



## **Department of Education**

### Educator Preparation Programs

### Internship Handbook

2023 – 2024

Making  Difference

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

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## **Overview of CESS and the DOE**

### **Context**

Situated in Burlington, Vermont, the main campus of the University of Vermont provides both the cultural and governance center for the University's ten schools and colleges. The University of Vermont (UVM) offers students choices for programs from among more than 100 undergraduate majors and almost 100 more opportunities for 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 work with undergraduate and graduate students in a variety of programs housed in the three departments of the college: The Department of Education, the Department of Counseling, Human Development and Family Science, and the Department of Social Work. Professional preparation occurs in programs that span all phases of life. CESS also holds the distinction of providing the only teacher preparation programs in the State of Vermont currently evaluated by the Council for Accreditation of Educator Preparation (CAEP).

### **CESS Conceptual Framework**

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

*The College of Education and Social Services educates and prepares outstanding professionals in education, social work, and human services; engages in scholarship of high quality; and provides exemplary professional service to Vermont, nationally, and globally. We do this to create a more humane and just society; free from oppression that maximizes human potential and the quality of life for all individuals, families, and communities. (CESS, December 2007, Bylaws of the faculty, [https://www.uvm.edu/cess/about\\_us](https://www.uvm.edu/cess/about_us)).*

### **CESS Diversity, Equity, and Inclusion Action Plan**

The College of Education and Social Services (CESS) is engaged in cultivating scholarship and practice that is student-centered, family-focused, community-engaged, culturally competent, and collaboratively developed. Central to these components is our commitment and responsibility to bring our work to life in the context of the diverse, globalized society in which we operate. CESS infuses intentional DEI Actions within all aspects of our curriculum, engagements, community, and partnerships. The CESS Diversity, Equity, and Inclusion Action Plan can be found [here](#).

## **Goal of the Department of Education**

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

Enactments of this goal include:

- Candidates are provided early and often with clinical experiences in diverse settings.
- Candidates are supervised by certified professionals and university faculty.
- Candidates participate in a reflective cycle of ongoing self-evaluation and constructive feedback from faculty and clinical supervisors.
- Candidates are afforded opportunities to provide evaluation and constructive feedback to faculty and supervisors during and after their educational experiences.
- Candidates are enrolled in pedagogy and content courses which increase the professional knowledge required to deliver appropriate instruction utilizing a variety of effective strategies.
- Faculty model effective practices of planning, instruction, and assessment through coursework and supervised clinical experiences.
- The Department EPP faculty and administrators consult regularly with birth-21 school partners to assure that our educator preparation programs are responsive to the changing demands of public education.
- The Department evaluates our programs to ensure that our candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on students' learning and development.
- Candidates pursuing initial licensure create a professional portfolio aligned with the Vermont Core Teaching Standards which promotes the practical application and analysis of theories and best practices learned throughout their program.

## **Department of Education Shared Beliefs**

Shaped by research, practice, and dialogue, the Department of Education faculty developed a set of shared beliefs that inform the common work of faculty and candidates. These shared values guide course and program development and are incorporated into course work and field and clinical experiences. These beliefs comprise the unit's conceptual framework.

1. Knowledge is socially constructed from prior knowledge and experience.
2. The purpose of education is to advance social justice and democracy.
3. Educators must demonstrate respect for diversity and a belief that all students can learn and have value in their community.
4. Educators must work collaboratively with families and/or other partners to facilitate the development of each individual's potential.
5. Teaching practices must be research/evidence-based, innovative, and inclusionary.

## Relevant Contacts

**University Clinical Supervisors** – Clinical Supervisors oversee students’ work in the field and are mentor teachers’ first line of contact.

**Program Coordinators** - Each licensure program has a coordinator that manages the details of that individual program. The coordinator works with the Directors to plan courses and programming, to support supervisors and field sites, and to review data on program benchmarks (see next page for list of PCs and contact information).

**Director of Community Collaboration** – Katie Revelle, [Katie.Revelle@uvm.edu](mailto:Katie.Revelle@uvm.edu) - The Director oversees communications with our field partners, secures placements for practicum and student teaching internships, chairs the Clinical Supervisors meetings, teaches when appropriate, and works to provide training and professional development for all university supervisors. The Director works to establish new partnerships both in Vermont and other states.

**Director of Educator Licensure** – Patrick Halladay, [Patrick.Halladay@uvm.edu](mailto:Patrick.Halladay@uvm.edu) - The Director collaborates with students and programs to ensure that graduating students have met the requirements for licensure recommendation upon graduation and understand additional steps need to become fully licensed teachers in Vermont or other states. This includes monitoring student progress, facilitating Student Support Teams (SST), overseeing portfolio-scoring, consulting with students on job options and searches, and teaching and advising as needed.

**Chair of the Department** – Kimberly Vannest, [Kimberly.Vannest@uvm.edu](mailto:Kimberly.Vannest@uvm.edu) - The Chair of the Department of Education mentors and supervises faculty, creates workloads, meets with faculty for annual reviews, plans and facilitates faculty meetings, represents the Department in meetings with the Dean, works with the budget office, teaches when appropriate and attends program meetings when appropriate.

**Assistant Dean for Academic and Student Affairs** – Lynn C. White Cloud, [lynn.whitecloud@uvm.edu](mailto:lynn.whitecloud@uvm.edu) oversees many aspects of the student experience, holistic supports and care resources, academic exceptions and guidance on policies, and oversight for the Office of Student Services. Lynn and Katie R. take the lead on incident and crisis management for students and CESS supervisors in CESS field experiences.

**Office Program Generalists** – Ursula Georgeoglou, [Ursula.Georgeoglou@uvm.edu](mailto:Ursula.Georgeoglou@uvm.edu) - Supports all faculty and students in our programs through various tasks involving outreach to partners, schedule of courses, and data management.

## Department of Education Programs

Our Department offers programs for both graduate and undergraduate candidates. For details, visit [www.uvm.edu/cess/doe](http://www.uvm.edu/cess/doe).

### Undergraduate Programs

<b>Majors</b>	<b>Program Coordinator</b>	<b>Email</b>
<u>Art Education (B.S.AE)</u>	Erika White	Erika.R.White@uvm.edu
<u>Early Childhood Education (B.S.Ed.)</u>	Kate Cowles	Kate.Cowles@uvm.edu
<u>Elementary Education (B.S.Ed.)</u>	Matt Chandler	Matthew.Chandler@uvm.edu
<u>Individually Designed Major (B.S.Ed.)</u>	Lynn White Cloud	Lynn.WhiteCloud@uvm.edu
<u>Middle Level Education (B.S.Ed.)</u>	Kathleen Brinegar	Kathleen.Brinegar@uvm.edu
<u>Music Education (B.S.MS.)</u>	Andrea Maas	Andrea.Maas@uvm.edu
<u>Physical Education (B.S. Ed.)</u> <small>*This program is not accepting applicants currently.</small>	Brett Holt	bjholt@uvm.edu
<u>Secondary Education (B.S.Ed.)</u>	Jennifer Prue	Jennifer.Prue@uvm.edu
<b>Minors</b>	<b>Program Coordinator</b>	<b>Email</b>
<u>American Sign Language</u>	John Pirone	John.Pirone@uvm.edu
<u>Coaching</u>	Brett Holt	bjholt@uvm.edu
<u>Computer Science Education</u>	Regina Toolin	Regina.Toolin@uvm.edu
<u>Education for Cultural and Linguistic Diversity</u>	Elsa Richter	Elsa.Richter@uvm.edu
<u>Special Education</u>	Kelly Swindlehurst	Kelly.Swindlehurst@uvm.edu
<u>Sports Management</u>	Brett Holt	bjholt@uvm.edu
<b>Certificates</b>	<b>Coordinator</b>	<b>Email</b>
<u>Place-Based Education Certificate</u>	Simon Jorgenson	Simon.Jorgenson@uvm.edu

## Graduate Programs

<b>Programs</b>	<b>Program Coordinator</b>	<b>Email</b>
<u>Curriculum and Instruction (M.Ed.)</u> <ul style="list-style-type: none"> <li>• <u>Educational Technology Specialist</u></li> <li>• <u>Reading and Literacy</u></li> <li>• <u>School Library Media Specialist</u></li> </ul>	Kathleen Brinegar	Kathleen.Brinegar@uvm.edu
<u>Early Childhood Special Education (M.Ed.)</u>	Kelly Swindlehurst	Kelly.Swindlehurst@uvm.edu
<u>Educational Leadership (M.Ed.)</u>	Cris Mayo	Cris.Mayo@uvm.edu
<u>Educational Leadership and Policy Studies (Ed.D &amp; Ph.D.)</u>	Rebecca Callahan	Rebecca.Callahan@uvm.edu
<u>Higher Education and Student Affairs (M.Ed.)</u>	Jay Garvey Melissa Rocco (practicum and assistantship coordinator)	JCGarvey@uvm.edu Melissa.Rocco@uvm.edu
<u>Interdisciplinary Studies (M.Ed.)</u>	Cris Mayo	Cris.Mayo@uvm.edu
<u>Middle Level Education (M.A.T.)</u>	Kathleen Brinegar	Kathleen.Brinegar@uvm.edu
<u>Secondary Education (M.A.T.)</u>	Summer Pennell	Summer.Pennell@uvm.edu
<u>Special Education (M.Ed.)</u>	Kelly Swindlehurst	Kelly.Swindlehurst@uvm.edu
<b>Graduate Certificates</b>	<b>Coordinator</b>	<b>Email</b>
<u>Disability Studies Certificate of Graduate Study</u>	Winnie Looby	Winnie.Looby@uvm.edu
<u>Education for Sustainability Certificates of Graduate Study</u>	Simon Jorgenson	Simon.Jorgenson@uvm.edu
<u>Resiliency-Based Approaches Certificate of Graduate Study</u> - Trauma-responsive and Restorative Practices (TRP) or Family-School-Community Collaboration (FSC)	Jessica Strolin-Goltzman	Jessica.Strolin@uvm.edu



## **Overview of the Internship and Roles**

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

The field experiences for all licensure programs in the Department of Education are structured to align with Vermont Agency of Education requirements. These requirements are consistent with most state licensure requirements (see reciprocity link [here](#)). The College of Education and Social Services recommends education preparation candidates for educator licensure in one or more endorsement areas after completion of all requirements including a full-time 14-week student teaching internship or the equivalent. The internship is designed to meet the 13-week minimum requirement as indicated in the Vermont Agency of Education licensure guidelines. The internship for the Master of Education in Special Education (K-12 pathway) is designed to be a half-time (20 hours per week), yearlong internship for candidates seeking Special Education endorsement. Students in the Early Childhood Special Education (B-6 pathway) complete a full-time teaching internship in one semester.

### **Purpose of the Internship**

The purpose of the internship is to provide the intern with an opportunity for continuous contact with the same group of students across extended time and with public school personnel in various phases of the total school program. The internship provides an opportunity for a prospective teacher to:

1. Demonstrate the knowledge and skills in the content area(s) of the endorsement at a level which enables students to meet or exceed the standards represented in the Vermont Core Teaching Standards.
2. Understand how individuals learn and grow and provide learning opportunities that support intellectual, physical, social, and emotional growth.
3. Understand how individuals and groups differ and create equitable instructional opportunities that respond to the needs of each student.
4. Use a variety of instructional strategies to provide opportunities for students to meet or exceed the expectations in the Vermont Core Teaching Standards.
6. Create a classroom climate that encourages respect for self and others, fosters positive social and emotional growth, and advances social justice and democracy.
5. Implement, adapt, revise, and when necessary, create curriculum based on standards and students' prior and current knowledge, needs and interests.

6. Use multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.
7. Use inquiry and research (including student performance data and other resources) to improve practice.
8. Understand and integrate current technologies in instruction, assessment, and professional productivity.
9. Work as a team member and form professional relationships with colleagues as part of a system and actively implement the school's goals and articulated curriculum.
10. Establish collaborative relationships with school colleagues, parents, agencies, and others in the community at large to support students' learning and well-being.
11. Recognize multiple influences on students inside and outside the school and across appropriate systems of support of students.
12. Understand laws related to student and educator rights and responsibilities and treat students and colleagues fairly and equitably.
13. Grow professionally, through a variety of approaches, to improve professional practice and student learning.
14. Assess student progress in relation to standards, modify plans and pedagogy accordingly and demonstrate student learning over time as a result.
15. Maintain useful records of student work and performance and knowledgeably, effectively, and responsibly communicate student progress in relation to standards in a manner easily understood.

The College of Education recognizes that internships vary in their structure and operation. Internships depend upon the nature of the school setting, characteristics of the intern and field personnel, the age level of the student, and the subject matter being taught. Because of this diversity the Department of Education does not prescribe precise activities or degrees of responsibility for interns but relies on the professional expertise of the internship team (intern, mentor teacher, and university supervisor) to co-create the specific internship experience.

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

families, individual student meetings, and other important activities including extracurricular or integrated curricular activities as deemed appropriate by the mentor teacher.

## **Placement Process**

Applications for the student-teaching internship are due in the year prior to the academic year in which students will be placed. Students must meet all eligibility requirements for the department and their program. Additional applications are required for non-standard placements (e.g. out-of-state or distance student teaching). These timelines are posted on the [Department of Education webpage](#) and available from the Director of Community Collaboration's office. Student teaching interns should not assume any responsibility for contacting or recruiting potential internship placements, nor attempt to engage with administrators or staff at a school placement on behalf of the Department of Education or UVM. If Special Education students are interested in seeking employment, they should contact the Special Education Program Coordinator. All placement procedures are carried out through the UVM internship application process, the Director of Community Collaboration, appropriate program faculty, and school personnel. Students will be placed in settings that are designated as high-quality by the program and aligned with the interns' endorsement area.

- The Director of Community Collaboration solicits capacity from our partner sites for appropriate placements considering the needs of each program and those graduate candidates who may be employed at a particular site.
- The Director of Community Collaboration communicates the placements that were secured (site and mentors) to the individual programs.
- The Director of Community Collaboration works with program faculty and school personnel to determine which candidate will be working with a particular mentor.
- Candidate information is sent to the mentor teacher.
- The Director of Community Collaboration notifies the candidate of the placement location.
- The candidate interviews/meets with the mentor to determine mutual compatibility. Meetings are generally arranged through the site mentor or administrator and the candidate.
- Confirmation of the placement occurs when both parties agree that the match is acceptable.
- A failed initial match occurs when either the mentor in their discretion determines or the candidate reasonably determines that the partnership is not a good fit for the goals, knowledge, and skills expected by the program.
- Second interview opportunities are provided when there is an appropriate site and mentor available.
- Third interviews are considered only under exceptional circumstances and when a candidate submits a request through a written appeal to the Director of Community Coordination. The appeal is considered by the Program Coordinator, Director of Community Coordination, Director of Educator Licensure, and the Chair of the Department of Education in their sole discretion. This decision is also dependent upon

the availability of an appropriate placement. The candidate is informed of the final decision in writing by the Chair of the Department and there is no further appeal.

Once the student has been accepted by the school site and all involved parties have reviewed the expectations and guidelines outlined in the Internship Handbook, a mutual agreement form is signed by the intern, mentor teacher, school administrator, and university supervisor in TK20 (see Appendix A). The intern also signs a Clinical Experience Contract (see Appendix B).

### Placement Transfers During Internship

A transfer to another placement sometimes becomes necessary during the internship experience due to unusual circumstances (e.g., the partnership is not a good fit for the goals, knowledge and skills expected by the program; conflict; misalignment of philosophy).

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

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

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

### Withdrawals

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

### Dismissal from Placement

The Host Agency may terminate, upon reasonable cause, the placement of any intern whose performance is unsatisfactory or whose physical or mental health renders the intern unable to perform the essential functions of the placement, with or without reasonable accommodation. The Host Agency may immediately terminate any placement when, in the

sole discretion of the Host Agency, the intern's conduct poses an imminent risk to the health or safety of individuals at the placement Site. The Host Agency shall provide written notice to the University of any such termination as soon as possible.

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

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

## **Roles and Responsibilities**

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

### **Principal or Site Administrator**

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

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

## Mentor Teacher

The mentor teacher serves a critical role in the preparation of a future educator and is the on-site supervisor of the student. The mentor teacher's participation is a voluntary commitment to model, observe, and provide feedback to the student teacher intern. An offer to serve in this role is based on the site administrators' recommendation and is formalized by a document called a "mutual agreement" with the College and the student. Mentor teachers are selected based on qualifications as a recommended excellent teacher. The role explicitly assumes knowledge and skills in mentoring and the ability to provide an applied opportunity for a student teaching intern to develop independent skills.

### Qualifications and Requirements for Mentor Teachers<sup>1</sup>:

- Willingness, knowledge, and skills required for strong mentoring of adult learners
- Three years of full-time teaching experience or the equivalent
- Professional teaching license with an endorsement in the intern's concentration area
- Exemplary professional dispositions<sup>2</sup>
- Administrator recommendation.

### Expectations for Mentor Teachers:

#### Prior to the Internship Experience:

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

#### During the Internship Experience:

- a) Phase the intern into practice gradually. A typical phase-in process includes a progression from observing, to working with small groups of students, to working with the entire class or the full schedule of classes (see Appendix D for a Guide to Scaffolding the Internship; Special Education interns can refer to the EDSP internship syllabus).

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<sup>1</sup> See Appendix C for Qualifications for Part C Early Intervention mentors.

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

- b) Provide the intern with close supervision during this period to ensure the safety and well-being of all.
- c) Actively support the intern in the creation of lesson plans, learning experiences, unit plans, and assignments by sharing materials, providing formative feedback, and allowing for practice.
- d) Model and maintain high standards for the intern's behavior in the professional setting, including professional responsibilities (timeliness, managing conflict, maintaining health and safety of all, and respect for diversity and justice).
- e) Observe the intern closely in their work and provide evaluative feedback promptly about strengths and weaknesses observed in relation to student outcomes in the classroom.
- f) Complete formal observation(s) as requested by the program and submit on TK20 in the expected timeframe.
- g) Collect and maintain data relevant to intern's performance and progress including student outcome data.
- h) Complete and submit the required evaluation forms.
- i) Engage in prompt and meaningful discussions with the intern and university supervisor regarding formative and summative assessments (including observations).
- j) Help the intern arrange to observe other professionals at work in the school.
- k) Engage in regular communication with the university supervisor and share any concerns in a timely way.
- l) Notify the principal or site administrator of any planned or unplanned absences during the intern's solo weeks so that the administrator or designee can arrange for supervisory responsibilities.

After the Internship Experience:

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

### University Supervisor

The university supervisor is responsible for the UVM intern and the integrity of the UVM education programs. The role of the university supervisor is to serve as a co-supervisor of the intern's teaching experience.

Qualifications and Requirements for University Supervising Teachers:

- Willingness, knowledge, and skills required for strong mentoring of adult learners
- Three years of full-time teaching experience or the equivalent.
- Exemplary professional dispositions<sup>3</sup>
- Department recommendation.

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<sup>3</sup> As defined by InTASC Model Core Teaching Standards (P. 6), dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance.”

Specifically, this role includes the following:

Prior to the Internship Experience:

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

During the Internship Experience:

- a) Be a resource for the interns and help them to complete lesson and unit plans and other assignments during the internship.
- b) Help interns critically reflect and derive meaning from their experiences.
- c) Act as a resource to help interns enrich their understanding and practice.
- d) Formally observe the student teacher every ten (10) teaching days (or the equivalent for half-time Special Education (K-12 pathway) interns), as outlined in the Vermont Agency of Education Licensing Rules for full-time semester-long internships.
- e) Provide a summary to the student within 2 days post observation and upload formal observation to TK20 no later than 1 week after observation.
- f) Evaluate the intern's performance and progress in a fair and consistent manner by completing the required assessments in a timely way.
- g) Attend all clinical supervisor meetings, refrain from scheduling during these advance notice meetings (and notify the Director of Community Collaboration if unable to attend).
- h) Schedule midterm and final conferences with the intern and mentor teacher.
- i) As needed, schedule a 3rd quarter evaluation conference.

After the Internship Experience:

- a) Complete Department of Education Summative Student Teaching Assessment (SSTA), final PADA, and program evaluations and submit to Tk20.

## Student Intern

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

Prior to the Internship Experience:

- a) To successfully complete the UVM internship application process including:



- a. Meeting core competencies through the PRAXIS Core or alternative pathways.
- b. Earning a GPA of 3.0, overall and professional courses.
- b) To attend the Department of Education orientation session in the semester prior to the internship, complete a criminal record check, and submit all necessary forms via TK20.
- c) To review the internship handbook and syllabus which describe the goals and expectations of the internship.
- d) To work with a mentor teacher and university supervisor in defining reasonable goals and objectives for the internship experience.

During the Internship Experience:

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

After the Internship Experience:

- a) To provide the College with an evaluation of the university supervisor and the mentor teacher.

- b) To provide the College with an assessment of the effectiveness of the professional education program through the completer survey.

## **Conferences and Evaluation**

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

### Initial Meeting

During the initial meeting, the intern, mentor teacher, and university supervisor will review the roles and responsibilities for each member of the team and work together to identify the intern's performance goals. The team also discusses expectations for observations, lesson submission, and debrief sessions.

### Midterm Evaluation

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

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

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

### Third Quarter Progress Report (optional)

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

## Final Evaluation

The Final Evaluation focuses on the overall performance of the intern, including the *Professional Attributes and Dispositions Rubric (PADA)* and program evaluation. The intern's grade will reflect this evaluation. Although the university supervisor is responsible for grading the intern, the mentor teacher's input is invaluable.

## Common Assessments

### *The Vermont Licensure Portfolio*

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

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

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

- 12-15 minute video of instruction<sup>4</sup>
- Unit plan
- Samples of student work
- Supervisor evaluations
- Notes from professional meetings

### *Professional Attributes and Dispositions Assessment (PADA)*

The PADA is an assessment of the student teaching candidate's professional attributes and dispositions towards teaching (see Appendix H). It is completed two times in the student teaching semester by mentors, student teaching interns, and university supervisors. The PADA is used with students in clinical placements throughout their program and documents growth or quality performance over time. Completing this assessment at the mid-term point in the student teaching experience serves as a formative assessment to guide the intern's development. The PADA is not a graded instrument, though the ratings on the Final PADA can contribute to the decision-making process for the candidate's student teaching grade.

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

#### Directions for completing the PADA:

- The programs rely on a critical and thoughtful analysis from each criterion from mentors, the university supervisor, and the intern. It helps when all team members are aware of strengths and areas in need of further development.
- All interns develop 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 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.
- If there has not been opportunity to observe the student in relation to a particular element, please select “Not Able to Observe.”

#### *Summative Student Teaching Assessment (SSTA)*

The Summative Student Teaching Assessment is completed by the university supervisor in TK20 at the end of the student teaching semester for each candidate (see Appendix I). This is a summative assessment that should evaluate the candidate’s work across the semester and should reflect where the candidate is at the end (versus performance on one lesson). The expectation is that most ratings should be at the “Target” level with no areas rated at the “Undeveloped” level. The SSTA is not a graded instrument, though the ratings on the SSTA can contribute to the decision-making process for the candidate’s student teaching grade. The ratings on this assessment will also be used for program evaluation and accreditation purposes. There are also program-specific assessments that UVM supervisors will share with mentors.

## **Additional Information about the Internship**

### Internship Period

The official intern teaching period is a full academic semester (approximately fourteen weeks) or two semesters (approximately 28 weeks) for a half-time internship in Special Education (K-12 pathway). This period typically follows the academic calendar of the placement site. During the fall semester, interns begin their internships during teacher in-service (with a starting date that is no earlier than the week before the UVM semester begins). During the spring semester, interns typically begin their internships during the second full week of January.

### Disability Based Accommodations

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

### Criminal Record Check Requirement

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

### Attendance

Interns completing a full-time internship will work in the school for 4½ - 5 days each week. The university requires the intern's attendance at one or more courses on campus and/or online each week. To meet accreditation requirements and be recommended for licensure, student teachers must complete 13 weeks in their field placement classroom under the supervision of a qualified mentor. For this reason, student teachers are expected to maintain an attendance log in which they document absences, school closures, and substitute teaching days. The attendance log should be shared with the mentor teacher and university supervisor for occasional review.

If an intern is absent from school, they will follow the partner school's policy and procedures concerning teacher absences. Any absences over two days during the internship period (or the equivalent for part-time internships) must be made up. Requests for exceptions must be made to the mentor teacher and university supervisor. Absences for personal matters must be approved in advance by the mentor teacher and university supervisor. Absences should be reported to the university supervisor and mentor teacher no later than 7:30 a.m. on the day of the absence. If an intern has a prolonged illness, they must contact Student Services

(undergraduate students only), the Director of Educator Licensure, the Director of Community Collaboration, the university supervisor, and the academic advisor to gain approval to either make up the days or withdraw from the internship and the seminar. If an intern is unable to complete the full 13-week internship, they might have the option to apply for an exception and still qualify for endorsement (see Policy for Shortened Student Teaching Internship for additional information).

### Labor Relations Problems

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

### Intern Liability

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

### Intern Records

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

### Incident Management Procedures

If an intern is at a site when an incident<sup>5</sup> occurs, the site's emergency/incident protocols should be followed and someone from the site should contact Lynn White Cloud (CESS Assistant Dean of Academic and Student Affairs, lwhitecl@uvm.edu, 802-359-3613) or Katie Revelle (DOE Director of Community Collaboration, Katie.Revelle@uvm.edu, 802-557-0707). Call or text for emergencies or consults about events and leave a message if the contacts are unavailable.

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

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

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

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

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

### Discrimination and Harassment

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

### Interns as Substitute Teachers

Interns in the 14-week licensure phase of their program may substitute teach for their mentor teacher(s) or other members of the department/team on a limited basis. Serving as a substitute may not interfere with regular course assignments and program responsibilities.

The candidate must have completed the proper paperwork AND have been approved to substitute by the school district, the mentor teacher, the university supervisor, and, in some sites, the school principal and program coordinator. This applies even if the student teacher has been substitute teaching prior to student teaching. This decision will be guided by the



needs of the student teacher so it is important to know that some student teachers may not be granted permission or may choose not to substitute teach. Substitute teaching is entirely optional and not an expected responsibility of student teaching.

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

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

### Solo Weeks

As part of student teaching, student teacher must assume a full instructional load for a minimum of two weeks<sup>6</sup>. The solo is intended to be a close simulation of an actual teaching job and, as such, should require the student teacher to take on the full role of a teacher in the classroom. During this time, the student teacher should lead teach for the entire school day and assume all other responsibilities such as family communication, grading, and engagement in any school-related meetings.

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

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

### Remuneration for Mentor Teachers

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

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

### Feedback on Mentor Teachers

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

### Feedback on Supervision

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

## **APPENDICES**

## Appendix A: Mutual Agreement

This is the mentor teacher agreement that can be found on TK20. The agreement is also completed by the student teacher, the university supervisor, and the site administrator.

### MENTOR TEACHER AGREEMENT

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

Mentor Teacher Full Name:

Mentor Teacher's School:

School District:

Mentor Teacher's Content Area:

Student Intern Full Name:

In the event that there are school closures the intern will remain available for assistance in the delivery of remote instruction and any other relevant tasks that the mentor feels are appropriate for the students.

Should you have concerns about the academic performance or professionalism of the intern, please contact the UVM supervisor who will then bring this concern to the Director of Teacher Education and Placement Officer.

If it is determined that the intern is unable to complete the internship, UVM will support the decision made by the mentor.

Provide constructive feedback throughout the semester Meeting with intern and UVM supervisor for evaluations Complete midterm and final PADA, program assessments and other evaluative forms provided in your field binder.

This agreement is to confirm that the above-named student has been placed for his/her Internship for the period of September 2022 - December 2022. As mentor teacher, I confirm that I am endorsed in the area for which the intern is seeking licensure, and I agree to adhere to the requirements as specified in the Student Teaching Handbook.

Mentor Teacher Signature

By checking this box, I am including my electronic signature

## Appendix B: Clinical Experience Contract

In order to be eligible for, and to retain a field placement, behavior at the university and in the field must demonstrate a high level of professionalism. Student interns should note that illegal and unethical behaviors may result in immediate removal from the field placement. In addition to field-based expectations, the University of Vermont has the following expectations:

### Professionalism:

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

### Interactions with Students and Families

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

### Electronic Use & Communication:

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

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

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

\_\_\_\_\_  
Intern Signature / Date

\_\_\_\_\_  
Program

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

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

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

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

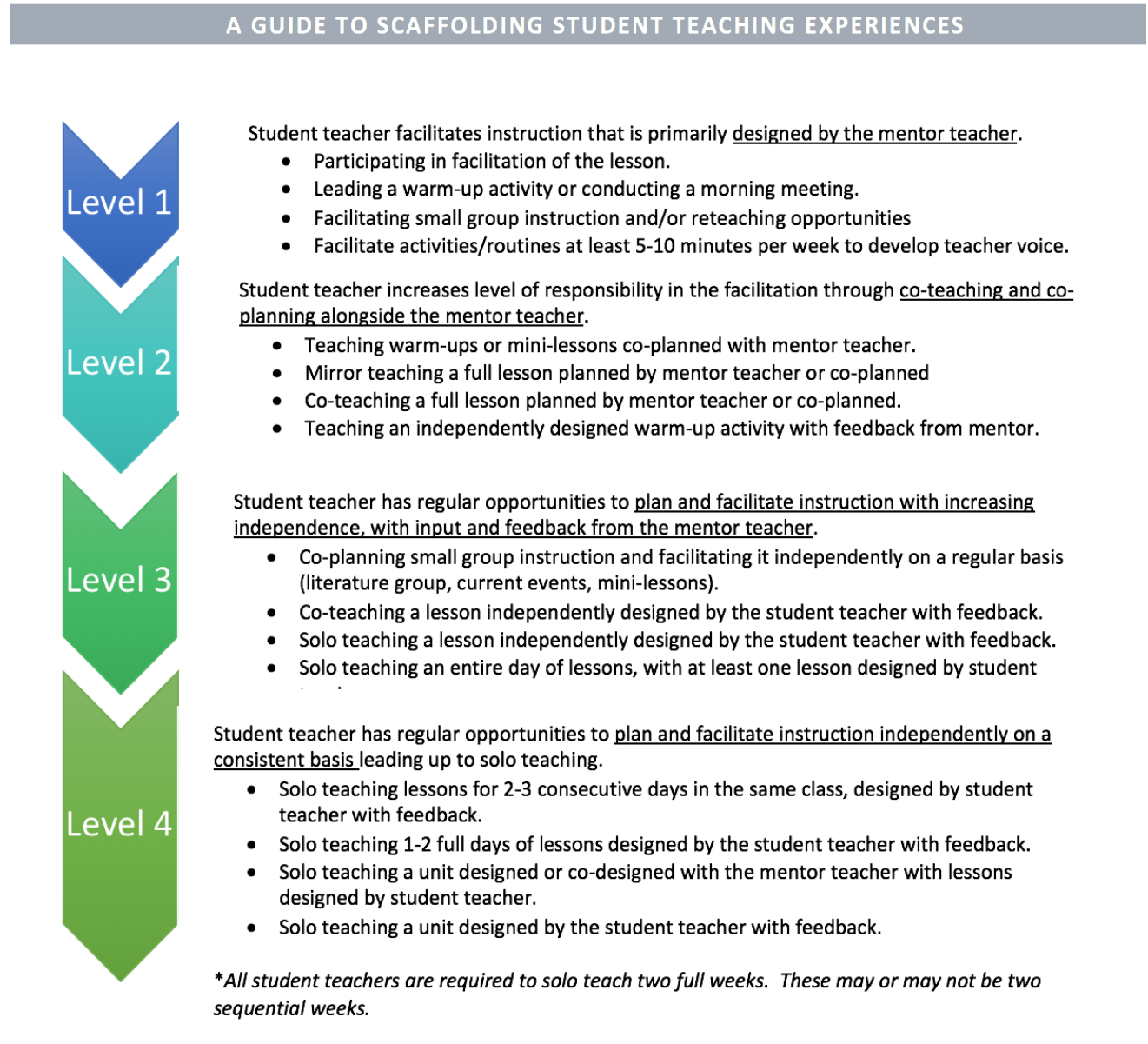
Boe, E. E., deBettencourt, L., Dewey, J. F., Rosenberg, M. S., Sindelar, P.T., & Leko, C. D. (2013). Variability in demand for special education teachers: Indicators, explanations, and impacts. *Exceptionality, 21*, 103-125.

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

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

## Appendix D: Scaffolding the Internship

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



## Appendix E: Photo, Video, and Student Work Release Form



Dear Families,

I am a teacher candidate at UVM student teaching/interning with \_\_\_\_\_, your child's classroom teacher or developmental educator. Teacher candidates at the University of Vermont are required to complete a Vermont Teaching Licensure Portfolio if they are seeking a teaching license. In the process of collecting documents for my Vermont Teaching Licensure Portfolio I may be collecting evidence including: 1) digital photos of myself and students in an educational setting, 2) a videotaped example of myself working with students, and 3) examples of student work. When we collect this media children's names and information are never disclosed.

The portfolio is organized and maintained using TK20 a secure, password protected web-based portfolio management tool. This portfolio and other resources are used: 1) for the teacher candidate to get a teaching license from the State of Vermont, 2) by UVM faculty to evaluate the performance of the teacher candidate, and 3) in the job search as evidence of a teacher candidate's potential as a teacher. In the role of preparing future educators, teacher candidates, faculty and staff at UVM, future employers of our graduates, and members of visiting teams from UVM's state and national accrediting bodies may view the portfolio.

With your permission, your child may be included in this collection of media. While pictures/images of children will be included, the children will not be personally identified by name, address or other personally identifying information in any of these contexts and every effort will be made to eliminate any personally identifiable information. If you agree to allow your child's image/work to be used, please check the box, then sign and return the note to your child's teacher. Thank you very much.

If you have any questions, please contact Katie Reville (802-557-0707) [Katie.Reville@uvm.edu](mailto:Katie.Reville@uvm.edu) in the Department of Education, College of Education and Social Services, University of Vermont.

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### UVM Photo/Video/Student Work Release:

- I allow my child to be photographed and videotaped within an educational setting and for examples of their work to be collected in accordance with the accepted use in student web-based electronic portfolios.
- I **do not** allow my child to be photographed and videotaped or examples of their work to be collected for use in student web-based electronic portfolios.

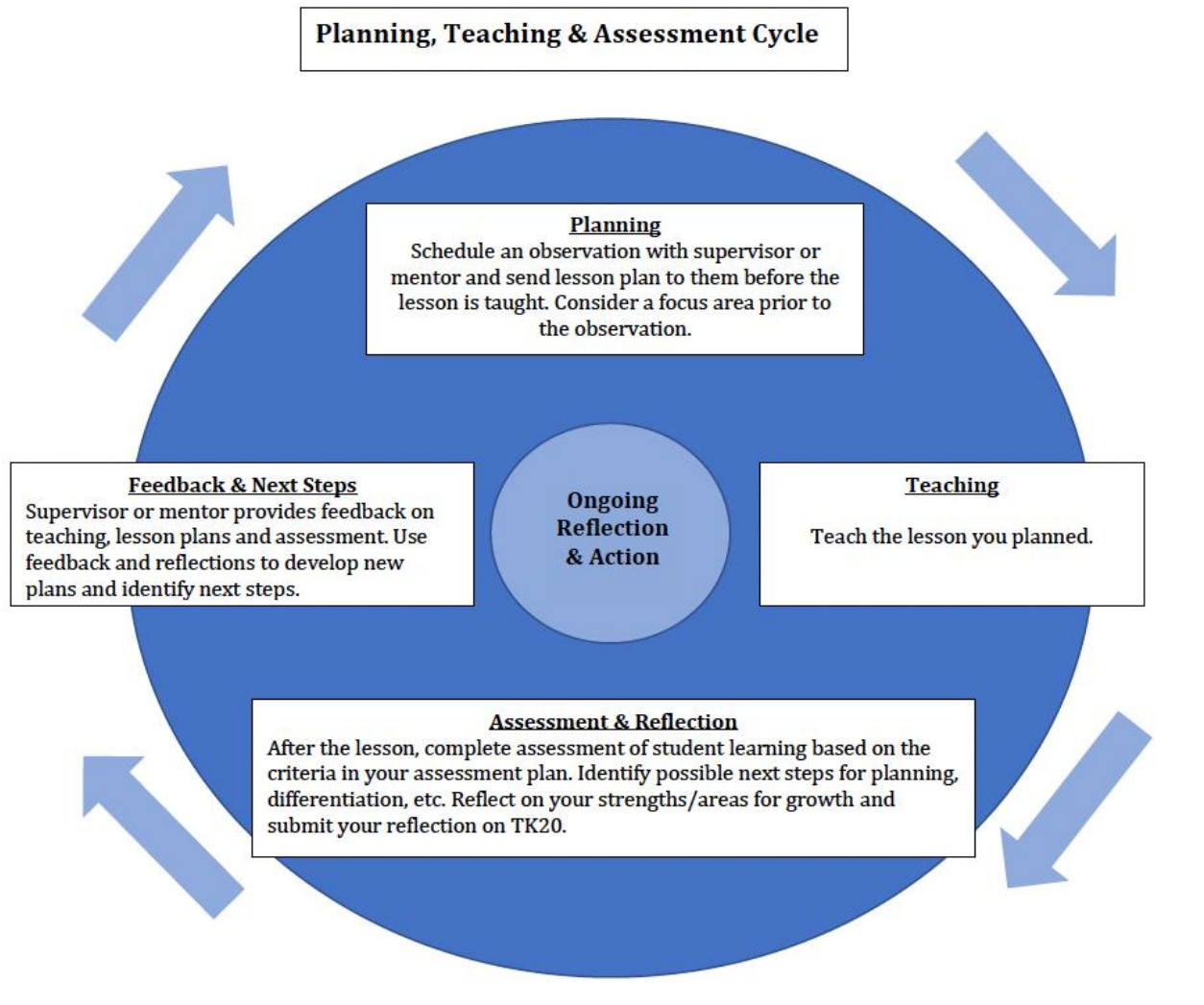
Child's Name: \_\_\_\_\_ Parent/Guardian Printed Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*Please return this form to your child's teacher or developmental educator.**

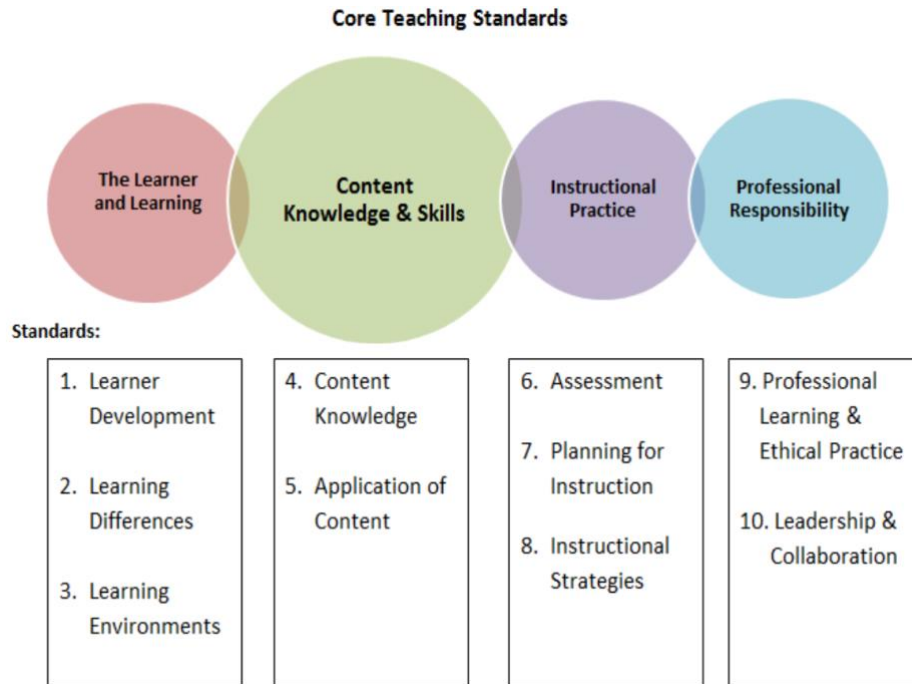


## Appendix F: Planning, Teaching, and Assessment Cycle



## Appendix G: Core Teaching Standards for Vermont Educators

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



### **Standard #1: Learner Development**

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

### **Standard #2: Learning Differences**

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

### **Standard #3: Learning Environments**

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

**Standard #4: Content Knowledge**

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

**Standard #5: Application of Content**

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

**Standard #6: Assessment**

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

**Standard #7: Planning for Instruction**

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

**Standard #8: Instructional Strategies**

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

**Standard #9: Professional Learning and Ethical Practice**

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

**Standard #10: Leadership and Collaboration**

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

*The complete document entitled "A Vision for Teaching, Leading, and Learning" can be found on the Agency of Education website (updated 11/2016):*

<http://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-licensing-vs-bpe-core-teaching-leadership-standards>.

## Appendix H: Professional Attributes and Dispositions Assessment

\*Note: This assessment will be completed by interns, mentor teachers, and University supervisors via TK20.

*(Revised Feb. 1, 2019)*

- The Target level is the expectation for student teachers at the end of the student teaching experience. However, 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” (please do not use half ratings).
- 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
<b>PROFESSIONAL PRACTICE</b>					
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, but will do so if prompted.	Willing to share and exchange ideas and/or materials with others without prompting	Actively initiates and facilitates sharing ideas and materials with others.	
Comments:					
Policies and Practices  InTASC 9	Is unaware of school policies and practices (hasn’t sought out information) or is unwilling to follow school/university policy and practices	Is aware of school policies and practices but does not always follow them (e.g., confidentiality, FERPA, student discipline).	Is aware of school policies and practices and follows school/university policies/practices (e.g.,	Closely adheres to school/university policies and practices (e.g., confidentiality, FERPA, student discipline) and uses this knowledge to	

	(e.g., confidentiality, FERPA, student discipline)		confidentiality, FERPA, student discipline).	inform their decision-making and advocacy.	
Comments:					
Reliability InTASC 10	Fails to complete assigned tasks or duties.	Completes assigned tasks or duties, but needs to be reminded.	Completes 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	Interactions with students, families (when applicable), faculty and/or staff are inappropriate and/or unprofessional. Is unaware of or insensitive to cultural differences.	Interactions with students, families (when applicable), faculty and/or staff are professional, yet demonstrate lack of awareness or insensitivity to cultural differences.	Interactions with students, families (when applicable), faculty and/or staff are professional and demonstrate awareness of and sensitivity to 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	Lacks initiative and depends on others for direction. Lacks problem solving skills.	Shows initiative but depends on others for direction. Lacks problem solving skills.	Shows initiative and needs little direction. Helps to solve problems.	Shows initiative and follow-through. Proactive and a problem solver. Creative and resourceful.	
Comments:					
Professional Appearance InTASC 9	Dresses inappropriately. Supervisor has to provide direct	Usually dresses professionally and appropriately. There are days, though	Dresses professionally/appropriately at all times, meeting	NA	

	feedback regarding appearance.	limited, when dress does not meet program expectations.	program expectations.		
Comments:					
Attendance InTASC 9	Is regularly absent and/or is often 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:					
<b>COMMUNICATION</b>					
Effectiveness of Communication InTASC 10	Neglects to communicate with students, families, colleagues, and/or supervisors.	Communicates with students, families, colleagues, and/or supervisors, but does not always use the appropriate mode of communication for a given situation.	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 supervisors, always using the most appropriate mode of communication for a given situation.	
Comments:					
Written Expression	Writing (including electronic communication) is unclear and disorganized. The candidate makes spelling and grammatical errors.	Writing (including electronic communication) is clear and organized, but the candidate makes spelling and/or grammatical errors.	Writing (including electronic communication) is clear and organized. Spelling and grammatical errors are rare.	Writing (including electronic communication) is clear, organized, and engaging. Spelling and grammar are always correct.	
Comments:					
Oral Expression and Voice	Oral expression is inarticulate. Voice resonance, modulation, and/or	Oral expression is articulate, but voice resonance, modulation, and/or	Oral expression is articulate. Voice resonance is clear, and intonation and	Oral expression is always articulate. Voice resonance is always clear and intonation and	

	volume, are inappropriate.	volume, are inappropriate.	volume are appropriate.	volume are appropriate and expressive.	
Comments:					
Professional Language	Language is unprofessional and inappropriate.	Language is professional but not always appropriate.	Language is 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	Uses inappropriate body language and facial expressions.	Uses appropriate body language but facial expressions are not professional, or vice versa.	Uses appropriate body language and professional facial expressions.	NA	
Comments:					

### TEACHING DISPOSITIONS

Flexibility InTASC 9	Unwilling to adjust to change.	Willing to make changes but struggles to adjust.	Adjusts to change as it occurs and is comfortable with change.	Anticipates and makes change to support improvement.	
Comments:					
Response to Feedback InTASC 10	Defensive and unreceptive to feedback. Does not make changes based on feedback.	Receptive to feedback, but does not make appropriate adjustments to	Receptive to feedback and makes appropriate adjustments to professional	Solicits feedback and is receptive to feedback. Makes appropriate adjustments to professional practice.	

		professional practices	practice based on feedback.		
Comments:					
Desire to Improve Teaching Performance  InTASC 9	Expresses no need to improve teaching performance. No evidence of improvement in teaching performance.	Expresses desire to improve teaching performance, but there is no evidence that demonstrates improvement in teaching performance.	Articulates desire to improve teaching performance. Teaching performance shows improvement.	Independently seeks out resources and feedback from other professionals while working to improve practice. Teaching performance continues to steadily improve.	
Comments:					
Student Learning Potential  InTASC 9	Makes negative comments regarding student potential and learning. Does not accept accountability for student learning.	Expresses the belief that all students can learn, but does not reflect on how their instructional, assessment, and/or management strategies impact learners.	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 acknowledge or is insensitive to issues of gender, sexual orientation, race, ethnicity, religion, socioeconomic status, and exceptionality in the classroom and does not address these facets of diversity in instruction,	Acknowledges or is sensitive to issues of gender, sexual orientation, race, ethnicity, religion, socioeconomic status, and exceptionality in the classroom but does not address these facets of diversity in instruction, assessment, and	Acknowledges and is sensitive to issues of gender, sexual orientation, race, ethnicity, religion, socioeconomic status, and exceptionality in the classroom and designs instruction, assessment, and	Acknowledges and is sensitive to issues to gender, sexual orientation, race, ethnicity, religion, socioeconomic status, and exceptionality in the classroom and intentionally integrates an appropriate focus through instruction,	



	assessment, and classroom management.	classroom management.	classroom management in a way that is mindful of these facets of diversity.	assessment, and classroom management.	
Comments:					
Interactions with Students InTASC 10	Interactions with learners are negative, and do not demonstrate rapport with learners.	Interactions with learners are appropriate, but do not demonstrate rapport with learners.	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:					
Collaboration for Student Learning InTASC 10	Does not collaborate with professionals or families to plan and jointly facilitate student learning despite access to opportunities.	Collaborates with professionals but not families to plan and jointly facilitate student learning despite access to opportunities.	Collaborates with professionals and families to plan and jointly facilitate student learning.	Proactively collaborates with professionals and families to plan and effectively facilitate student learning.	
Comments:					

General Comments:

## Appendix I: Summative Student Teaching Assessment

\*Note: This assessment will be completed by university supervisors via TK20.

Revised Dec 4, 2018

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

### Part A: Planning for Instruction

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

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

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

**Part B: Evaluation of Classroom Practice**

<b>1. Instruction</b>							
	<b>Performance Indicator</b>	<b>Undeveloped</b>	<b>Developing</b>	<b>Target</b>	<b>Advanced</b>	<b>Rating</b>	<b>Comments</b>
8	The candidate differentiates and modifies aspects of	The candidate does not differentiate instruction or provide	The candidate differentiates instruction and	The candidate differentiates instruction and	The candidate differentiates and modifies multiple		

	instruction based on individual learner readiness, interest, and preference to engage all learners. <b>(InTASC 2)</b>	accommodations, and aspects of lessons are inappropriate for learners.	provides accommodations.	provides accommodations needed to engage all learners.	aspects of instruction based on individual learner readiness, interest, and preference in ways that support and engage all learners.		
9	The candidate creates environments that support individual and collaborative learning, and that encourage positive social interaction and active engagement in learning. <b>(InTASC 3)</b>	The candidate is not able to create an engaged learning environment that supports individual or collaborative learning, and interactions are minimal.	The candidate creates a learning environment that focuses primarily on <b>either</b> individual or collaborative learning.	The candidate creates a learning environment that supports <b>both</b> individual and collaborative learning, and which supports positive social interactions.	The candidate creates a learning community that fosters both individual and collaborative learning, and which encourages positive social interactions and active engagement.		
10	The candidate understands how to connect concepts, use questioning techniques and use differing perspectives to engage learners in higher order, critical thinking. <b>(InTASC 5)</b>	The candidate is unable to connect concepts or use other strategies to engage learners in higher order thinking.	The candidate connects concepts to prompt higher order thinking.	The candidate connects concepts and uses questioning techniques to prompt higher order thinking.	The candidate uses questioning techniques and different perspectives to engage learners in higher order, critical thinking that encourages learners to connect concepts.		
11	The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply in meaningful ways. <b>(InTASC 8)</b>	The candidate uses the same instructional strategies for lessons and this limits the development of content knowledge and skills.	The candidate uses a limited range of different instructional strategies that engage learners in developing content knowledge and skills.	The candidate uses a variety of appropriate instructional strategies to engage learners in developing content knowledge and skills.	The candidate uses a broad range of appropriate instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply in meaningful ways.		

12	The candidate understands the ways that technology can be used to support instruction and assessment and models appropriate use to improve student learning. <b>(ISTE 1, 2, 3)</b>	The candidate does not use technology to support instruction.	The candidate uses technology to support instruction.	The candidate uses technology to support instruction and assessment.	The candidate effectively models the use of technology to support instruction and assessment in ways that improve student learning.		
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**General Summative Feedback on Instruction:**

**2. Assessment**

	<b>Performance Indicator</b>	<b>Undeveloped</b>	<b>Developing</b>	<b>Target</b>	<b>Advanced</b>	<b>Rating</b>	<b>Comments</b>
13	The candidate uses multiple methods of assessment (formative and summative) to engage learners in their own growth. <b>(InTASC 6)</b>	The candidate uses irrelevant or ineffective assessments.	The candidate uses formative and summative assessments, but they do not require learners to examine their own growth.	The candidate uses a variety of formative and summative assessments that include opportunities for learner self-evaluation.	The candidate uses a broad range of relevant formative and summative assessments that engage learners in reflecting on their own learning.		
14	The candidate monitors student progress and uses assessment data to make instructional decisions and to guide the teacher's and learner's decision making. <b>(InTASC 6)</b>	The candidate does not monitor student progress and does not use assessment data to make instructional decisions.	The candidate monitors student progress but is not able to use assessment data to make instructional adjustments.	The candidate monitors student progress and uses assessment data to adjust practice during instruction.	The candidate monitors student progress and identifies appropriate assessment data to guide both teacher and learner decision-making during instruction.		

**General Summative Feedback on Assessment:**

**3. Classroom Management**

15	Performance Indicator	Undeveloped	Developing	Target	Advanced	Rating	Comments
15	The candidate establishes classroom routines, procedures, and expectations to actively and equitably engage learners and uses respectful and <i>effective</i> verbal and nonverbal communication strategies <b>(InTASC 3)</b>	The candidate does not implement routines or hold students accountable and uses ineffective verbal and non-verbal communication thus limiting student engagement and resulting in loss of instructional time.	The candidate implements routines, or uses effective verbal and nonverbal communication strategies but is ineffective in engaging students.	The candidate implements routines and expectations, and uses effective verbal and nonverbal communication strategies to engage students.	The candidate implements clear, effective and understandable routines and expectations, holds students accountable and uses respectful and effective verbal and nonverbal communication strategies to engage all students.		
16	The candidate monitors transitions and changes in the learning environment and uses a variety of instructional and behavioral management strategies to encourage learning and active participation. <b>(InTASC 3)</b>	The candidate does not monitor transitions or changes in the learning environment and uses ineffective instructional and behavioral management strategies.	The candidate monitors transitions or changes in the learning environment but uses ineffective instructional or behavioral management strategies that do not encourage appropriate participation.	The candidate monitors transitions and changes in the learning environment and is able to use instructional and behavioral management strategies to encourage appropriate participation.	The candidate monitors transitions and changes in the learning environment and uses a variety of effective instructional and behavioral management strategies to encourage learning and active participation.		
<b>General Summative Feedback on Classroom Management:</b>							

### Part C: Reflection on Practice

	Performance Indicator	Undeveloped	Developing	Target	Advanced	Rating	Comments
17	The candidate continually evaluates and reflects on their practice, particularly	The candidate shows a lack of awareness of the extent to which their	The candidate shows awareness that their choices and actions	The candidate shows awareness that their choices and actions	The candidate shows awareness of the extent to which their choices		

	the effects of choices and actions on others (learners, families, other professionals and community) and adapts practice to meet the needs of each learner. <b>(InTASC 9)</b>	actions/choices impact student learning. The candidate makes no attempt to adapt practice.	impact student learning. The candidate makes plans for adapting practice, but these adaptations are not evident in practice.	impact student learning. The candidate makes plans for adapting practice, and there is evidence of these changes in practice.	and actions impact student learning. Plans for adaptation of practice are specific and these plans are carried out to meet the needs of learners.		
18	The candidate identifies strengths and areas for improvement for planning, assessment and the instructional process through reflection. <b>(InTASC 9)</b>	The candidate's reflections do not identify strengths or areas for improvement.	The candidate's reflections only focus <b>either</b> on strengths or areas for improvement, and do not address both as they relate to their practice.	The candidate's reflections examine <b>both</b> strengths and areas for improvement in relation to planning, assessment, and instruction.	The candidate's reflections examine both strengths and areas for improvement in relation to planning, assessment, and instruction, and they articulate plans for future growth.		
<b>General Summative Feedback on Reflection on Practice:</b>							