

The University of Vermont

College of Education and Social Services

and

College of Arts & Sciences

Art Education Program Handbook

2018-2019



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

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Section 1: Overview and Policies

Mission Statement

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

Admission to the Art Ed Program

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

Undeclared students and students changing majors need to be enrolled in the College of Education and Social Services (CESS) to become an Art Education major. To enroll, they should contact CESS Student Services Office. To transfer into CESS, students must fill out an application online at: <https://www.uvm.edu/registrar/forms-students>

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

Upon admission to the program, a meeting with your art education advisor is mandatory in order to plan a time-sensitive program of course requirements. The Degree Audit must be referred to in order to track your progress in the requirements for graduation and certification.

Program Requirements

- Students who would like to be an Art Education major must be enrolled in the College of Education and Social Services (CESS).
- Students must have a 3.0 GPA in order to transfer in to become an art education major, to continue as a junior and senior art education major, and to graduate as an art education major. (Students with a GPA slightly below 3.0 may be allowed to continue in the program through a formal request process. However, students with a GPA below 3.0 at the time of graduation will not be recommended for licensure.)
- Students must have a minimum of a 3.0 in all professional art education courses, including student teaching (you must receive a B or better in your student teaching to be recommended for licensure).
- Students must have a total of 120 credit hours to graduate: 36 credits studio art; 12 credits art history; 17 credits art education; 12 credits student teaching; 9 credits professional education; 24 credits in a variety of liberal arts requirements; 10 credits electives. (see check sheet in handbook)
- Students must complete University diversity, sustainability, and quantitative reasoning requirements: D1, D2, SU, QR
- 30 of the last 45 credits must be completed in residence at UVM.
- Students must meet/talk with their advisors every semester in order to make an efficient plan for graduation within 8 semesters.

Art Education Major

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

Art educators need a broad, deep involvement in a variety of areas. To this end, the program requires a total of 120 credit hours, including 36 credit hours in studio art, 12 credit hours in art history, 17 credit hours in art education; 12 credit hours student teaching; 9 credit hours in professional education (special needs, foundations of education, human development), and 24 credit hours in a variety of liberal arts requirements. (See Checklist)

With the belief that experience in the classroom is the backbone of a strong program, most art education courses have a fieldwork component known as a practicum. The culminating Art

Education experience is a 12-credit full time student teaching practicum in a local public school, with an accompanying 3-credit seminar that aids in licensure portfolio development.

Upon graduation, students are certified by UVM to teach PreK-12 art in the public schools, but are not automatically licensed by the state. In order to become licensed by the state of Vermont graduates apply directly to the Vermont Department of Education. The VTAOE accepts the UVM certification as evidence that all requirements have been met.

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

Art Education Course Requirements: Degree Audit

The Degree Audit identifies the specific requirements for your current degree program and displays the courses that you have taken that satisfy those requirements. The Degree Audit Report indicates which requirements still need to be completed and provides a list of possible courses that will satisfy them. Students can run a Degree Audit Report from the Student Access site "MyUVM". It is important that you review your Degree Audit with your advisor.

To Access Your Degree Audit:

- Log in to myUVM.
- Click on the "Advising (Degree Audit)" button at the top.
- Click on "Run Your Degree Audit".

If you have problems running your CATS report or have questions, please contact Meghan "M.J." Jairst in CESS Student Services office. (802) 656-3468 or cessstsv@uvm.edu



Teacher Education / Art Education Checksheet

GENERAL EDUCATION

| Arts and Letters | Crs | Cr | Gr |
|--|-----|----|----|
| English Comp | 3 | | |
| English Lit | 3 | | |
| Humanities | Crs | Cr | Gr |
| (CMSI 001, For Lang, PHIL, REL) | 3 | | |
| Math/Quantitative Reasoning* | Crs | Cr | Gr |
| QR (CS, MATH, STAT) | 3 | | |
| Science (BIOL, BOT, CHEM, ENSC, ENVS, GEOL, NFS 043, PSS 028) | Crs | Cr | Gr |
| | 3 | | |
| Social Science | Crs | Cr | Gr |
| U.S. HST 011 or 012 | 3 | | |
| POLS 021 | 3 | | |
| PSYC 001 | 3 | | |
| Sustainability* | Crs | Cr | Gr |
| SU | 3 | | |
| Diversity* | Crs | Cr | Gr |
| D1 | 3 | | |
| D2 is covered by EDSP 005 | 3 | | |
| Total Credits | | | |

PROFESSIONAL REQUIREMENTS

| Professional Education | Crs | Cr | Gr |
|---|-----|----|----|
| HDFS 005 Human Development | 3 | | |
| EDSP 005 Iss Affecting Persons w/ Dis | 3 | | |
| EDFS 002 or 203 Soc, Hist,&Found of Ed | 3 | | |
| EDAR 177 Theory & Practice, Elementary (Fall Junior year)*** | 4 | | |
| EDAR 178 Theory &Practice, Middle/High School (Fall Junior year)*** | 4 | | |
| EDAR 283 Issues in Art Ed (Spring Junior year) | 3 | | |
| EDAR 284 Alternative Sites (Spring Junior year)**** | 3 | | |
| | | | |
| PRAXIS Core** | | | |
| EDSC 226 Student Teaching (Fall or Spring)***** | 12 | | |
| EDSC 230 Teaching For Results (Student Teaching Seminar)***** | 3 | | |
| | | | |
| | | | |
| Total Credits | | | |

ART COURSE WORK

| ELECTIVES | Cr | Gr |
|----------------------|----|----|
| | | |
| | | |
| | | |
| | | |
| Total Credits | | |

| Art History (Minimum grade of C- required) (12 crs minimum) | Crs | Cr | Gr |
|---|-----|----|----|
| ARTH 005 Western Art: Ancient-Medieval | 3 | | |
| ARTH 006 Western Art: Renaissance-Modern | 3 | | |
| Art History Elective | 3 | | |
| Art History Elective | 3 | | |
| Studio Art (36 crs minimum, including 6 hours of foundation studio courses: ARTS 001, 012. ARTS 095 courses will count as 100 level courses, except for 095 photography) | Crs | Cr | Gr |
| ARTS 001 Drawing | 3 | | |
| ARTS 012 | 3 | | |
| 100-level course in 3-D | 3 | | |
| 100-level course in digital media | 3 | | |
| elective | 3 | | |
| elective | 3 | | |
| elective | 3 | | |
| elective | 3 | | |
| elective | 3 | | |
| elective | 3 | | |
| elective | 3 | | |
| elective | 3 | | |
| elective | 3 | | |
| Total Credits | | | |

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

Program completion in Art Education **requires a minimum of 120 approved credit hours.**

Revised Fall 2018

Core Courses for the Art Education Certification Program

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

1) Professional Education Courses:

- **HDFS 005: Human Development:** A comprehensive survey of life span individual and family development within social and historical context: should be taken in the first or second years. 3 credits.
- **EDSP 005: Issues Affecting Persons with Disabilities:** A study of the effects of discrimination, advocacy, litigation and sociological perspectives on disabilities: should be taken in the first or second years. 3 credits.
- **EDFS 002 (1st or 2nd year students) or EDFS 203 (3rd or 4th year students): Social, Historical, and Philosophical Foundations of Education:** A critical examination of central educational/social issues and values with special emphasis on the struggle for justice and equality. Themes include schooling and social class, race, and gender; the purposes of education; and the responsibilities of teachers. Prerequisite: Enrollment in teacher licensing program. 3 credits.

2) Professional Art Education Courses:

Fall of Junior Year

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

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

Spring of Junior Year

- **EDAR 283 (Current Issues in Art Education)** is a 3-credit seminar that gives students an understanding of issues in the field of art education and prepares them for every aspect of student teaching, including the Licensure Portfolio assessment. Students will examine the following: art education in a historical context, current debates in the field of art education, curriculum development and lesson planning, accommodation of special needs and ELL, accountability, advocacy, aesthetics and criticism, assessment, classroom management, National Core Arts Standards, InTASC standards for educators, multiculturalism and diversity, literacy, integration of the arts, and visual thinking strategies. There will be intensive writing in this course.
- **EDAR 284 (Current Issues in Art Education/Alternative Sites)** is a 3-credit seminar for which students will complete a semester-long internship at an alternative art education site that is outside of the public schools. The goal of the seminar is to broaden the notion of locations in which art education can occur outside of the typical art classroom. Sites are chosen by the student and should relate to interests that could be pursued after graduation.

Fall or Spring of Senior Year

- **EDSC 226 (Student Teaching Internship)** is a full time 12-credit internship offered fall or spring of senior year (to be determined by Art Education Director in conjunction with student). Student teaching is a 15-week internship in a public school of your choice. You will decide at what level you would like to teach and with whom you would like to work, though interviews with the mentor and principal must precede your acceptance at a school site. Additionally, you must have passed PRAXIS Core in order to become a student teacher. You will be certified to teach art for grades PreK-12 because of your five internships as a junior and senior.
- **EDSC 230 (Student Teaching Seminar: Teaching For Results)** is a 3-credit seminar that gives the student teachers an opportunity to discuss issues in the field and systematically produce the Licensure Portfolio.

3) Studio Art and Art History Courses:

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

Licensure Portfolio

What is the Licensure Portfolio?

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

It is the documentation of your education, including the student teaching internship, that is used to evaluate your performance as a candidate for PreK-12 art endorsement. The Portfolio is aligned with the Core Teaching Standards for Vermont Educators and has three Parts. You will use evidence from your work in the art education program, including student teaching, to demonstrate your proficiency of meeting the Core Teaching Standards. The Portfolio then requires you to critically analyze and reflect on that evidence. The Portfolio is designed to be both formative and summative:

- Part I – **The Learner and the Learning** - aligns to Core Standards 1-3 and may be completed prior to the final Student Teaching or Internship experience (formative)
- Part II – **Content Knowledge & Instructional Practice** – aligns to Standards 4-8 and is completed during the final Student Teaching or Internship experience (summative)
- Part III – **Professional Responsibility** - aligns to Core Standards 9-10 and is completed before, during, or after the final Student Teaching or Internship experience (formative or summative)

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

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

EDSC 230, which is the seminar taken while student teaching, will guide the development of the Licensure Portfolio and its submission through TK20, our university electronic system used to create and score the portfolios. UVM uses TK20 to collect data and feedback in order to remain

accredited by local, regional, and national accreditation associations. Tk20 acts as our information system that helps to organize and analyze this required data.

Assessment of your portfolio will take place at the end of your student teaching semester through an interview process and scored by two faculty members. If it is determined that the highest standards have not been met, you will be asked to make changes and resubmit your portfolio. When it is approved, your graduation transcripts will be stamped with a certification that indicates to the state that you have met the requirements for licensure.

Licensure Requirements

You are not automatically licensed as an art educator when you graduate from UVM. Once you complete the Art Education Program and pass both the licensure portfolio and Praxis II, UVM will “stamp” your transcript noting you are eligible for licensure. You will then apply to a State Agency of Education for your license. A Vermont license has reciprocity with many states, though you will need to go to a state’s AOE website to see if there are any additional requirements.

Students are responsible for completing all aspects of the licensure process independently. For specific questions about licensure, look at the *Questions about Licensing* section of the Art Education Handbook, or go to <https://education.vermont.gov/educator-quality/become-a-vermont-educator/traditional-route> Click on Traditional Route and download the application. There are application fees. It will take 8-10 weeks to process.

Reciprocity: You are not required to get a license in Vermont if you choose to work in a different state. Look up which states have reciprocal agreements with Vermont and then go to the state’s DOE website to find any additional requirements.

<https://education.vermont.gov/educator-quality/become-a-vermont-educator/reciprocity>

<https://www.nasdtc.net/page/interstate>

Frequently Asked Questions about Teacher Licensing

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

After you've successfully completed your program, passed your licensure portfolio and Praxis II, the Registrar's Office stamps your transcript, which certifies you to apply for licensure with a state agency of education.

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

Should I apply for licensure if I am not planning to teach immediately?

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

How does the licensure application process work?

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

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

License vs. Endorsement

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

Completion of State Agency of Education approved program

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

Is there a licensure timeline/checklist available?

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

Prior to teaching internship:

- Complete Criminal Record Check (CRC)
- Pass PRAXIS Core
- Determine states where you will be applying for licensure
- Review ancillary requirements specific to that state (e.g. teacher tests)
- Set up file of transcript, letters of recommendation, at UVM's Career Services Office
- Develop your resume

Final semester at UVM:

- Complete PRAXIS II required for licensure/endorsement: Art Content and Analysis
- Complete assessments required for licensure in other states of interest
- Successfully complete VTAOE approved program, including the portfolio
- Request applications for licensure from states of interest

After reaching program completion:

- Request a copy of your transcript from the Registrar and verify that it has been accurately stamped to indicate that you are eligible for licensure
- Mail completed application(s), forms, fees, transcripts, test scores etc. to State Department of Education in state(s) of interest
- Create a file that includes: copy of stamped transcript copy of initial license copy of this newsletter for future reference name of school(s) where you completed your teaching internship name of cooperating teacher name of university supervisor grade level(s) taught as well as any other pertinent information.
- Send licensure verification forms for states other than Vermont to University of Vermont, CESS Student Services, 528 Waterman, 85 South Prospect Street, Burlington, VT 05405.

Praxis Core and Praxis II

State Requirements: <https://education.vermont.gov/educator-quality/become-a-vermont-educator/testing-requirements>

Praxis Core:

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

Praxis II:

Praxis II Exam for Art Education Students (As of 5/21/18)

| Endorsement Area | Praxis II Test | Cut Score |
|------------------------|------------------------------|-----------|
| Art (Grades Pre K -12) | 5135: Art Content & Analysis | 161 |

- **Praxis II registration:** www.ets.org
- **Content and Analysis 0135** is the required test for licensure in VT.

It is suggested that all students in teacher licensure programs that require a Praxis II exam enroll for this assessment prior to or as soon after their student teaching semester as possible. In order to receive the recommendation from our college which leads to licensure, there will need to be documentation of passing scores.

Graduation is not contingent on passing PRAXIS II scores however if candidates wish to receive a recommendation for licensure they will have ONE YEAR from their graduation date to submit PRAXIS II scores to our College. After that time, candidates will have non-licensure status.

Vermont AOE Policy: The Vermont Agency of Education (AOE) requires all students enrolled in educator preparation programs (EPPs) in the State of Vermont who seek an endorsement for licensure pass the required Praxis II exam (if applicable; see [this link](#)) before the endorsement can be granted by our College. This applies to all undergraduate and graduate students enrolled in EPPs in the College of Education and Social Service. This is to remain in compliance with Vermont AOE rule 5211.2 “Approved educator preparation and alternate route to licensure programs shall ensure that all general licensure competencies (if appropriate), **specific**

endorsement competencies and additional requirements, if any, and other licensure requirements in effect on the date of application for program approval are addressed for each candidate in the program.”

Tracking Scores

Undergraduate Students: Once the PRAXIS II exam is passed, the Student Services office will update the Degree Audit to show that the requirement is met. This information will also be added onto the Benchmark spreadsheet and distributed to the Program Coordinators and the Director of Teacher Education on a semester-basis.

Preparing for Graduation

Declare Your Intent to Graduate:

All CESS students must fill out a form declaring their intent to graduate during the semester prior to graduation. The form is found at:

https://www.uvm.edu/cess/student-services/intent_graduate_form

Career Services:

During the semester prior to graduation, students are encouraged to contact the Career Services Office at the University of Vermont. This service is provided free-of-charge to all UVM students and can prove invaluable in the job search process. To learn about career prospects and resources available to CESS students, visit the Career Services Website at

<http://www.uvm.edu/~career/> or call Career Services at (802) 656-3450 to make an appointment with a career counselor.

SchoolSpring.com:

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

Section Two: Student Teaching

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

- Student Teaching Internship
- Internship Mutual Agreement
- Assessment Check Sheet
- PADA Rubric
- Summative Student Teaching Assessment

Student Teaching Internship & Seminar EDSC 226 and EDSC 230

What is Student Teaching?

Art Education Student Teaching consists of two components:

- **EDSC 226: a 12-credit, 15-week full time internship in a public school.** The art education program coordinator and EDSC 226 instructor will place you with a mentor teacher in a public-school art classroom. Once a placement has been made, you will facilitate the completion the Mutual Agreement Form that is included in the Art Education Handbook and give it to the Art Education Coordinator. This is the mentor's contract with UVM and will assure your place with that educator. During your student teaching you will have a UVM supervisor who will observe you at your school site *once every 10 teaching days*.
- **EDSC 230: a 3-credit weekly seminar with your UVM Supervisor.** The 2-3 hour weekly seminar is an opportunity to discuss issues in the field and systematically produce the Licensure Portfolio. EDSC 226 and EDSC230 can be found in the catalogue under Secondary Education.

Student teaching is a "job" that requires extensive time for preparation and full days of work in the classroom and school. It is recommended that you do not take on additional coursework or employment during your internship. You are also responsible for attending any important school events that may include Teacher In-Service Days, Teacher/Parent conferences, and Parent Night. ***Student teachers follow the calendar of the school at which they are placed.*** Public schools do not generally follow the UVM calendar. This means that you will likely begin

your student teaching before the semester starts at UVM, and you will not be able to take the UVM holidays and vacations.

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

Things that must be accomplished prior to student teaching:

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

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

What is my role as a student teacher?

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

What am I expected to accomplish in the classroom?

- **Create a feeling of community** within the classroom by establishing a comfortable working environment with your mentor and your students.
- **Reflect on your teaching practice.** Encourage constructive criticism and conversations with your mentor teacher and UVM supervisor.
- **Provide a positive and enthusiastic outlook.** Contribute to the classroom community without having to be asked.
- **Develop positive student/teacher relationships** by developing good classroom management skills.
- **Encourage engagement of all students** in classroom activities by addressing any individual learning needs with respect and appropriate modification of activity.
- **Develop appropriate lessons** that motivate students' imaginations and create challenging problem-solving opportunities while addressing the National Core Arts Standards. Lesson plan requirements will be outlined in the seminar.
- **Use interesting and varied motivational materials** and techniques for introductions to lessons.
- **Document and assess each lesson/unit** taught with lesson plans and photos of student work. Write a description, analysis, and reflection that leads to modification for improved learning outcomes.
- **Become part of your school community** by attending meetings and functions.
- **Display student work** in an attractive manner throughout the school to be shared with other students, teachers, administrators, and parents.
- **Be punctual and professional.**

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

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

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

The EDSC 230 Student Teaching Seminar assessment is based on your participation in the seminar and work on the Licensure Portfolio and professional website. The Vermont Licensure Portfolio will be evidence that you have completed all the requirements for Licensure. The professional website will showcase visual examples of your work with students, lesson/unit plans, a portfolio of your own work, and other pertinent information to share with future employers.

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



Department of Education, Art Education Program
Internship Mutual Agreement

| | | | |
|-------------|--|---------|--------------|
| Intern Name | | | |
| Phone | | Address | |
| Advisor | | College | |
| Course #(s) | | | Credit Hours |

This agreement is to confirm that _____ has been placed for his/her Internship at _____
student
 _____ for the period from _____ to _____.
School / District date date

They/she/he will work with the following courses:

| Course | Grade Levels | Course | Grade Levels |
|--------|--------------|--------|--------------|
| | | | |
| | | | |
| | | | |

The Intern and Mentor teacher(s) have agreed to follow the policies and procedures as described in the *Art Education Student Handbook and introduction letter to mentors*.

Signed and dated:

| Team Member | Print Name | Email | Signature | Date |
|--|------------|-------|-----------|------|
| Intern | | | | |
| Mentor Teacher | | | | |
| Mentor Teacher | | | | |
| Mentor Teacher | | | | |
| District/School Supervisor or Representative | | | | |
| UVM Supervisor | | | | |
| CESS Representative | | | | |

University of Vermont

Art Education Internship Evaluation

Name of Intern _____
 School _____
 Mentor Teacher _____
 Grade Levels _____
 Dates of Student Teaching _____

Please circle: *Self-evaluation* *Mentor Teacher*

The following evaluation has two parts:

- Part 1 is a list of indicators of competence that is to be filled out mid-way through the semester and at the end of the semester by the student intern and mentor teacher.
- Part 2 is a written summative evaluation from the mentor teacher. It is meant to explain your reasons for the way you have evaluated your intern in Part 1. Please attach a separate sheet of paper for Part 2 (only completed at the end of the semester).

Part 1: **Mid-term** (in pencil) **Final** (in ink)

Not yet observed Rarely Sometimes Usually Consistently

Knowledge:

| | | | | | |
|---|-------|-------|-------|-------|-------|
| 1. Shows knowledge in 2dimensional media | _____ | _____ | _____ | _____ | _____ |
| 2. Shows knowledge in 3dimensional media | _____ | _____ | _____ | _____ | _____ |
| 3. Shows knowledge in art history | _____ | _____ | _____ | _____ | _____ |
| 4. Shows knowledge about the basic elements and principles of art | _____ | _____ | _____ | _____ | _____ |
| 5. Displays a sincere interest and enthusiasm for art | _____ | _____ | _____ | _____ | _____ |

Planning:

| | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Plans lessons that are age appropriate | _____ | _____ | _____ | _____ | _____ |
| 2. Utilizes students' prior knowledge and experience | _____ | _____ | _____ | _____ | _____ |
| 3. Has clearly stated objectives that meet | _____ | _____ | _____ | _____ | _____ |

state standards

Not yet observed Rarely Sometimes Usually Consistently

4. Plans instructional methods that motivate the students to achieve high performance standards _____

5. Accesses resources for teacher research and student motivation/inspiration _____

6. Accommodates for students with disabilities _____

7. Assessment plan reflects the nature of the lesson _____

Instruction:

Implementation of Plans

1. Follows plans effectively, but is flexible if students' needs change _____

2. Clearly introduces the lesson _____

3. Makes the objectives clear through verbal and other ways _____

4. Presents directions in a logical sequence _____

5. Gives concrete examples _____

6. Checks for understanding _____

7. Re-teaches when necessary _____

8. Has students identify learning _____

9. Summarizes what has been learned _____

10. Provides closure _____

Teacher/Pupil Interaction:

1. Has an authoritative presence _____

2. Effectively uses non-verbal interactions: gestures, expression, eye contact, wait time _____

3. Displays an appropriate sense of humor _____

4. Demonstrates an ability to listen and effectively respond to students _____

| | | | | | |
|--|-------|-------|-------|-------|-------|
| 5. Uses a variety of questioning techniques to encourage participation | _____ | _____ | _____ | _____ | _____ |
| 6. Shows respect and care towards students | _____ | _____ | _____ | _____ | _____ |
| 7. Demonstrates flexibility | _____ | _____ | _____ | _____ | _____ |
| 8. Displays an evident enjoyment in working with students | _____ | _____ | _____ | _____ | _____ |

Not yet observed Rarely Sometimes Usually Consistently

Classroom Climate:

| | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Is organized and prepared | _____ | _____ | _____ | _____ | _____ |
| 2. Builds a learning community based on the diversity of students' backgrounds and their learning styles | _____ | _____ | _____ | _____ | _____ |
| 3. Is creative and innovative in displaying student work and motivational displays | _____ | _____ | _____ | _____ | _____ |
| 4. Creates a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability | _____ | _____ | _____ | _____ | _____ |
| 5. Uses historical and contemporary art connection that reflect diverse perspectives and voices (ie: artists of color, women...) | _____ | _____ | _____ | _____ | _____ |
| 5. Recognizes individual needs | _____ | _____ | _____ | _____ | _____ |
| 6. Has high but realistic expectations | _____ | _____ | _____ | _____ | _____ |
| 7. Shows respect for student work and materials | _____ | _____ | _____ | _____ | _____ |

Classroom Management:

| | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Clearly communicates expectations for student behavior | _____ | _____ | _____ | _____ | _____ |
| 2. Responds to behavior problems fairly and sensibly | _____ | _____ | _____ | _____ | _____ |
| 3. Consistently monitors behavior | _____ | _____ | _____ | _____ | _____ |
| 4. Anticipates potential disruption and problem solves to avoid disruption | _____ | _____ | _____ | _____ | _____ |
| 5. Is consistent with school and classroom policy | _____ | _____ | _____ | _____ | _____ |

Assessment:

| | | | | | |
|---|-------|-------|-------|-------|-------|
| 1. Uses formal and informal assessment to inform instruction | _____ | _____ | _____ | _____ | _____ |
| 2. Shows competence in developing grading criteria and procedures and carrying them out on time | _____ | _____ | _____ | _____ | _____ |
| 3. Reflects on how well each lesson went | _____ | _____ | _____ | _____ | _____ |
| 4. Uses input from mentors to improve lessons and instruction | _____ | _____ | _____ | _____ | _____ |

**Professional Responsibilities
And Personal Attributes:**


Not yet observed Rarely Sometimes Usually Consistently

| | | | | | |
|---|-------|-------|-------|-------|-------|
| 1. Has clear and constructive conversations with mentor teacher about plans, responsibilities, concerns, reflections | _____ | _____ | _____ | _____ | _____ |
| 2. Participates in extra-curricular activities, school meetings and other outside-of-classroom responsibilities of teachers in the school | _____ | _____ | _____ | _____ | _____ |
| 3. Interacts with peers, school personnel and parents in a diplomatic and collaborative way | _____ | _____ | _____ | _____ | _____ |
| 4. Has good attendance | _____ | _____ | _____ | _____ | _____ |
| 5. Is punctual | _____ | _____ | _____ | _____ | _____ |
| 6. Is reliable and dependable | _____ | _____ | _____ | _____ | _____ |
| 7. Is a self-starter and shows initiative | _____ | _____ | _____ | _____ | _____ |
| 8. Has a desire to improve | _____ | _____ | _____ | _____ | _____ |

Part 2:

On an attached sheet of paper, please comment on your intern’s abilities in the general areas of competency. Use specific examples when appropriate.

What letter grade would you recommend for your intern’s student teaching?

| | |
|---|--|
| University of Vermont College of Education & Social Services  Making Difference <i>Professional Attributes & Dispositions Assessment</i> <i>(Oct. 30, 2017)</i> | Date: _____ Class: _____ |
| | Intern/Student: _____ |
| | School/Classroom Site/Agency: _____ |
| | Person(s) Completing Assessment: _____ |

Directions for Mentor Teachers

Information and Considerations when Completing the Professional Attributes and Dispositions Assessment (PADA):

- The PADA is used with our students in clinical placements throughout their program.
- The PADA documents growth or quality performance over time.
- The PADA is not a graded instrument.
- If a student receives a rating of “Undeveloped” on an element of the PADA, the program offers support to the student to further develop their skills.
- The programs rely on a critical and thoughtful analysis of each criterion in your role as a mentor. It helps when we know both strengths and areas in need of further development.
- All interns develop in their attitudes and dispositions at different rates.
- It is not expected that all interns will score in the “Target” category in all dispositions.
- When completing the PADA, it is appropriate to evaluate an intern across rubric elements with clarification in the comment box. For example, a student could be at “Target” on some parts of an element and “Developing” on others. In that case, it is up to the judgment of the evaluator to determine whether the overall rating is “Developing” or “Target.”
- If you have not had the opportunity to observe the student in relation to a particular element, please select “Not Able to Observe.”

| | Undeveloped (1) | Developing (2) | Target (3) | Advanced (4) | Not Able to Observe |
|--|--|---|--|---|---------------------|
| PROFESSIONAL PRACTICE | | | | | |
| Collegiality in Sharing Ideas InTASC 10 | Unwilling to share or exchange ideas or materials with others. | Reluctant to share and exchange ideas or materials with others. | Consistently shares and exchanges ideas and/or materials with others. | Actively initiates and facilitates sharing ideas and/or materials with others. | |
| Comments: | | | | | |
| Policies and Practices InTASC 9 | Demonstrates lack of awareness of school policies and practices or unwilling to follow school/university policy and practices (e.g., confidentiality, FERPA, student discipline) | Demonstrates awareness of school policies and practices but does not follow them consistently (e.g., confidentiality, FERPA, student discipline). | Demonstrates awareness of school policies and practices and adequately follows school/university policies/practices consistently (e.g., confidentiality, FERPA, student discipline). | Demonstrates understanding of and closely adheres to school/university policies and practices (e.g., confidentiality, FERPA, student discipline). | |
| Comments: | | | | | |

| | Undeveloped (1) | Developing (2) | Target (3) | Advanced (4) | Not Able to Observe |
|--|---|--|--|--|----------------------------|
| Reliability InTASC 10 | Fails to complete assigned tasks or duties. | Inconsistently completes assigned tasks or duties. Sometimes needs to be reminded. | Attends to assigned tasks and duties without prompting. | Anticipates duties and tasks that need to be attended to and provides consistent follow-through. | |
| Comments: | | | | | |
| Respect for Others InTASC 10 | Makes statements or comments about students, families (when applicable), faculty and/or staff that are inappropriate and/or unprofessional. Appears unaware of and/or is insensitive to cultural differences. | Occasionally makes statements or comments about students, families (when applicable), faculty and/or staff that are inappropriate and/or unprofessional. Sometimes appears unaware of and/or is insensitive to cultural differences. | Interactions with students, families (when applicable), faculty and/or staff are professional and demonstrate awareness of cultural differences. | Interactions with students, families (when applicable), faculty and/or staff, always demonstrate professionalism and sensitivity to individual and cultural differences and respect for others' viewpoints. Appropriately addresses and redirects those who display disrespect or insensitivity. | |
| Comments: | | | | | |
| Initiative and Problem Solving InTASC 9 | 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 problem solve. | Demonstrates initiative and needs little direction. Helps to solve problems. | Consistently demonstrates initiative and follow-through. Proactive and a problem solver. Creative and resourceful. | |
| Comments: | | | | | |
| Professional Appearance InTASC 9 | 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. | NA | |

| | Undeveloped (1) | Developing (2) | Target (3) | Advanced (4) | Not Able to Observe |
|---|--|---|---|--|----------------------------|
| Comments: | | | | | |
| Attendance InTASC 9 | Does not attend regularly or is sometimes late. | In attendance the majority of the time. Prompt most of the time. | Always in attendance, always on time (outside of extenuating circumstances). | NA | |
| Comments: | | | | | |
| COMMUNICATION | | | | | |
| Effectiveness of Communication InTASC 10 | 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. | Proactively communicates with students, families, colleagues, and/or supervisors, always using the most appropriate mode of communication for a given situation. | |
| Comments: | | | | | |
| Written Expression | 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. | Concepts and ideas presented in writing (including electronic communication) are clear, organized, and compelling. No spelling or grammatical issues. | |
| Comments: | | | | | |
| Oral Expression and Voice | Oral expression is inarticulate. Voice resonance, modulation, and/or volume, may be inappropriate. | Oral expression is usually articulate. Voice resonance may not always be clear. Limited voice modulation. | Oral expression is articulate. Voice resonance is clear, and intonation and volume are appropriate. | Oral expression is always articulate. Voice resonance is always clear and intonation and volume are appropriate and expressive. | |
| Comments: | | | | | |

| | Undeveloped (1) | Developing (2) | Target (3) | Advanced (4) | Not Able to Observe |
|--|---|--|---|--|----------------------------|
| Professional Language | Language is frequently unprofessional and/or inappropriate. | Language is rarely unprofessional. | Language is consistently professional and appropriate. | NA | |
| Comments: | | | | | |
| Active Listening | Appears disinterested or disengaged. Ignores or brushes aside questions and comments. | Attempts to understand questions or comments, but is not fully engaged in the interaction. | Responds to questions or comments in a way that reflects attentive listening. | Responds to questions or comments with reciprocal questions, observations, or comments that reflect strong listening skills. | |
| Comments: | | | | | |
| 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. | Regularly demonstrates appropriate and professional body language. | NA | |
| Comments: | | | | | |
| TEACHING DISPOSITIONS | | | | | |
| Flexibility InTASC 9 | Unwilling to adjust to change or to compromise. | Takes longer to and/or sporadically adjusts to change. Somewhat willing to compromise. | Adjusts to change as it occurs and is willing to compromise. | Anticipates and is open to change. Is very willing to compromise when appropriate. | |
| Comments: | | | | | |
| Response to Feedback InTASC 10 | 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 based on feedback. | Solicits feedback. Receptive to feedback and suggestions. Makes appropriate adjustments to practice. | |
| Comments: | | | | | |
| Desire to Improve Teaching Performance | Makes little or no effort to improve teaching performance. No | Expresses desire to improve teaching performance, but there is little evidence | Articulates desire to improve teaching performance. Teaching | Consistently and independently seeks out resources and | |

| | Undeveloped (1) | Developing (2) | Target (3) | Advanced (4) | Not Able to Observe |
|---|--|--|---|---|---------------------|
| InTASC 9 | evidence of improvement in teaching performance. | that demonstrates improvements. | performance shows improvement. | feedback from other professionals while working to improve practice. Teaching performance continues to steadily improve. | |
| Comments: | | | | | |
| Student Learning Potential InTASC 9 | Makes negative comments and displays a negative attitude regarding student potential and learning. Does not accept accountability for student learning. | May attribute student failure to the student before thoroughly reflecting on their instructional, assessment, and management strategies. | Expresses the belief that all students can learn and reflects on their instructional, assessment and classroom management practices to better reach all learners. | Demonstrates, through practice, the belief that all students can learn. Is accountable for student learning by reflecting on instructional, assessment and classroom management. | |
| Comments: | | | | | |
| Diversity InTASC 9 | Does not provide evidence of awareness of gender, sexual orientation, race, ethnicity, religion, socioeconomic status, or exceptionalty through instruction, assessment, and classroom management. | Aware of gender, sexual orientation, race, ethnicity, religion, socioeconomic status, and exceptionalty in the classroom but rarely addresses these facets of diversity through instruction, assessment, and classroom management. | Aware of and is sensitive to gender, sexual orientation, race, ethnicity, religion, socioeconomic status, and exceptionalty in the classroom and addresses through instruction, assessment, and classroom management. | Understands and intentionally integrates a focus on gender, sexual orientation, race, ethnicity, religion, socioeconomic status, and exceptionalty through instruction, assessment, and classroom management. | |
| Comments: | | | | | |
| Interactions with Students InTASC 10 | Interactions with some learners are negative, demeaning, or sarcastic. Expresses little or no interest in establishing rapport. | Interactions with learners are appropriate, but does not demonstrate rapport. | Interactions with learners are characterized by respect and demonstrate rapport. | Interactions with learners are characterized by caring and respect and demonstrate a strong rapport with learners. | |
| Comments: | | | | | |

| | Undeveloped (1) | Developing (2) | Target (3) | Advanced (4) | Not Able to Observe |
|----------------------------|--|---|--|--|----------------------------|
| Collaboration InTASC 10 | Does not collaborate with professionals and/or families to plan and jointly facilitate student learning despite access to opportunities. | Infrequently collaborates with professionals and/or families to plan and jointly facilitate student learning despite access to opportunities. | Regularly collaborates with professionals and/or families to plan and jointly facilitate student learning. | Proactively collaborates with professionals and/or families to plan and effectively facilitate student learning. | |
| Comments: | | | | | |

General Comments:

University of Vermont

Summative Student Teaching Assessment

(Revised 12-17-17)

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

Part A: Planning for Instruction

| Performance Indicator | Undeveloped | Developing | Target | Advanced | Rating | Comments |
|--|---|---|---|---|--------|----------|
| 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 extensive 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). | The candidate demonstrates a clear understanding of individual and population group differences, issues of diversity (including learner’s prior knowledge, needs, background or | 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 | The candidate demonstrates extensive understanding of individual and population group differences, issues of diversity (including learner’s prior knowledge, needs, background or interest) and is | | |

| | | | | | | |
|--|---|---|---|---|--|--|
| | Learning experiences are not designed to maintain high expectations for all learners. | interest) and is able to select/apply inclusive learning experiences that maintain high expectations for all learners. | inclusive learning experiences that maintain high expectations for all learners. | 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 lessons/units demonstrate extensive 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's planning extensively utilizes 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's lesson/unit objectives are extremely 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 demonstrates extensive skills in selecting and integrating 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. | Candidate's lessons/units demonstrate an extensive 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 | Undeveloped | Developing | Target | Advanced | Rating | Comments |
| 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 accommodation, and aspects of the lesson are inappropriate for the learners. | The instruction is somewhat differentiated and/or accommodated as appropriate for the learners. | The instruction is thoroughly differentiated and/or accommodated as appropriate for the learners. | The instruction is extensively differentiated and/or accommodated as appropriate for the learners. | | |

| | | | | | | |
|--|--|---|--|--|--|--|
| <p>The candidate creates 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 social interactions are minimal among students.</p> | <p>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.</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 creates to an extensive degree a learning community that supports individual and collaborative learning, which encourages positive social interactions and active engagement.</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> | <p>The candidate extensively connects concepts, uses questioning techniques and different perspectives to engage learners in higher order, critical thinking</p> | | |
| <p>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)</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 in meaningful ways.</p> | <p>The instructional strategies are varied and consistently encourage learners to develop a deep understanding of content, and to make connections in meaningful ways.</p> | <p>The instructional strategies are varied and extensively encourage learners to develop a deep understanding of content, and to make connections in meaningful ways.</p> | | |
| <p>The candidate understands the ways that technology can be used to support instruction and assessment and models appropriate use to improve student learning. (ISTE 1, 2, 3)</p> | <p>The candidate rarely uses technology to support student learning.</p> | <p>The candidate occasionally uses technology to support student learning.</p> | <p>The candidate consistently models and implements the use of technology to improve student learning.</p> | <p>The candidate extensively models and implements the use of technology to improve student learning.</p> | | |

General Summative Feedback on Instruction:

2. Assessment

| Performance Indicator | Undeveloped | Developing | Target | Advanced | 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 extensively 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. | The candidate extensively 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 | Undeveloped | Developing | Target | Advanced | 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 extensively 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. | The candidate extensively 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 | Undeveloped | Developing | Target | Advanced | 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 their own actions/choices in the classroom impact the learning of the students. Adaptation of practice is not evident. | The candidate demonstrates some awareness of the extent to which their 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. | Candidate consistently demonstrates a thorough awareness of the extent to which their 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. | Candidate demonstrates an extensive awareness of the extent to which their choices and actions in the classroom impact the learning of the students. Plan for adaptation of practice and instruction is consistently 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, | Reflection demonstrates some understanding of the candidate's strengths and | Reflection consistently demonstrates a thorough understanding of the candidate's strengths and weaknesses with respect to curriculum | Reflection demonstrates extensive understanding of the candidate's strengths and | | |

| | | | | | | |
|--|------------------------------|---|--|--|--|--|
| | assessment, and instruction. | weaknesses with respect to planning, assessment, and instruction. | planning, assessment, and instruction. | weaknesses with respect to curriculum planning, assessment, and instruction. | | |
| General Summative Feedback on Reflection on Practice: | | | | | | |

Section Three:

Post Baccalaureate Information

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

Art Education Licensure: Grades Pre-K—12 For Post-Baccalaureate Students

The Art Post-Baccalaureate Teacher Preparation Program is a 5th year certificate program designed for individuals who have a bachelor’s degree in Studio Art who want to become licensed to teach PreK-12. Applicants who have a degree in an area other than Studio Art will

need to provide evidence of 36 credits in Studio Art and 12 credits of course work in Art History or complete the required studio art and art history course work as a UVM post baccalaureate student. This certification program is not an Art Education degree but fulfills the professional education requirements for state licensure to teach PreK-12 art. PRAXIS Core must be passed in order to student-teach, and PRAXIS II (Art Content and Analysis 0135) must be passed in order to become licensed to teach in the public schools.

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

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

Students in the Art Education PBTP program take classes in both Arts and Sciences and the College of Education and Social Services. Successful completion of the program leads to certification by UVM and state licensure as a Pre-K-12 Art Educator.

The Art Education PBTP program requires three education courses (Human Development, Issues Affecting Persons with Disabilities, Foundations of Education) and four art education courses which must be taken in a particular sequence (EDAR 177 and 178 in fall semester and EDAR 283 and 284 in spring semester), and one semester of full time student teaching. Although some students choose to take longer, the program can usually be completed in three semesters.

Art Post-Baccalaureate Teacher Professional Education Courses

Learning and Human Development (2 courses) 6 credits

Courses should be selected to address the range of ages included in the licensure area, (ie. pre-K-12). Possible courses include:

HDFS 005 - Human Development

EDSP 005 - Issues Affecting Persons with Disabilities

Foundations (1 course) 3 credits

Any course with an EDFS prefix at a 200-level fulfills this requirement. The following two courses are examples of the courses, which fall under this category.

EDFS 203 - Social, Historical and Philosophical Foundations of Education
EDFS 255 - School as a Social Institution

Art Education Courses (4 courses) 14 credits

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

Student Teaching Internship 15 credits

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

Likely completed prior to enrollment in Art PBTP program:

- Four courses in art history (minimum) 12 credits
- Twelve courses in studio (minimum) 36

Art Education Post-Baccalaureate Teacher Preparation Program Application for Admission

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

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

THE UNIVERSITY OF VERMONT College of Education and Social Services

Art Education Post-Baccalaureate Teacher Preparation Program Application

Full Name: _____

Mailing Address: _____

Telephone #: _____

E-mail Address: _____

Date of Birth: _____

Vermont Resident: Yes _____ No _____

List all colleges and universities attended. Transcript from each institution must be sent to: UVM, Art Post-Baccalaureate Teacher Preparation Program, Attn: Erika White-Director of Art Education Program, Art Department, 406 Williams Hall, 72 University Place, Burlington, VT 05405.

Name of Institution, dates attended, major, degree:

Undergraduate

Graduate

List relevant work experience:

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

Signature

Date

Items to be Included in Application Packet:

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