: Regina Toolin, Program Coordinator

RE: Use of Materials Generated as Part of Your Program

The Secondary Education Program is accredited by the State Department of Education through the accreditation process known as Results Oriented Program Approval (ROPA). A significant amount of the information needed for program approval is gathered through the review of candidate-generated work – particularly the work that is found in licensure portfolios.

Given the expectation to show candidate work as part of receiving and maintaining our accreditation, I wish to inform you formally that we reserve the right to use materials generated by you to illustrate our adherence to ROPA Guidelines.

If you are willing to have your work used in this way, please indicate below. If you have any objections to having your work used in this way, please sign and date the second statement below which indicates your objection.

All forms should be returned to the Secondary Education Program Office – Room 411 Waterman Building.

Please print name here: _____ **Date:** _____

Please **sign name here** on one of the lines below:

I, _____, **give my permission** to have my materials be shared as part of the ROPA accreditation process at the University of Vermont.

I, _____, **request that my materials not be shared** as part of the ROPA accreditation process at the University of Vermont.



The
UNIVERSITY
of **VERMONT**

DEPARTMENT OF POLICE SERVICES

Lianne M. Tuomey, Chief of Police



Fingerprint Procedures:

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

- Be a **current UVM faculty, staff or student**
- We charge \$10.00 to provide this service. **We require you pay with your CatCard. You MUST have at least \$10.00 on your CatCard or we will not take your prints. We do not accept cash, checks or credit cards**
- Have a **valid UVM Catcard** and **one other valid form of picture ID** (Driver's license, passport)
- Have a **business size (#10) envelope with enough postage to mail the letter**
- Have a **signed letter on letterhead** from the agency you are having the prints done for, with the proper elements, as required by the Vermont Criminal Information Center.

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

- We will keep the prints and letter. We will address the envelope and drop it in the mail. We do not give you back these forms.
- Please contact either Joyce Shepard at 656-2027 or Dispatch at 656-3473 to set up your fingerprint appointment.

Note: *If you think you are a member of a group that does not need the letter and envelope, such as the Peace Corp, please ask.*



284 East Avenue, Burlington, Vermont 05405-3461
General: (802) 656-3473 • Administration: (802) 656-2027 • Fax (802) 656-8077
Emergency: 911 • Tip Line: (802) 656-TIPS • Web: www.uvm.edu/police

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RESPECT ~ INTEGRITY ~ SERVICE ~ PRIDE



DIRECTIONS FOR COMPLETING REQUEST FOR CRIMINAL RECORD CHECK

The Vermont Legislature permits the Commissioner of Education to seek criminal record checks through the FBI and other states where you may have resided or been employed previously, when you apply for initial licensure as a professional educator in Vermont. Pursuant to VSA, Title 16, Chapter 5, Subchapter 4, you will be asked to take the following steps with regard to criminal record background checks at the time you apply for initial licensure. The criminal record check must be completed before you can receive a license, so it is important that you complete these steps promptly. Please allow at least a period of 12 weeks for processing of an FBI record check.

1. Complete the "Request for Criminal Record Check" form, (the Central office has the forms) but **do not sign** it unless you are in front of a notary. You must have the form notarized. Be sure to answer all questions completely. This may be done directly at the Central Office for the county you are in. **Montpelier/U32:** Montpelier Public School System Central Office located at 58 Barre Street, a brick building that says Senior Center, directly across from the Recreation Agency. Go up one floor to the main office (229-0553). **Mt. Abe:** 10 Orchard Terrace Park, Bristol, VT 05443, one mile from the High School (453-3657). Please bring a check or cash in the amount of \$16.50 and two forms of picture ID (i.e., your driver's license and UVM ID or other). You will receive a receipt.
2. Fingerprinting: You have two options from there. You may choose to go directly to the local Sheriff's Office for you for a fee of \$25, (they will be happy to make the appointment for you) or you may choose to utilize the UVM Police Services on campus at 284 East Avenue. Note: While in the Central office, you may also want to fill out a sub form at the same time in case you decide to ever substitute in the schools. That is completely optional, but it does save you a step.
 - If you choose to use the UVM Police Services, the cost is \$10, and you can only pay with your CatCard. If you do not have a CatCard, you will need to get one from the CatCard Office in the Davis Center, first floor. Please bring with you your two forms of picture ID, your receipt from the school showing you paid the \$16.50 to have your background check done, a copy of the Request for Criminal Record Check form and a large manila envelope (9x12) with \$1.08 postage on it. You **must** have these items with you, or you will be turned away. Please call ahead for an appointment at 656-2027, and they will process your fingerprints at no charge. The Police Agency is required to mail the fingerprint(s) directly to the VCIC. **The fingerprinting must use the Vermont Livescan process or an FBI Applicant card, white with blue print, form number FD-258. Any other card used will be rejected.**
3. After you have your fingerprints taken, the that took them will send them along with the Fingerprint Authorization Certificate to: VCIC-Criminal Record Checks, 103 South Main Street, Waterbury, VT 05671.

Maintenance and Destruction Policy
1. The Vermont Agency of Education will provide applicants with an "Authorization to Release Criminal Record Check Information to the Vermont Agency of Education" form.
2. An applicant has the right to challenge the accuracy of the record by appealing to the Vermont Criminal Information Center at:

State of Vermont Agency of Public Safety Vermont Criminal Information Center
103 South Main Street, Waterbury, VT 05671-2101 Phone: (802) 244-8727
3. The Agency of Education will use criminal record information received from VCIC for the purpose intended by law and not disclose the contents of criminal record information without the applicant's permission to any person other than the applicant and properly designated employees of the Agency who have a documented need to know the contents of the record.
4. The Agency of Education will maintain a confidential log of all criminal history requests for three years.
5. At the end of the retention period, logs and requests for records will be destroyed.
6. The Agency of Education's criminal history log and all records relating to request for criminal records are available to the Vermont Criminal Information Center for audit at least once every two years.
7. Any request for criminal record information or dissemination of criminal history information which is inconsistent with VSA Title 16, Chapter 5, Subchapter 4 or VCIC regulations is a violation of state and federal law.

Internship Team Roles and Responsibilities

The following matrix provides a suggested framework for the roles and responsibilities necessary for a student teaching internship to be successful for all the individuals involved. The Internship Team should complete the matrix as part of their discussion of expectations, and specific roles and responsibilities. Each team is encouraged to adapt the matrix to its specific situation. This includes deleting items listed or adding items which are appropriate. To facilitate this process, the matrix can be copied onto a disk by the Program Secretary.

Once completed at the beginning of the semester, a copy should be attached to the Mutual Agreement and submitted to the Secondary Education Program Office. Internship Teams may find it helpful to revisit and revise the matrix during the internship experience. Any revisions do not have to be submitted to the Program Office.

Internship Team Members				Responsibilities
				Become familiar with the materials which describe the UVM program including the goals and expectations held for interns and the responsibilities of each member of the Internship Team
				Attend orientation sessions, when held.
				Define reasonable goals, objectives, and evaluation criteria for the internship experience.
				Develop and monitor the Internship Experience Plan which includes a phase-in process moving from observing, to working with small groups of pupils, to working with the entire class and the full schedule of classes.
				Provide the intern with close supervision to ensure the safety and well-being of pupils in the classroom.
				Set high standards for the intern's behavior in the professional setting, including dress, general deportment, and attitude toward professional responsibilities.
				Observe the intern closely in her/his work and to provide evaluative feedback promptly about strengths and weaknesses observed.
				Keep data concerning attendance, the nature of the intern's work, and other relevant factors associated with the internship and the intern's progress.
				Conduct at least one formal observation and follow-up interview at least once every ten school days.* Provide a written record of the observation to the Intern and the Intern's file in the Secondary Education Office. *State Regulation
				Arrange for the intern to observe other professionals at work in the school. (Suggested number – 2)
				Responsibilities
				Be knowledgeable of the intern's academic program.

				Help the intern understand how the internship experience relates to the mission and primary goals of the College of Education and Social Services.
				Act as a resource person to help the intern enrich his/her understanding and practice.
				Participate in midterm conference.
				Report verbally, and in writing when necessary, to the Secondary Education Coordinator at mid-term concerning the intern's progress, and at anytime the intern is having difficulty and requiring intervention strategies.
				Attend supervisory meetings at UVM
				Participate in final assessment of Intern's progress.
				Write a final summary evaluation of the intern's work and discuss the report with the University Supervisor and the intern.
				Submit final grade of the intern's work and recommendation concerning licensure
				File the final summary evaluation and all pertinent documentation of the intern's work with the Secondary Education Coordinator.
				Ensure that all plans and preparation are completed carefully in advance, and that these materials are available to the Cooperating Teacher in case of absence.
				Welcome suggestions which allow skills and knowledge to grow.
				Set realistic, appropriate standards of performance for students in the classroom and to provide them with support and encouragement through direct, constructive feedback.
				Observe and interact with other professionals at work in the schools.
				Attend support seminars, when held, during the semester

Internship Experience Plan Learning Activities

The following chart can be used as a guide and checklist for internship activities.

Orientation to the School	
	Meet principal, assistant principal, & other administrative staff
	Become familiar with policies & procedures described in the school handbook, including school calendar, rules, time schedule, teacher duties
	Tour school building & facilities
	Meet guidance staff, become familiar with schools system of permanent records
	Meet various school specialists & become familiar with the testing & referral system's of the school
	Become familiar with school policies toward discipline, attendance, passage in the halls, homework, etc.
	Get to know faculty in addition to internship team
	Become familiar with important characteristics of the community & student body
	(other)
Classroom Routines (non-instruction)	
	Take & report attendance
	Oversee fire drill
	Become familiar with accident & injury procedures
	Obtain, issue, & store equipment & books
	Begin & dismiss class
	(other)
Out of Classroom Activities	
	Attend parent's night, open house, or similar program
	Chaperone school dance, athletic program, or other co-curricular activity
	Monitor study hall, lunch room, hallway, bus, or similar areas
	Become familiar with central office functions
	(other)
Prepare to Teach	
	Observe mentor teacher(s)
	Observe other teachers in the same department or grade level
	Observe other teachers in the different department or grade level
	Visit another school & observe teachers
	Become familiar with curriculum guides
	Become familiar with primary & supplementary texts
	Become familiar with commercially developed unit & lesson plans
	Become familiar with teachers' manuals
	(other)
Planning & Instruction	
	Write & submit daily lesson plans to mentor teacher <i>in advance</i>
	Prepare & discuss unit plans with mentor teacher(s) <i>in advance</i>
	Develop instructional materials (worksheets, transparencies, laboratory exercises, etc.)
	Develop technology component in lessons (teacher-based /student-based)
	(other)
Implementing Instruction	
	Work with individual student

	Work with small groups
	Instruct entire class together with mentor teacher(s)
	Instruct entire class alone, observed by mentor teacher(s)
	Instruct entire class alone without observation
	Use a variety of instructional methods
	Use a variety of instructional materials
	Be available for extra help for students
	(other)
Evaluating Students	
	Construct, administer, & grade quizzes, tests, homework, exercises, etc.
	Construct, use & evaluate effectiveness of rubrics
	Participate in pupil evaluation & grading
	Report student progress or problems to parents
	Participate in parent conferences
	(other)
Using Resources for Instruction	
	School-library / UVM library
	Field Trips
	Community Resources (facilities, people)
	Computers, software, & Internet
	(other)

Indicators of Professional Accountability

In order for the internship to be a period of professional growth, the strengths and needs of the intern should be recognized, discussed, and consistently re-evaluated. The following worksheets can be used along with the *Professional Attributes & Dispositions Assessment (PADA)* throughout the semester by the internship team as guides for:

1. Intern's self-identification of strengths and needs.
2. Observations and evaluations.
3. Internship Team's mid-semester and final evaluation conferences.
4. Written final summary evaluations.

Areas of Competency	Comments
I. Planning	
A. Long and Short Range Plans <ul style="list-style-type: none"> ○ shares with Internship Team ○ incorporates diagnosis and prescription ○ prepares in advance ○ appropriate to needs of the students ○ well organized ○ varied ○ reflects feed-back ○ utilizes inter-disciplinary approaches ○ provides for evaluation of students and of own performance 	
B. Motivational Techniques <ul style="list-style-type: none"> ○ appropriate ○ varied ○ self-developed 	
C. Use of Materials/Technology <ul style="list-style-type: none"> ○ appropriate ○ varied ○ self-developed ○ commercial 	
D. Use of Outside Resources <ol style="list-style-type: none"> 1. school personnel 2. community 	
II. Instruction, Assessment and Classroom Management	
A. Implementation of Plans <ul style="list-style-type: none"> ○ communicates long and short term objectives to students ○ initiates and maintains student interest ○ provides learning activities to meet students' individual differences (special needs, at-risk, multicultural) ○ uses varieties of teaching procedures and materials to 	

<ul style="list-style-type: none"> ○ achieve stated objectives ○ involves students in the lesson ○ demonstrates an understanding and working knowledge of facts and applications ○ demonstrates essential facilitating techniques <ul style="list-style-type: none"> ● giving directions/assignments ● making transitions ● adjusting pace ○ implements plans provided by others <ul style="list-style-type: none"> ● basic skills ● IEP ○ uses contingency plans for mastery, re-teaching, and unusual situations 	
<p>B. Assessment</p> <ul style="list-style-type: none"> ○ uses a variety of formal and informal assessments to measure achievement of stated objectives: appropriate to learning experience, performance-based, authentic, self-developed ○ uses assessment instruments prepared by others in appropriate fashion <ul style="list-style-type: none"> ● standardized tests ● proficiency and basic skills ○ Grading <ul style="list-style-type: none"> ● completes promptly ● records results ● analyzes methods and results ● shares results positively 	
<p>C. Classroom Management Skills</p> <ul style="list-style-type: none"> ○ communicates to students expectations conducive to learning ○ verbalizes classroom management routines, upholds school policies ○ manages & monitors instructional and non-instructional time ○ encourages students and notices positive behavior ○ demonstrates appropriate methods in dealing with student disinterest, anger, discouragement, etc. ○ exhibits fairness and impartiality ○ establishes rapport with students ○ maintain proper procedures and atmosphere for learning 	

III. Communication Skills	
<p>A. Oral - exhibits appropriate</p> <ul style="list-style-type: none"> ○ voice quality (volume/tone) ○ speech (articulation/enunciation) ○ language (usage/grammar/vocabulary) 	
<p>B. Non-Verbal</p> <ul style="list-style-type: none"> ○ gestures/movement ○ facial expressions ○ eye contact 	
<p>C. Listening</p> <ul style="list-style-type: none"> ○ pays attention ○ uses student ideas 	
<p>D. Writing</p> <ul style="list-style-type: none"> ○ form ○ spelling ○ grammar 	
<p>E. Learning Knowledge of Subject Matter</p> <ul style="list-style-type: none"> ○ general background and information ○ specific preparation from varied sources 	
<p>F. Collegueship</p> <ul style="list-style-type: none"> ○ Supervision Duties: lunch, bus, study hall ○ Meetings <ul style="list-style-type: none"> ● staff, department and/or team ● in-service workshops ● open house ● other 	
<p>G. Accountability</p> <ul style="list-style-type: none"> ○ Reflects and adjust practice to meet the needs of all students ○ Participates in professional development opportunities at the school 	

Graduate Internship Experience Timeline Plan

This chart serves as a framework for the intern and mentor teacher(s) to use as a planning tool for the year.

month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May**
Initial planning dates									
Midterm planning dates									
Orientation to school community, students & teachers									
Participation in faculty meetings & PD activities									
Working one-on-one & with small groups									
Planning & working with whole class/ individual lessons									
Taking over with mentor present									
Taking over with mentor absent									
Implementing specific instructional strategies									
Planning & carrying out specific activities & units									
Planning & carrying out activities for 2 or more classes									
Planning & carrying out activities for all classes									
Portfolio development									
Evaluation conference	Initial PADA					Mid-Year PADA			Final PADA

** planning should take into account the completion of the University year – early May

Date: _____ Class: _____
 Intern/Student: _____
 School/Classroom Site/Agency: _____
 Person(s) Completing Assessment: _____

1 2 3 4 5 NA- Not applicable or observable during this experience

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

1 2 3 4 5 NA- Not applicable or observable during this experience

Written Grammar	Writing (including electronic communication) is frequently unclear and/or disorganized; the candidate lacks grammatical and organizational writing skills.	Concepts and ideas presented in writing (including electronic communication) are sometimes unclear and/or disorganized. There are some spelling and grammatical errors.	Concepts and ideas presented in writing (including electronic communication) are clear and organized. Spelling and grammatical errors are rare.		
Content	Language is unprofessional and/or inappropriate.	Language is occasionally unprofessional and inappropriate.	Language is always professional and appropriate.		
Oral	Oral expression is inarticulate. Use of vernacular may be common. Voice resonance and/or volume, may be inappropriate. Language is frequently unprofessional and/or inappropriate.	Oral expression is usually articulate. Voice resonance may not always be clear. Language is occasionally unprofessional and/or inappropriate.	Oral expression is articulate. Voice resonance is clear, and intonation and volume are appropriate. Language is always professional and appropriate.		
Non-verbal Expression	Regularly uses inappropriate gestures, body movements, facial expressions and body language.	Some use of inappropriate gestures, body movements, facial expressions and body language.	Consistently demonstrates appropriate and professional body language.		
Response to Feedback	Appears defensive and unreceptive to feedback. Does not make appropriate changes based on feedback.	Receptive to feedback, but rarely makes adjustments to professional practices.	Receptive to feedback and makes adjustments to professional practice as appropriate.		
Teaching Dispositions	Acute Area of Concern	Emergent	Satisfactory		Comments
Desire to Improve Teaching Performance	Makes little or no effort to improve teaching performance. No evidence of improvement in teaching performance.	Expresses desire to improve teaching performance, but there is little evidence that demonstrates improvements.	Demonstrates desire to improve teaching performance. Teaching performance shows improvement.		
Student Learning Potential	Makes negative comments and displays a negative attitude regarding student potential and learning.	Expresses the belief that all students can learn. Examines instructional, assessment and classroom management practices.	Demonstrates, through practice, the belief that all students can learn. Is accountable for student learning by examining instructional, assessment and classroom management practices and uses differentiated instruction to ensure all students can learn.		
Diversity	No evidence that the candidate is aware of or comfortable with addressing gender, sexual orientation, race, ethnicity, religion, socioeconomic status or exceptionality in the classroom.	Aware of and sensitive to gender, sexual orientation, race, ethnicity, religion, socioeconomic status and exceptionality in the classroom but addresses in a limited way through instruction, assessment, and classroom management.	Understands and is sensitive to gender, sexual orientation, race, ethnicity, religion, socioeconomic status and exceptionality in the classroom and addresses consistently through instruction, assessment, and classroom management.		
Collaboration	Does not work collaboratively with professionals and families to plan and jointly facilitate student learning despite access to opportunities.	Infrequently works collaboratively with professionals and families to plan and jointly facilitate student learning despite access to opportunities.	Regularly works collaboratively with professionals and families to plan and jointly facilitate student learning.		

<p>The candidate evaluates and modifies instructions resources and curricular materials based on their comprehensiveness, accuracy and appropriateness for her/his students, and uses supplementary resources and technologies as available and appropriate to ensure accessibility and relevance for all students. (InTASC 4)</p>	<p>The candidate demonstrates little or no understanding of the effective and appropriate use of resources to support or enhance instruction and there is little or no use of technology with students.</p>	<p>The candidate is able to evaluate and modify some instruction using curricula materials based on their appropriateness for the students, and uses technology appropriately most of the time.</p>	<p>The candidate consistently evaluates and modifies instructions resources and curricular materials based on their comprehensiveness, accuracy and appropriateness for her/his students, and uses supplementary resources and technologies as available and appropriate to ensure accessibility and relevance for all students when teaching the majority of the time.</p>	
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General Feedback on Planning:

INSTRUCTION/TEACHING

Performance Indicator	Area of Concerns	Approaches Standard	Meets Standard	Rating	Comments
<p>The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction and active engagement in learning . (InTASC 3)</p>	<p>The candidate is rarely able to create an engaged, learning community that supports individual and collaborative learning and positive social interactions are minimal among students.</p>	<p>The candidate shows some ability to create an engaged, classroom learning community that supports individual and collaborative learning and provides occasional opportunities for positive social interactions among students.</p>	<p>The candidate consistently creates a learning community that supports individual and collaborative learning, which encourages positive social interactions and active engagement.</p>		
<p>The candidate understands and utilizes a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply in meaningful ways. (InTASC 8)</p>	<p>The instructional strategies have little or no variety and do not encourage learners to think critically about content or to make connections in meaningful ways.</p>	<p>The instructional strategies have some variety and sometimes encourage learners to develop a deep understanding of content and connections and building skills in meaningful ways.</p>	<p>The instructional strategies are varied and consistently encourage learners to develop a deep understanding of content, to make connections in meaningful ways.</p>		
<p>The candidate understands how to connect concepts, use questioning techniques and use differing perspectives to engage learners in higher order, critical thinking. (InTASC 5)</p>	<p>The candidate is unable to connect concepts and use differing perspectives to engage learners in higher order, critical thinking.</p>	<p>The candidate occasionally connects concepts, uses a limited variety of questioning techniques and some differing perspectives to engage students in higher order, critical thinking.</p>	<p>The candidate consistently connects concepts, uses questioning techniques and different perspectives to engage learners in higher order, critical thinking.</p>		

The candidate differentiates and modifies aspects of instruction based on individual learner ability, interest, and preferences to engage all learners. (InTASC 2)	.The instruction demonstrates little or no differentiation or modification, and aspects of the lesson are inappropriate the learners.	The instruction is somewhat differentiated and/or modified as appropriate for the learners.	The instruction is thoroughly differentiated and/or modified as appropriate for the learners.		
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General Feedback on Instruction:

ASSESSMENT

Performance Indicator	Acute Area of Concerns	Approaches Standard	Meets Standard	Rating	Comments
The candidate understands and uses multiple methods (formative and summative) of assessment to engage learners in their own growth, to monitor student progress by using data to make instructional decisions and to guide the teacher's and learner's decision making (InTASC 6)	The candidate does not plan effective methods of assessment, minimally monitors student progress and does not utilize data to make instructional decisions.	The candidate uses some assessments and is beginning to utilize data to monitor student growth, engage learners and make instructional decisions.	The candidate consistently plans and uses relevant methods of assessment, collects and utilizes assessment data to monitor student progress, engage learners and make instructional decisions.		

General Feedback on Assessment:

MANAGEMENT*

Performance Indicator	Acute Area of Concerns	Approaches Standard	Meets Standard	Rating	Comments
The candidate establishes classroom routines, procedures, and expectations to actively and equitably engage learners and uses respectful and <i>effective</i> verbal and nonverbal communication strategies (InTASC 3)	. The candidate rarely establishes expectations or holds students accountable and occasionally uses inappropriate or ineffective verbal and non-verbal communication resulting in loss of instructional time.	The candidate generally establishes classroom routines and expectations, holds students accountable and uses respectful and effective verbal and nonverbal communication strategies to engage all students.	The candidate consistently establishes classroom routines and expectations, holds students accountable and uses respectful and effective verbal and nonverbal communication strategies to engage all students.		
The candidate monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning	The candidate rarely monitors transitions and changes in the learning environment and/or inconsistently or incorrectly uses behavioral management strategies and instructional	The candidate is beginning to recognize and monitor transitions and changes in the environments and uses behavioral management strategies and instructional	The candidate consistently monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active		

and active participation. (InTASC 3)	strategies to address the learning and active participation of students.	strategies that generally encourage learning and active participation.	participation		
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General Feedback on Management:

REFLECTION

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

General Feedback on Reflection:

Observation Narrative	Supervisor Comments
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Department of Education
Summative Student Teaching Evaluation (4-1-16)

Intern _____ Program _____ Site _____ Observer _____

Part A: Planning for Instruction

Performance Indicator	Area of Concern	Approaches Standard	Meets Standard	Rating	Comments
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's planning does not take into account the developmental level of the learners (cognitive, linguistic, social, emotional or physical areas) and is not appropriate or challenging.	The candidate demonstrates an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) and can select appropriate and challenging learning experiences.	The candidate consistently demonstrates an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) through designing appropriate and challenging learning experiences.		
The candidate demonstrates an understanding of individual and population group differences, and issues of diversity (including learner's prior knowledge, needs, background or interest) in order to design inclusive learning experiences that maintain high expectations for all learners. (InTASC 2)	Selected learning experience(s) demonstrate little or no understanding of individual and group differences, or issues of diversity (including the students' prior knowledge, needs, background, and interests). Learning experiences are not designed to maintain high expectations for all learners.	The candidate demonstrates a clear understanding of individual and population group differences, issues of diversity (including learner's prior knowledge, needs, background or interest) and is able to select/apply inclusive learning experiences that maintain high expectations for all learners.	The candidate consistently demonstrates a clear understanding of individual and population group differences, issues of diversity (including learner's prior knowledge, needs, background or interest) and is able to design inclusive learning experiences that maintain high expectations for all learners.		
The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and designs learning experiences that make the discipline accessible and meaningful for learners. (InTASC 4)	The candidate's lessons/units demonstrate a limited understanding of content pedagogy and learning experiences are unclear or ineffective in making the discipline accessible and meaningful.	The candidate's lessons/units demonstrate an understanding of content pedagogy and learning experiences are generally effective in making the discipline accessible and meaningful.	The candidate's lessons/units demonstrate a clear understanding of content pedagogy through consistently designing learning experiences that make the discipline accessible and meaningful.		

The candidate's planning demonstrates use of multiple methods of assessment (formative and summative) that align with objectives and standards. (InTASC 6)	The candidate's planning demonstrates a lack of understanding of relevant/effective assessment and/or assessments do not consistently align with objectives and standards.	The candidate's planning demonstrates use of both formative and summative assessments that are generally aligned with objectives and standards.	The candidate consistently plans relevant methods of assessment (both formative and summative) that are clearly aligned with objectives and standards.		
The candidate uses rigorous learning objectives based on content standards to plan learning experiences and performance tasks. (InTASC 7)	The candidate's lesson/unit objective(s) lack clarity, measurability, and focus. Connections to standards, assessments, and instructional components are not apparent.	The candidate's lesson/unit objective(s) are somewhat clear, measurable, and focused, and are generally connected to the standards, assessments, and instructional components of the lesson/unit.	The candidate's lesson/unit objectives are consistently clear, measurable, and focused, and are fully aligned with the standards, assessments, and instructional components of the lesson/unit.		
The candidate selects rigorous standards (e.g. Next Generation Science Standards, Common Core) to focus instruction. (InTASC 7)	Standards are not referenced consistently or selected standards are not appropriate for lessons/units.	The candidate selects standards from the Common Core, Next Generation Science Standards, National Core Arts Standards, Vermont Early Learning Standards, and/or Vermont Grade Level Expectations.	The candidate consistently selects appropriate standards from the Common Core, Next Generation Science Standards, National Core Arts Standards, Vermont Early Learning Standards, and/or Vermont Grade Level Expectations.		
The candidate plans for the use of technologies, instructional materials and curricular resources that support and enhance instruction. (InTASC 7)	Candidate's lessons/units demonstrate little or no understanding of the effective use of resources (including technology) to support or enhance instruction.	Candidate's lessons/units demonstrate some understanding of the effective use of resources (including technology) to support or enhance instruction.	Candidate's lessons/units consistently demonstrate a thorough understanding of the effective use of resources (including technology) to support or enhance instruction.		

General Summative Feedback on Planning for Instruction:

Part B: Evaluation of Classroom Practice

1. Instruction					
Performance Indicator	Area of Concern	Approaches Standard	Meets Standard	Rating	Comments
The candidate differentiates and modifies aspects of	The instruction demonstrates little or no differentiation or	The instruction is somewhat differentiated and/or	The instruction is thoroughly differentiated and/or		

instruction based on individual learner ability, interest, and preferences to engage all learners. (InTASC 2)	accommodation, and aspects of the lesson are inappropriate for the learners.	accommodated as appropriate for the learners.	accommodated as appropriate for the learners.		
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 rarely able to create an engaged learning community that supports individual and collaborative learning, and social interactions are minimal among students.	The candidate shows some ability to create an engaged classroom community that supports individual and collaborative learning and provides occasional opportunities for positive social interactions among students.	The candidate consistently creates a learning community that supports individual and collaborative learning, which encourages positive social interactions and active engagement.		
The candidate understands how to connect concepts, use questioning techniques and use differing perspectives to engage learners in higher order, critical thinking. (InTASC 5)	The candidate is unable to connect concepts and use differing perspectives to engage learners in higher order, critical thinking.	The candidate occasionally connects concepts, uses a limited variety of questioning techniques and some differing perspectives to engage students in higher order, critical thinking.	The candidate consistently connects concepts, uses questioning techniques and different perspectives to engage learners in higher order, critical thinking.		
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 instructional strategies have little or no variety and do not encourage learners to think critically about content or to make connections in meaningful ways.	The instructional strategies have some variety and sometimes encourage learners to develop a deep understanding of content and connections in meaningful ways.	The instructional strategies are varied and consistently encourage learners to develop a deep understanding of content, and to make connections in meaningful ways.		
General Summative Feedback on Instruction:					

2. Assessment					
Performance Indicator	Area of Concern	Approaches Standard	Meets Standard	Rating	Comments

The candidate uses multiple methods of assessment (formative and summative) to engage learners in their own growth. (InTASC 6)	The candidate does not use effective methods of assessment and does not engage learners in their own growth.	The candidate uses some assessments to engage learners in their own growth.	The candidate consistently uses relevant methods of assessment to engage learners in their own growth.		
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 minimally monitors student progress and does not use assessment data to make instructional decisions during instruction.	The candidate is beginning to use assessment data to monitor student growth and make instructional decisions during instruction.	The candidate consistently collects and uses assessment data to monitor student progress and make instructional decisions during instruction.		

General Summative Feedback on Assessment:

3. Classroom Management					
Performance Indicator	Area of Concern	Approaches Standard	Meets Standard	Rating	Comments
The candidate establishes classroom routines, procedures, and expectations to actively and equitably engage learners and uses respectful and <i>effective</i> verbal and nonverbal communication strategies (InTASC 3)	The candidate rarely establishes expectations or holds students accountable and occasionally uses inappropriate or ineffective verbal and non-verbal communication resulting in loss of instructional time.	The candidate generally establishes classroom routines and expectations, holds students accountable and uses respectful and effective verbal and nonverbal communication strategies to engage all students.	The candidate consistently establishes classroom routines and expectations, holds students accountable and uses respectful and effective verbal and nonverbal communication strategies to engage all students.		
The candidate monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active participation. (InTASC 3)	The candidate rarely monitors transitions and changes in the learning environment and/or inconsistently or incorrectly uses behavioral management strategies and instructional strategies to address the learning and active participation of students.	The candidate is beginning to recognize and monitor transitions and changes in the environment and uses behavioral management strategies and instructional strategies that generally encourage learning and active participation.	The candidate consistently monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active participation.		

General Summative Feedback on Classroom Management:

Part C: Reflection on Practice

Performance Indicator	Area of Concern	Approaches Standard	Meets Standard	Rating	Comments
<p>The candidate continually evaluates and reflects on his/her practice, particularly the effects of choices and actions on others (learners, families, other professionals and community) and adapts practice to meet the needs of each learner. (InTASC 9)</p>	<p>The candidate demonstrates little or no awareness of the extent to which his or her own actions/choices in the classroom impact the learning of the students. Adaptation of practice is not evident.</p>	<p>The educator demonstrates some awareness of the extent to which his or her own choices and actions in the classroom impact the learning of the students. Some plans for adaptation of practice are evident to meet the needs of learners in the classroom.</p>	<p>Educator consistently demonstrates a thorough awareness of the extent to which his or her choices and actions in the classroom impact the learning of the students. Plan for adaptation of practice and instruction is specific and meets the needs of learners in the classroom.</p>		
<p>The candidate identifies strengths and weaknesses of the planning, assessment and the instructional process through reflection. (InTASC 9)</p>	<p>Reflection demonstrates little or no understanding of the candidate's strengths and weaknesses with respect to planning, assessment, and instruction.</p>	<p>Reflection demonstrates some understanding of the candidate's strengths and weaknesses with respect to planning, assessment, and instruction.</p>	<p>Reflection consistently demonstrates a thorough understanding of the candidate's strengths and weaknesses with respect to curriculum planning, assessment, and instruction.</p>		
<p>General Summative Feedback on Reflection on Practice:</p>					

**Student Teaching Evaluation Report
English Education Majors
National Council of Teachers of English (NCTE) Standards**

Student Teacher _____

School _____

Subject/Grade Levels Taught _____

Please complete this evaluation at the end of the semester as a summative evaluation of your student teacher’s performance in relation to the NCTE standards. This evaluation should not be tied to performance on one lesson but rather an evaluation of the student teacher’s performance across the semester. At the end of the semester, please evaluate your student teacher in relation to each of the listed NCTE standards.

Our program does expect student teachers to demonstrate attention to all of the listed standards at some point during the semester. **If a standard is not addressed during student teaching, the rating should be 0 for “Not Observed.”** The performance exemplars provide specific examples of how each standard might be enacted in practice. However, **the student teacher does not need to demonstrate evidence of all of the exemplars in order to receive the rating of Target**

2.0 ELA Candidate Attitudes

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. AS A RESULT, THE CANDIDATE

Standard	Not Acceptable (1)	Acceptable (2)	Target (3)	Performance Exemplars	Rating
2.1	Shows little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning;	Creates an inclusive and supportive learning environment in which all students can engage in learning;	Creates and sustains an inclusive and supportive learning environment in which all students can engage in learning;	<i>1. Articulates high expectations for all learners. 2. Provides scaffolding for student success. 3. Designs lessons to reach a variety of types of learners and learning abilities.</i>	

				<i>4. Provides targeted accommodations/supports for students with special needs and English Language Learners.</i>	
2.2	Shows little evidence in using ELA for helping her/his students to become familiar with their own and others' cultures;	Uses ELA to help his/her students become familiar with their own and others' cultures;	Uses ELA extensively and creatively to help her/his students become more familiar with their own and others' cultures;	<ol style="list-style-type: none"> <i>1. Uses instructional activities that allow students to explore their own identity and culture.</i> <i>2. Provides opportunities for students to share their cultural experiences with their peers.</i> <i>3. Makes curricular choices that support multicultural perspectives.</i> 	
2.4	Engages in few practices designed to assist students in developing habits of critical thinking and judgment;	Uses practices designed to assist students in developing habits of critical thinking and judgment;	Designs and implements instruction and assessment that assist students in developing habits of critical thinking;	<ol style="list-style-type: none"> <i>1. Plans discussion questions that prompt critical thinking.</i> <i>2. Encourages students to ask and answer questions that require critical thinking.</i> <i>3. Designs cooperative learning activities that support students in understanding the benefit of collaboration to extend their thinking.</i> <i>4. Designs assessments that evaluate higher level thinking.</i> 	
2.5	Shows a lack of understanding of how the ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues;	Makes meaningful connections between the ELA curriculum and developments in culture, society, and education;	Makes meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	<ol style="list-style-type: none"> <i>1. Uses instructional activities that prompt students to make connections between their own experience and current issues.</i> <i>2. Makes curricular choices that allow students to explore developments in culture, society, and education.</i> 	

				<i>3. Designs assessments that encourage critical analysis of developments in culture, society, and education using an ELA lens.</i>	
2.6	Demonstrates little evidence of promoting the arts and humanities in the learning of his/her students;	Engages her/his students in activities that demonstrate the role of arts and humanities in learning;	Plans and carries out frequent and extended learning experiences that integrate arts and humanities into the daily learning of his/her students.	<i>1. Plans interdisciplinary lessons that draw from the arts and humanities. (e.g. provides historical context for texts, examines corresponding movements in art and music)</i> <i>2. Plans instruction that supports students in developing interdisciplinary skills so that students are able to make interdisciplinary connections.</i> <i>3. Designs assessments that allow students to demonstrate a variety of interdisciplinary skills.</i>	

4.0 ELA Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. AS A RESULT, THE CANDIDATE

Standard	Not Acceptable (1)	Acceptable (2)	Target (3)	Performance Exemplars	Rating
4.1	Shows limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films,	Examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate	Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials	<i>1. Designs lessons that reflect current best practices in ELA.</i> <i>2. Demonstrates knowledge of how to locate resources to support ELA lessons.</i> <i>3. Creates or locates appropriate resources to</i>	

	records, and software, appropriate for supporting the teaching of English language arts;	for supporting the teaching of English language arts;	that are consistent with what is currently known about student learning in ELA;	<i>support learning goals.</i>	
4.2	Demonstrates limited ability to design instruction to meet the needs of all students and provide for students' progress and success;	Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work;	Creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection;	<ol style="list-style-type: none"> 1. <i>Uses a variety of instructional activities that require students to interact with and learn from peers.</i> 2. <i>Structures and organizes group activities in such a way that cooperative learning is maximized and classroom distractions are minimized.</i> 3. <i>Monitors group activities and redirects students as needed.</i> 4. <i>Provides targeted and clear feedback to support student growth.</i> 	
4.4	Shows limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability;	<ol style="list-style-type: none"> 1. <i>Articulates classroom norms focused on respect for difference.</i> 2. <i>Creates a safe space for students to have conversations about difference.</i> 3. <i>Designs instructional activities that allow for dialogue around difference.</i> 4. <i>Makes curricular choices that support conversations about difference.</i> 	

4.5	Demonstrates limited ability to engage students effectively in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	Helps students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms;	<ol style="list-style-type: none"> 1. Provides explicit instruction on appropriate norms for classroom dialogue. 2. Creates a safe space for students to share ideas through oral, written, and visual forms. 3. Designs instruction that requires students to present information in various forms and to give feedback to their peers.
4.6	Shows limited ability to enable students to respond critically to different media and communications technologies;	Engages students in critical analysis of different media and communications technologies;	Engages students in critical analysis of different media and communications technologies and their effect on students' learning;	<ol style="list-style-type: none"> 1. Implements lessons that support students in developing critical analytical skills. 2. Designs instructional activities that require students to critically analyze media. 3. Encourages students to share examples of the impact of media on their choices and lives.
4.7	Demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication;	Engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication;	Integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;	<ol style="list-style-type: none"> 1. Provides explicit instruction on making choices about language usage based on purpose. 2. Requires students to practice using language for various purposes. 3. Creates opportunities for peers to provide feedback on language usage to each other.
4.8	Demonstrates limited ability to engage	Engages students in making meaning of	Engages students in discovering their personal	<ol style="list-style-type: none"> 1. Requires students to analyze and reflect on their personal

	students in making meaning of texts through personal response;	texts through personal response;	response to texts and ways to connect such responses to other larger meanings and critical stances;	<i>responses to texts. 2. Introduces students to appropriate critical theory and movements in literature to provide context for the study of print and nonprint texts. 3. Asks students to analyze text through a critical/theoretical lens.</i>	
4.9	Demonstrates limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;	Demonstrate that her/his students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;	Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students;	<i>1. Demonstrates knowledge of a range of pre, during, and post reading instructional strategies to access print and nonprint texts. 2. Models comprehension strategies for analyzing print and nonprint texts. 3. Designs instruction that requires students to practice comprehension skills.</i>	

Comments:

Mentor Signature

Date

**Student Teaching Evaluation Report
Secondary Education Foreign Language Majors
ACTFL Teacher Education Standards**

Student Teacher _____

School _____

Subject/Grade Levels Taught _____

Please complete this evaluation at the end of the semester as a summative evaluation of your student teacher's performance in relation to the ACTFL standards. This evaluation should not be tied to performance on one lesson but rather an evaluation of the student teacher's performance across the semester. At the end of the semester, please evaluate your student teacher for each ACTFL standard as evident in planning and teaching.

Please rate the student teacher using the criteria below:

0 Not Observed. Performance was not observed and no performance data have been presented. **If a standard is not addressed during student teaching, the rating should be 0, Not Observed.**

1 Unacceptable. Performance data presented are not convincing. Performance is not of the quality expected of a beginning teacher in this program.

2 Approaches Standard of the program for a beginning teacher. The candidate provides evidence that progress is being made toward successfully meeting the standard in practice with students.

3 Meets Standard of the program for a beginning teacher. The candidate provides evidence that the standard has been successfully met in practice with students by providing relevant lesson plans, assessment instruments and summary assessment data for student performance or other documentation of performance.

Standard for Performance/Proficiency	Rating for Evidence in Planning and Teaching
I. Language, Linguistics, Comparisons	
Standard 1.a. Demonstrating Language Proficiency. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.	
Standard 1.b. Understanding Linguistics. Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.	
Standard 1.c. Identifying Language Comparisons. Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.	
II. Cultures, Literatures, Cross-Disciplinary Concepts	
Standard 2.a. Demonstrating Cultural Understandings. Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.	
Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions. Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.	
Standard 2.c. Integrating Other Disciplines In Instruction. Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.	

III. Language Acquisition Theories and Instructional Practices	
Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom. Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.	
Standard 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.	
IV. Integration of Standards into Curriculum and Instruction	
Standard 4.a. Understanding and Integrating Standards In Planning. Candidates demonstrate an understanding of the goal areas and standards of the <i>Standards for Foreign Language Learning</i> and their state standards, and they integrate these frameworks into curricular planning.	
Standard 4.b. Integrating Standards in Instruction. Candidates integrate the <i>Standards for Foreign Language Learning</i> and their state standards into language instruction.	
Standard 4.c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.	
V. Assessment of Languages and Cultures	
Standard 5.a. Knowing assessment models and using them appropriately. Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.	
Standard 5.b. Reflecting on assessment. Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.	

<p>Standard 5.c. Reporting assessment results. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.</p>	
<p>VI. Professionalism</p>	
<p>Standard 6.a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.</p>	
<p>Standard 6.b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.</p>	

Comments:

Mentor Signature

Date

**Student Teaching Supervision Report
Evaluation for Secondary Education Math Majors
NCTM - Mathematics Teacher Education Standards**

Student Teacher _____ Semester of Internship _____
School _____ Mentor _____

Please complete this evaluation at the end of the semester as a summative evaluation of your student teacher's performance in relation to the NCTM standards. This evaluation should not be tied to performance on one lesson but rather an evaluation of the student teacher's performance across the semester. Evaluate your student teacher in three ways for each NCTM Knowledge and Performance Standard. Provide a rating for each student indicating: 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning.

Please rate the student teacher using the criteria below:

NA Not Applicable The student teacher *did not have the opportunity* to address this NCTM Performance Standard over the course of his/her internship.

0 Not Observed. If the student teacher *should have* demonstrated a standard, but did not, then rate the standard of 0 for not observed.

1 Unacceptable. Performance data presented are not convincing. Performance is not of the quality expected of a beginning teacher in this program.

2 Approaches Standard of the program for a beginning teacher. The observer has seen progress being made toward successfully meeting the standard in practice with students.

3 Meets Standard of the program for a beginning teacher. The observer has seen evidence that the standard has been successfully met in practice with students through lesson plans, assessment instruments and/or summative assessment data for student performance or other documentation of performance.

1. Indicate the NCTM Content Standard(s) that have been addressed over the internship period.

NCTM Performance Standards	Areas of Evidence	Rating
<p>A.1. Number and Quantity To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p><i>A.1.1 Structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers</i></p> <p><i>A.1.2 Fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic)</i></p> <p><i>A.1.3 Quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations</i></p> <p><i>A.1.4 Vector and matrix operations, modeling, and applications</i></p> <p><i>A.1.5 Historical development and perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures</i></p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	
<p>A.2. Algebra To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p><i>A.2.1 Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing and justifying relationships and operations</i></p> <p><i>A.2.2 Function classes including polynomial, exponential and logarithmic, absolute</i></p>	Evidence in planning	
	Evidence in teaching	

<p><i>value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations</i></p> <p><i>A.2.3 Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions</i></p> <p><i>A.2.4 Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model</i></p> <p><i>A.2.5 Linear algebra including vectors, matrices, and transformations</i></p> <p><i>A.2.6 Abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations</i></p> <p><i>A.2.7 Historical development and perspectives of algebra including contributions of significant figures and diverse cultures</i></p>	<p>Evidence of effectiveness in producing the desired student learning</p>	
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<p>A.3. Geometry and Trigonometry</p> <p>To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p><i>A.3.1 Core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries</i></p> <p><i>A.3.2 Transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations</i></p> <p><i>A.3.3 Congruence, similarity and scaling, and their development and expression in terms of transformations</i></p> <p><i>A.3.4 Right triangles and trigonometry</i></p> <p><i>A.3.5 Applications of periodic phenomena and trigonometric identities</i></p> <p><i>A.3.6 Identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres)</i></p>	<p>Evidence in planning</p>	
	<p>Evidence in teaching</p>	
	<p>Evidence of effectiveness in producing the desired student learning</p>	

<p>A.3.7 <i>Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements</i></p> <p>A.3.8 <i>Geometric constructions, axiomatic reasoning, and proof</i></p> <p>A.3.9 <i>Analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations</i></p> <p>A.3.10 <i>Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures.</i></p>		
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<p>A.4. Statistics and Probability</p> <p>To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p>A.4.1 <i>Statistical variability and its sources and the role of randomness in statistical inference</i></p> <p>A.4.2 <i>Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results</i></p> <p>A.4.3 <i>Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots), summary measures, and comparisons of distributions</i></p> <p>A.4.4 <i>Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events</i></p> <p>A.4.5 <i>Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making</i></p> <p>A.4.6 <i>Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures</i></p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	

<p>A.5. Calculus To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <ul style="list-style-type: none"> <i>A.5.1 Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration</i> <i>A.5.2 Parametric, polar, and vector functions</i> <i>A.5.3 Sequences and series</i> <i>A.5.4 Multivariate functions</i> <i>A.5.5 Applications of function, geometry, and trigonometry concepts to solve problems involving calculus</i> <i>A.5.6 Historical development and perspectives of calculus including contributions of significant figures and diverse cultures</i> 	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	

<p>A.6. Discrete Mathematics To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <ul style="list-style-type: none"> <i>A.6.1 Discrete structures including sets, relations, functions, graphs, trees, and networks</i> <i>A.6.2 Enumeration including permutations, combinations, iteration, recursion, and finite differences</i> <i>A.6.3 Propositional and predicate logic</i> <i>A.6.4 Applications of discrete structures such as modeling and solving linear programming problems and designing data structures</i> <i>A.6.5 Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures</i> 	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	

Comments about student teacher’s ability to demonstrate and apply content knowledge:

2. Indicate the NCTM Performance Standard(s) that have been addressed over the internship period.

<p>Standard 2: Mathematical Practices Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.</p> <p><i>2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.</i></p> <p><i>2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.</i></p> <p><i>2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.</i></p> <p><i>2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.</i></p> <p><i>2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.</i></p> <p><i>2f) Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.</i></p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	
<p>Standard 3: Content Pedagogy Effective teachers of secondary mathematics apply knowledge of curriculum standards for</p>	Evidence in planning	

<p>mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.</p>	<p>Evidence in teaching</p>	
<p><i>3a) Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.</i></p> <p><i>3b) Analyze and consider research in planning for and leading students in rich mathematical learning experiences.</i></p> <p><i>3c) Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.</i></p> <p><i>3d) Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.</i></p> <p><i>3e) Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.</i></p> <p><i>3f) Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</i></p> <p><i>3g) Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.</i></p>	<p>Evidence of effectiveness in producing the desired student learning</p>	

<p>Standard 4: Mathematical Learning Environment Effective teachers of secondary mathematics exhibit knowledge of adolescent learning,</p>	<p>Evidence in planning</p>	
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<p>development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.</p> <p><i>4a) Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.</i></p> <p><i>4b) Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.</i></p> <p><i>4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.</i></p> <p><i>4d) Demonstrate equitable and ethical treatment of and high expectations for all students.</i></p> <p><i>4e) Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.</i></p>	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	

<p>Standard 5: Impact on Student Learning</p> <p>Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.</p>	Evidence in planning	
	Evidence in teaching	

<p>5a) <i>Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.</i></p> <p>5b) <i>Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.</i></p> <p>5c) <i>Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</i></p>	<p>Evidence of effectiveness in producing the desired student learning</p>	
<p>Standard 6: Professional Knowledge and Skills Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.</p> <p>6a) <i>Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.</i></p> <p>6b) <i>Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.</i></p> <p>6c) <i>Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</i></p>	<p>Evidence in planning</p>	
	<p>Evidence in teaching</p>	
	<p>Evidence of effectiveness in producing the desired student learning</p>	
<p>Standard 7: Secondary Mathematics Field Experiences and Clinical Practice Effective teachers of secondary mathematics engage in a planned sequence of field experiences</p>	<p>Evidence in planning</p>	

<p>and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.</p>	<p>Evidence in teaching</p>	
<p><i>7a) Engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle and high school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences.</i></p> <p><i>7b) Experience full-time student teaching/internship in secondary mathematics that is supervised by a highly qualified mathematics teacher and a university or college supervisor with secondary mathematics teaching experience or equivalent knowledge base.</i></p> <p><i>7c) Develop knowledge, skills, and professional behaviors across both middle and high school settings; examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment.</i></p>	<p>Evidence of effectiveness in producing the desired student learning</p>	

Comments about student teacher’s performance:

Mentor Signature

Date

**Student Teaching Evaluation Report
Secondary Education Science Majors
NSTA Teacher Education Standards**

Student Teacher _____

School _____

Subject/Grade Levels Taught _____

Please complete this evaluation at the end of the semester as a summative evaluation of your student teacher's performance in relation to the NSTA standards. This evaluation should not be tied to performance on one lesson but rather an evaluation of the student teacher's performance across the semester.

Please rate the student teacher using the criteria below:

0 Not Observed. Performance was not observed and no performance data have been presented. **If a standard is not addressed during student teaching, the rating should be 0, Not Observed.**

1 Unacceptable. Performance data presented are not convincing. Performance is not of the quality expected of a beginning teacher in this program.

2 Approaches Standard of the program for a beginning teacher. The candidate provides evidence that progress is being made toward successfully meeting the standard in practice with students.

3 Meets Standard of the program for a beginning teacher. The candidate provides evidence that the standard has been successfully met in practice with students by providing relevant lesson plans, assessment instruments and summary assessment data for student performance or other documentation of performance.

Standard for Performance/Proficiency	Rating
<p>1. Content. The candidate demonstrates a firm and consistent knowledge of the important scientific concepts and relationships being taught. The candidate is able to engage students effectively in the analysis and interrelationships of important ideas, principles and concepts, including unifying concepts of science, and is able to guide students effectively in the analysis of data.</p>	

<p>2. Nature of Science. The candidate engages students effectively in studies addressing the values, beliefs, and assumptions inherent to the creation of scientific knowledge; including the processes and conventions of science as a professional activity; and the standards defining acceptable evidence and scientific explanation. The candidate provides opportunities for students to distinguish science from non-science, understand science as one way of many ways of knowing and understand the distinctions between basic science, applied science and technology.</p>	
<p>3. Inquiry. The candidate uses questions to encourage critical thinking and engages students effectively in science-related exploration and inquiry. The candidate assists students in identifying solvable problems, exchanging information, planning and conducting research, collecting and reflecting on data, and constructing and reporting knowledge derived from data.</p>	
<p>4. Context of Science. The candidates relates science regularly and effectively to the daily lives and interests of students; and engages them effectively in studies of the relationship of science to society, commerce, technology, industry and other areas of human endeavor; and to technological, personal, social and cultural values.</p>	
<p>5. Skills of Teaching. The candidate provides effective learning opportunities to all students, helping them to construct meaning from experiences, and creating a disposition for further inquiry and learning. The candidate demonstrates the ability to use science teaching strategies effectively; to effectively organize classroom experiences; to use technology to extend and enhance learning; and to use prior conceptions and interests of students to promote new learning.</p>	
<p>6. Curriculum. The candidate plans and engages students in a coherent, focused science curriculum that is consistent with state and national standards for science education and is appropriate for the needs, abilities and interests of students. The candidate develops goals, plans, materials and resources for instruction and demonstrates the ability to relate science to the comprehensive instructional framework within and outside of the school.</p>	
<p>7. Social Context of Science. The candidate makes effective use of peer, family, and community members and resources to improve the education of students in science by inviting guest speakers, organizing field trips (when available) and other similar steps. He or she interacts effectively with parents when called upon to do so, as with telephone calls, letters, parent nights or participation in parent conferences. The candidate provides accurate reports to parents and encourages understanding and positive change through his or her behavior and professional contributions.</p>	
<p>8. Assessment. The candidate uses a variety of equitable assessment strategies, both traditional and authentic, to evaluate and ensure the continuous intellectual, social, and personal development of all learners in the various aspects of science. He or she uses assessment effectively to monitor students' knowledge, skills and dispositions, and to guide and change</p>	

instruction.	
<p>9. Safe Learning Environment. The candidate provides a safe and supportive learning environment that nurtures high expectations for success among all students. The candidate always maintains safe conditions in laboratory, preparation and storage areas and, if keeping or working with living things, ensures they are treated ethically and respectfully.</p>	
<p>10. Professional Practice. The candidate participates in the professional life of the school, demonstrating commitment to personal improvement, and the willingness and ability to work effectively with others. The candidate has goals and attitudes in best interests of students and the community, demonstrates a willingness to make positive changes; interacts and shares ideas and materials with colleagues and engages continuously in reflective self-assessment.</p>	

Comments:

Mentor Signature

Date

**Student Teaching Supervision Report
Secondary Education Social Studies Majors
NCSS Social Studies Teacher Education Standards**

Student Teacher _____

School _____

Subject/Grade Levels Taught _____

Please complete this evaluation at the end of the semester as a summative evaluation of your student teacher's performance in relation to the NCSS standards. This evaluation should not be tied to performance on one lesson but rather an evaluation of the student teacher's performance across the semester. At the end of the semester, please evaluate your student teacher in three ways for each NCSS content standard. Provide a rating for each standard indicating: 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning.

Please rate the student teacher using the criteria below:

0 Not Observed. Performance was not observed and no performance data have been presented. **If a standard is not addressed during student teaching, the rating should be 0, Not Observed.**

1 Unacceptable. Performance data presented are not convincing. Performance is not of the quality expected of a beginning teacher in this program.

2 Approaches Standard of the program for a beginning teacher. The candidate provides evidence that progress is being made toward successfully meeting the standard in practice with students.

3 Meets Standard of the program for a beginning teacher. The candidate provides evidence that the standard has been successfully met in practice with students by providing relevant lesson plans, assessment instruments and summary assessment data for student performance or other documentation of performance.

Standard for Performance/Proficiency	Areas of Evidence	Rating
<p>NCSS Theme I - Culture and Cultural Diversity <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <u>culture and cultural diversity</u>.</i></p> <p>Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and lessons dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	
<p>NCSS Theme II - Time, Continuity and Change <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <u>time, continuity and change</u>.</i></p> <p>Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in lessons in history and others that draw upon historical knowledge and habits.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	
<p>NCSS Theme III - People, Places and Environments <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <u>people, places, and environments</u>.</i></p> <p>Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units or lessons dealing with area studies and geography.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	

<p>NCSS Theme IV - Individual Human Development and Identity <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with <u>individual human development and identity</u>.</i></p> <p>Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units or lessons dealing with psychology and anthropology.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	
<p>NCSS Theme V - Individuals, Groups and Institutions <i>Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of <u>interactions among individuals, groups, and institutions</u>.</i></p> <p>Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units or lessons dealing with sociology, anthropology, psychology, political science, and history.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	
<p>NCSS Theme VI - Power, Authority and Governance <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <u>power, authority, and governance</u>.</i></p> <p>Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or lessons dealing with government, politics, political science, history, law, and other social sciences.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	

<p>NCSS Theme VII - Production, Distribution, Consumption <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the <u>production, distribution, and consumption of goods and services.</u></i></p> <p>Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units or lessons dealing with economic concepts and issues.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	
<p>NCSS Theme VIII - Science, Technology, Society <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <u>science and technology.</u></i></p> <p>Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	
<p>NCSS Theme IX - Global Connections and Interdependence <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <u>global connections and interdependence.</u></i></p> <p>Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or lessons dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	

<p>NCSS Theme X - Civic Ideals and Practices <i>Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of <u>civic ideals and practices</u>.</i></p> <p>Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or lessons dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.</p>	Evidence in planning	
	Evidence in teaching	
	Evidence of effectiveness in producing the desired student learning	

Comments:

Mentor Signature

Date



The University of Vermont

**COLLEGE OF EDUCATION AND SOCIAL SERVICES
DEPARTMENT OF EDUCATION**

The Vermont Licensure Portfolio

The Vermont Licensure Portfolio is aligned with the Core Teaching Standards for Vermont Educators and has three parts that can be completed over the course of a pre-service educator's experience in the MAT Program. The portfolio is evidence-based and requires that preservice teachers collect evidence of their practice while in their program. That evidence will show proficiency of meeting the Core Teaching Standards as well as the ability to critically analyze and reflect on that evidence. The portfolio is designed to be both formative and summative and includes the following parts:

- **Part I – Learning, Learners and Content** - aligns to Core Standards 1-4 and is completed prior to the student teaching experience (formative)
- **Part II – Curriculum Design, Instruction and Assessment** - aligns to Standards 5-8 and is completed during the student teaching experience (summative)
- **Part III – Professional Development and Responsibility** - aligns to Core Standards 9-10 and is completed during and/or after the student teaching experience (summative)

More information about the Vermont Licensure Portfolio including instructions, evidence charts, and evaluation rubrics can be found at the following link:

<https://sites.google.com/site/vermontslicensureportfolio/home>

Dear Potential Licensure Candidate:

Please note that you must apply for licensure through the Vermont Agency of Education in order to be licensed in the State of Vermont.

The Application Packet for Initial Vermont Licensure can be found here:

http://education.vermont.gov/new/html/licensing/forms/initial_license.html#initial_forms

APPLICATION FORMS FOR INITIAL VERMONT LICENSURE

The following forms are part of the application packet for requesting an initial Vermont educator's license. These forms are offered as PDF documents which must be downloaded to your computer, printed and then completed.

NOTE: This application packet MAY NOT be e-mailed or FAXed to the department for processing.

- **Application Packet for Initial Vermont Educator License PDF**
Use the link above to download the complete packet of required forms, including information for completing the application.
- **Return Receipt PDF** Complete this form to receive verification of receipt of your application packet by the department.
- **Criminal Record Check Packet PDF**
Use this link to download the complete packet of required forms. Review page 2 "CRC Flowchart for Fingerprint Supported Criminal Record Check Form" to determine which forms you need to complete.

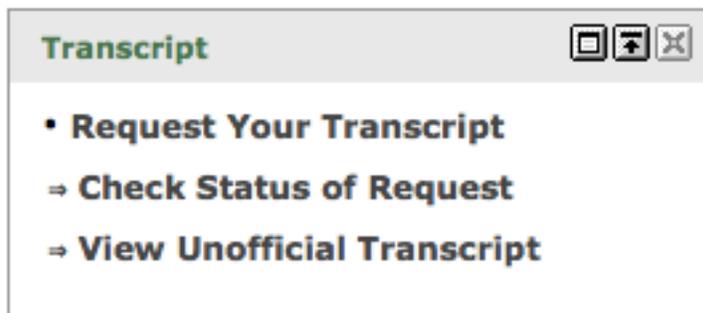
The check sheet found on page 5 of the Application Packet is extremely helpful!

Helpful Tips:

- 1) The Vermont Agency of Education will not accept any PRAXIS, SAT or ACT scores from UVM. You must provide them with original scores.
- 2) If you have taken the PRAXIS I or PRAXIS Core, and/or the PRAXIS II in Vermont, then the State Agency of Education will have received them. If you took them outside of Vermont, then they would only have received them if you have requested that they be reported when you took the test.
- 3) If you are using SAT or ACT scores taken prior to August 31, 2014 to fulfill the PRAXIS I requirement, you must have an official copy of those scores sent directly to the State of Vermont (recipient codes listed below):

SAT: Call the College Board at 866-756-7346 (Recipient Code #4142)
ACT: Call Act Records at 319-337-1313 (Recipient Code #4331)
- 4) Request an official copy of your UVM transcript after you see that your endorsement stamp has been applied (located near the bottom of the transcript).

A) A) Viewing and ordering your transcript can be done via your UVM portal:



B) You will see the endorsement towards the bottom of your unofficial transcript. For example:

Level Comments: This student has completed a NASDTEC, ICC, state approved and NCATE accredited program in Elementary Education (K-6) and is recommended for Vermont licensure.

5) You must request an official copy of your transcript to be sent to you from the UVM Registrars Office. Once received, you will include it in your Licensure Application Packet.

6) If you have transferred any courses into UVM, you must include an official transcript from ALL secondary-education institutions that you have attended in your Application Packet.

7) Notaries can often be found in Town Halls and banks throughout Vermont.

8) Criminal Record Check Information:

A) If it has been more than one year since your last record check during which you have not worked for a Vermont school district, then you must complete another criminal record check.

B) If it has been less than a year then you should not need to have the criminal record check done again. Instead:

- a. Complete the Authorization to Release Criminal Record Check Information to the Vermont Agency of Education.
- b. Make a copy of the original completed form
- c. Send the original completed form to the supervisory union where your Student Teaching was done.
- d. Enclose a copy of the completed form in your Application Packet.

Please let us know if you have any questions.

Sincerely,

Student Services
College of Education and Social Services
cessstsv@uvm.edu

Curriculum and Instruction

Master of Arts in Teaching

Steps for Degree Completion

Overview

The Master of Arts in Teaching program for secondary education is designed for those students who aspire to earn both a master's degree and a license to teach in public schools in grades 7-12. The program particularly welcomes students from UVM and other colleges and universities majoring in arts and sciences, agriculture and natural resources who have completed majors in social sciences, science, or mathematics, among other areas.

Requests for further information and application instructions may be obtained by contacting the Middle Level or Secondary Education coordinator, Emma.Baird@uvm.edu, 411 Waterman Building, (802) 656-1411.

Steps for Degree Completion

- As you start the final steps, preparing and submitting your portfolio, please verify the following:
 - Any pending transfer credit forms. This must be reviewed and signed by the Graduate Program Coordinator and submitted to the Graduate College.
 - Submit your Intent to Graduate Form along with cash or check in the amount of \$10. You must submit these documents no later than **February 1** for May graduation.
 - **Intent to Graduate Form Deadlines**
October Graduates: August 1
May Graduates: February 1



INTENT TO GRADUATE

Deadlines are August 1 for October; November 1 for January; February 1 for May completions

Instructions:

1. Complete this form ******(Special instructions for MAC users below)
2. Submit the form via e-mail to the Graduate College at gradcoll@uvm.edu **WITH A CC: TO YOUR ADVISOR** for electronic/regular signature and forwarding to the Graduate College
3. **Advanced Degree Fees will be charged to your student account upon receipt at the following rates:**
Advanced Degree Fees - Certificate/Non-thesis Master's- \$10; Thesis Master's - \$20; Doctoral - \$25*
**If you are receiving a degree and a certificate, you will not be charged the additional fee for certificate.*

****MAC users must download the form, fill it out, select 'Print', select 'Save as PDF' (in lower left corner) and attach to e-mail.**

Name *as you want it to appear on your diploma* and in the Commencement Program:

NAME: _____

Please write your name phonetically for the Ceremony : _____

UVM STUDENT ID NUMBER: _____ - _____ - _____

Diplomas will be mailed to address below if you do not attend the ceremony

PERMANENT ADDRESS: _____

Street Address	City	State	ZIP
_____		_____	
Email other than UVM email	Phone		
_____	_____		

DEGREE:
(Select one)

I AM A:
(Select one)

PROGRAM NAME (MAJOR) _____

ANTICIPATED GRADUATION TERM: _____ **YEAR:** _____

PREVIOUS DEGREES RECEIVED:

_____	_____	_____
Degree	Institution	Year
_____	_____	_____
Degree	Institution	Year

HOMETOWN: _____ (for Commencement Program)

GPA: _____ **Advisor Name:** _____

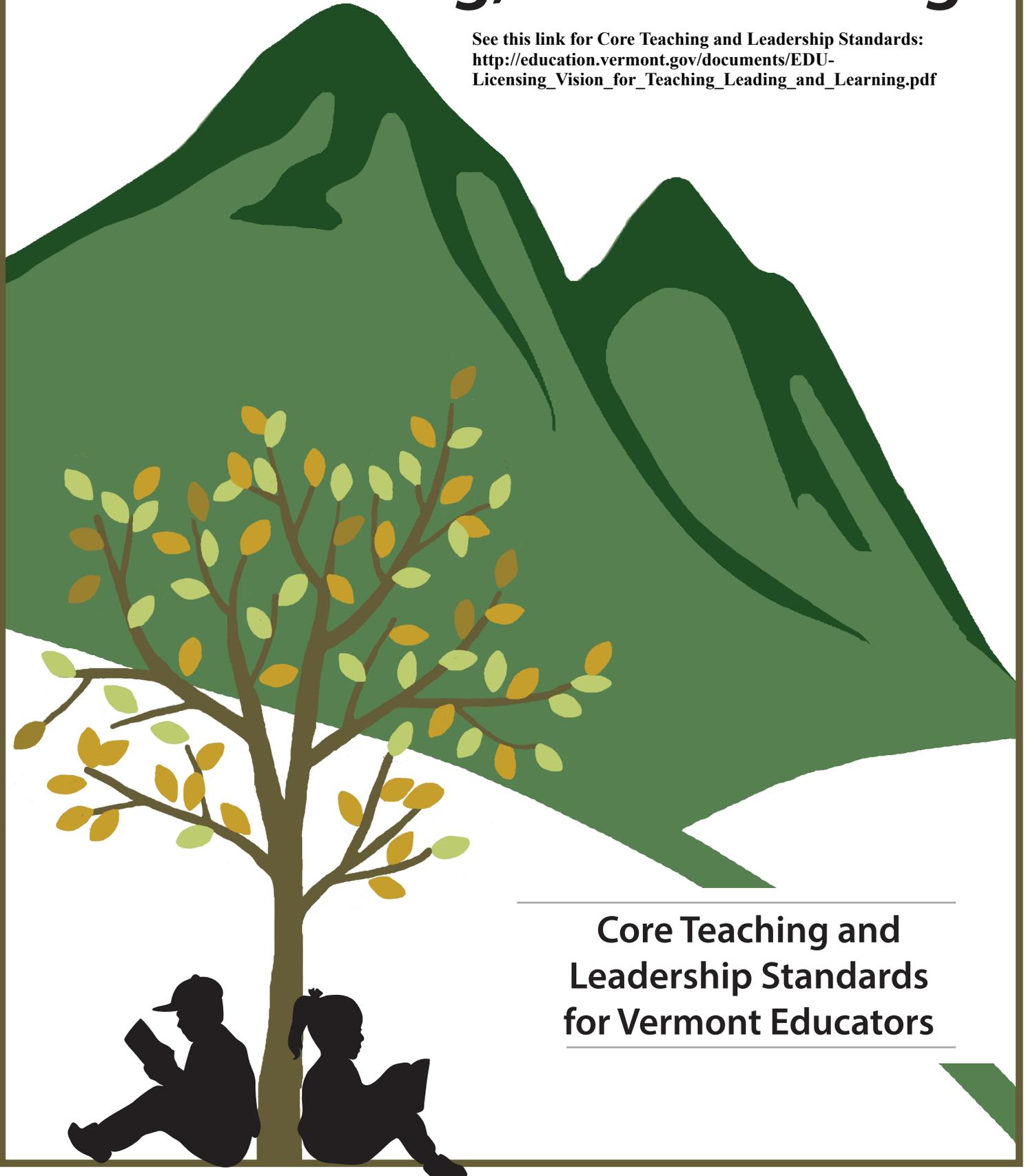
Program Coordinator/Director Name: _____

Advisor Electronic Signature: _____

(Note: It is acceptable to sign and send hard copy versus electronic signature)

A Vision for Teaching, Leading, and Learning

See this link for Core Teaching and Leadership Standards:
http://education.vermont.gov/documents/EDU-Licensing_Vision_for_Teaching_Leading_and_Learning.pdf



**Core Teaching and
Leadership Standards
for Vermont Educators**

June 26, 2013 See this link for Core Teaching and Leadership Standards:
http://education.vermont.gov/documents/EDU-Licensing_Vision_for_Teaching_Leading_and_Learning.pdf

Dear Colleagues:

For more than two decades Vermont's vision for teaching has been based on Vermont's *Five Standards and 16 Educator Principles* which identified essential educator practices. Over the course of the last twenty years schools have shifted dramatically to become more student-centered, standards driven, and accountable. Our students too are more diverse, engaged by technology and eager to become global citizens. It is important to re-examine what knowledge and skills educators need to be successful in today's schools.

The Vermont Standards Board for Professional Educators (VSBPE) is proud to announce our adoption of new professional educator standards. The teaching standards are based again on the *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (2011)*, while the leadership standards stem from the 2008 *Interstate School Leaders Licensure Consortium (ISLLC)*. Together the Core Teaching and Leadership Standards for Vermont Educators form a blueprint for the performances and essential knowledge that every educator should strive toward to ensure that all preK-12 students are college and career ready.

The VSBPE has chosen to also include the *Learning Forward* standards for professional learning in this book because of the increasing importance of professional growth and reflection. Finally, this document includes the *Code of Professional Ethics and Rules of Professional Conduct*.

Why did the VSBPE adopt the new standards for educators?

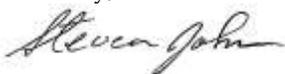
- Vermont last adopted teaching standards in 1992 and endorsement competencies for leaders in 1998.
- The revised standards are written for *all* educators along the career continuum, from aspiring teachers and leaders to more experienced educators.
- The standards are compatible with Common Core Standards and are aligned with the National Board for Professional Teaching Standards.
- They are based on current research and best practice in the field.
- They are more student-centered, collegial, and interdisciplinary.
- Cultural diversity, technology, and family and community collaboration have a greater prominence in the standards.

The new standards call for:

- Personalized learning for diverse learners
- A stronger focus on application of knowledge and skills
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and administrators

On a personal level, we understand the importance of strong teachers and education leaders in our schools. The standards included here promote a shared vocabulary and vision for what we expect of educators. They describe what is important for educators to know and be able to do. The professional standards included here have evolved just as schools and educators have over the last twenty years. We look forward to our continued evolution together.

Sincerely,



Steven John
Chair, Vermont Standards Board for Professional Educators

