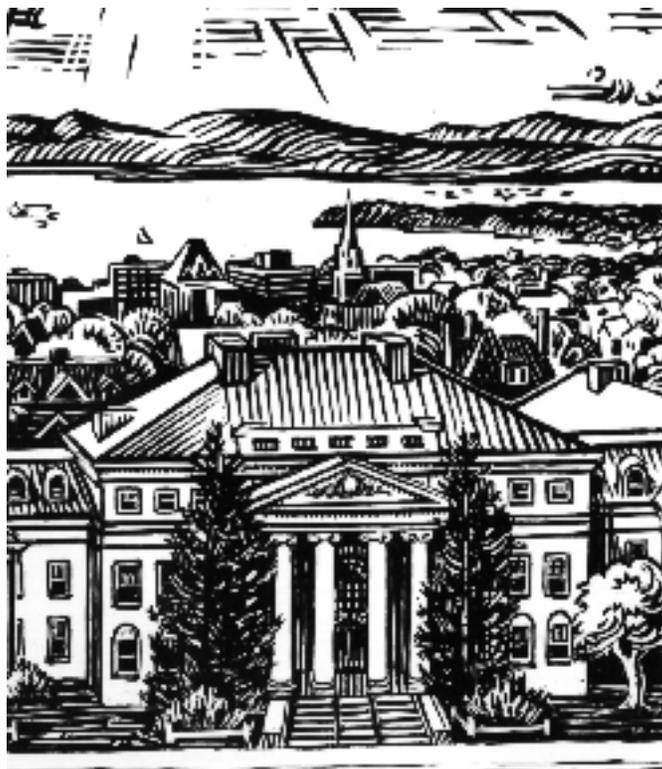


Student Teaching

Handbook for the Internship Experience



The Professional Program in Elementary Education:

Teaching All Children Strategically in Diverse Communities

**Department of Education
University of Vermont
Burlington, VT 05405**

ELEMENTARY EDUCATION PROGRAM

INTERNSHIP HANDBOOK

TABLE OF CONTENTS

	PAGE
I. The Internship: Roles and Responsibilities	1- 7
II. The Internship: Procedures	8-11
III. The Internship: Policies	12-14
IV. The Professional Program Portfolio	15-17
State of Vermont Requirements	
Elementary Education Program Requirements	

APPENDICES

SECTION I

THE INTERNSHIP: ROLES AND RESPONSIBILITIES

A. Definition

The purpose of the internship is to provide the intern with an opportunity for continuous contacts with the same group of students over a relatively long period of time and with public school personnel in various phases of the total school program. A full-time internship provides an opportunity for a prospective teacher to:

1. Have 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 both the Fields of Knowledge and the Vital Results of the Vermont Framework.
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 all students.
4. Use a variety of instructional strategies to provide opportunities for students to meet or exceed the expectations in Vermont's Framework of Standards and Learning Opportunities.
5. Create a classroom climate that encourages respect for self and others, positive social, and emotional growth.
6. Implement, adapts, revises, and when necessary, creates curriculum based on standards, and student's prior and current knowledge, needs, and interests.
7. Use multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.
8. Use research, data, including student performance data, and other resources to improve practice.
9. Understand and integrate current technologies in instruction, assessment, and professional productivity.

10. Work as a team member and form professional relationships with colleagues as part of a system and actively implement the school's goals and articulated curriculum.
11. Establish collaborative relationships with school colleagues, parents, agencies, and others in the community at large to support students' learning and well-being.
12. Recognize multiple influences on students inside and outside the school and across appropriate systems of support for students.
13. Understand laws related to student and educator rights and responsibilities and treat students and colleagues fairly and equitably.
14. Grow professionally, through a variety of approaches, to improve professional practice and student learning.
15. Assess student progress in relation to standards, modify plans and pedagogy accordingly, and demonstrate student learning over time as a result.
16. Maintain useful records of student work and performance and knowledgeably, effectively, and responsibly communicate student progress in relation to standards in a manner easily understood.

The College of Education recognizes that internships vary in their structure and operation, depending 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. We depend upon the Mentor Teacher and the University Supervisor to design the appropriate requirements for the individual intern, as set within the guidelines outlined in this handbook.

One guiding principle for the internship is that interns become immersed in the total life of the school. They should use part of their time in the school to visit teachers and observe in classrooms at both the primary and intermediate grade levels. Also, 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, PTO meetings, parent conferences, and other important school activities as deemed appropriate by the Mentor Teacher.

B. Roles and Responsibilities

Mentor Teachers, Principals, University Supervisors, and other professionals are key individuals in the process of educating new teachers. This section presents expectations regarding this cooperative effort and should be carefully reviewed by all prospective interns and school professionals who commit to participation in the UVM teaching internship experience.

1. **PRINCIPAL**

The building principal is ultimately responsible for all activities that take place in the school, including recommending faculty to serve as Mentor Teachers. Thus, all initial contacts with the school must be made with the principal. Although some principals delegate authority to various staff members to manage aspects of the internship, such arrangements should not be assumed by interns. The principal is the authority on all procedures in the school and unless otherwise stated, the Elementary Education Coordinator and faculty will deal directly with the principal on policy and placement matters related to the internship. In instances where the Mentor Teacher is absent from the building, the principal or designee is responsible for supervising responsibilities.

2. **MENTOR TEACHER**

The Mentor Teacher is the on-site supervisor. The Mentor Teacher's participation is a voluntary commitment based on the principal's recommendation and the teacher's mutual agreement with the College and the student. The Mentor Teacher plays a unique and highly important role in the internship experience by demonstrating and guiding the intern in the application of educational theories and practice within an actual classroom situation. Specifically, the role of a Mentor Teacher is defined by the following:

Prior to the Internship Experience

- a. To review the materials associated with the candidate's internship placement and to agree to accept a candidate as an intern.
- b. To 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. To attend orientation sessions, when held.
- d. To work with a University Supervisor and intern in defining reasonable goals, objectives, and evaluation criteria for the internship experience.

During the Internship Experience

- e. To phase the intern into practice gradually. A typical phase-in process would include a progression from observing, to working with small groups of students, to working with the entire class or the full schedule of classes.

- f. To provide the intern with close supervision during this period to ensure the safety and well-being of pupils in the classroom.
- g. To set high standards for the intern's behavior in the professional setting, including dress, general deportment, and attitude toward professional responsibilities.
- h. To observe the intern closely in her/his work and to provide evaluative feedback promptly about strengths and weaknesses observed. Feedback should be based on the relevant program goals.
- i. To keep data concerning attendance, the nature of the intern's work, and other relevant factors associated with the internship and the intern's progress.
- j. To complete the quarterly evaluation forms and to discuss these promptly with the intern and University Supervisor.
- k. To help the intern arrange to observe other professionals at work in the school.
- l. To contact the University Supervisor whenever judgment is made that the candidate is not progressing satisfactorily.
- m. To notify the principal of his or her absences planned or otherwise during solo weeks so that the principal or designee can arrange for supervisory responsibilities.

After the Internship Experience

- n. To write a final summative evaluation of the intern's work and discuss the report with the University Supervisor and the intern.
- o. To provide UVM with an assessment of the University Supervisor's effort and the effectiveness of the College's Elementary Education Program as reflected in the performance of the intern.

3. UNIVERSITY SUPERVISOR

The University Supervisor will be a College of Education and Social Service's full-time or adjunct faculty member who is responsible for UVM interns and the integrity of the UVM Elementary Education Program. The role of the University Supervisor is to serve as a supervisor of the intern's teaching experience. Specifically, this role includes the following:

Prior to the Internship Experience

- a. To be knowledgeable of the intern's academic program.
- b. To be knowledgeable of the College of Education and Social Service's role expectations for the program in which the intern is enrolled.
- c. To provide a planning perspective by helping interns and Mentor Teachers define reasonable goals and objectives and set evaluation criteria for the internship experience.

During the Internship Experience

- d. To help the intern understand how the internship experience relates to the mission and primary goals of the College of Education and Social Services.
- e. To help interns derive meaning from their experience.
- f. To act as a resource person to help interns enrich their understanding and practice.
- g. To visit with the intern at least once every 10 school days, with the majority of visits including an observation and follow-up interview. A written record for each formal observation will be left with the intern and the Mentor Teacher and a copy will be filed with the Coordinator of the Elementary Education Program.
- h. To evaluate the intern's performance and progress in a fair and consistent manner.
- i. To report to the Elementary Education Coordinator at mid-term concerning the intern's progress and at any time the intern is having difficulty that requires intervention strategies.
- j. To schedule 3-way mid-term and final conferences with the intern and Mentor Teacher.
- k. If it becomes necessary, due to student performance, the supervisor will schedule a 3rd quarter evaluation conference before approving student teaching.
- l. To attend supervisory meetings during the semester.

After the Internship Experience

- m. To write a final summary evaluation, submit a final grade of the intern's work, and discuss the report with the Mentor Teacher and the intern and recommend/not recommend for licensure.
- n. To file the final and midterm summary evaluation and all pertinent documentation of the intern's work with the Elementary Education Coordinator and on Taskstream.

4. **STUDENT INTERN**

Prior to the Internship Experience

- a. To successfully complete the UVM Internship application process including providing Praxis I/CORE scores.
- b. Obtain a successful Criminal Record Check.
- c. To become familiar with the materials which describe the UVM Elementary Education Program including the goals and expectations held for interns.
- d. To become familiar with the criteria for the Vermont Professional Level I Teaching License (www.uvm.edu/~cess/stservices) or licensing procedures wherever you are planning to teach.
- e. To attend orientation sessions, when held.
- f. To work with a University Supervisor and Mentor Teacher in defining reasonable goals, objectives, and evaluation criteria for the internship experience.

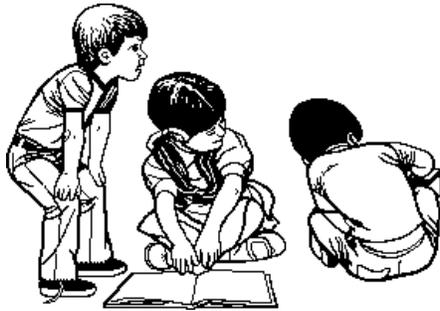
During the Internship Experience

- g. To perform actively and willingly all duties and responsibilities expected of a classroom teacher.
- h. To maintain high personal and professional standards, including dress and general attitude toward the teaching profession.
- i. To ensure that all plans and preparation are completed carefully in advance, and that these materials are available to the Mentor Teacher in case of absence.
- j. To provide the University Supervisor a copy of the lesson plan for those lessons that will be observed and to maintain a lesson plan notebook with reflections.
- k. To provide the University Supervisor and Mentor Teacher a copy of the Thematic Unit Planning Outline two weeks prior to solo teaching and specific lesson plans one week prior to solo teaching.
- l. To welcome suggestions which allow skills and knowledge to grow.

- m. To set realistic, appropriate standards of performance for students in the classroom and to provide them with support and encouragement through direct, constructive feedback.
- n. To observe and interact with other professionals at work in the schools.
- o. To attend Principles of Classroom Management (EDEL 188) during the semester.

After the Internship Experience

- p. To provide the College of Education with an assessment of the University Supervisor's effort and the Cooperating Teacher's effort during the internship experience.
- q. To provide the University with an assessment of the effectiveness of the College of Education's professional education program in relation to the internship experience.



SECTION II

THE INTERNSHIP: PROCEDURES

A. **Application and Placement Process**

Students who plan to intern must first attend an orientation meeting, which is held in March prior to the academic year they plan to intern. At this meeting the application, screening, and placement process is explained. During the spring semester the Department of Education notifies students of the status of their application. Based on these results, the Director of Teacher Education then contacts area schools for possible intern placements. Once a principal and a Mentor Teacher agree to interview a prospective UVM intern, the student is notified and will arrange a school visitation.

Students may not make their own arrangements for an internship. All placement procedures are carried out through the UVM internship application process in cooperation with the student's academic advisor, appropriate Elementary Education Program faculty, and school personnel. Students will be placed in Comprehensive Field Partnership Schools and Field Partner Schools that have been designated by the Elementary Education Program.

Once the student has been accepted by the school, and all involved parties have reviewed, the expectations and guidelines outlined in the Internship Handbook, a Mutual Agreement form is signed by the school principal, the Mentor Teacher, the student, the College of Education representative, and returned to the Department of Education (533 Waterman).

B. **Planning**

UVM's Elementary Education internships take place in a variety of settings. Because of this diversity, the Elementary Education Program does not prescribe precise activities or degrees of responsibility for interns, but relies on the professional expertise of the internship team (Mentor Teacher, University Supervisor, and student intern) to design the specific internship experience. It is expected, however, that the following will occur:

1. Schedule

Each intern will prepare a copy of the teaching or classroom schedule for the University Supervisor during the first week of the internship experience. The schedule should include times, subjects, and room numbers and should be updated whenever necessary.

2. Lessons

Interns will prepare daily written lesson plans and assessments for all assigned teaching throughout the internship. Plans should be presented to the Mentor Teacher for suggestions and approval before teaching. All plans and reflections will be kept in a Lesson Plan Binder and will be accessible to the Mentor Teacher and University

Supervisor at all times. Lesson plans should be posted to Taskstream when there is an observation scheduled by the university supervisor.

The University will refer to the Lesson Plan Binder during the observation. (See Appendix D-1 for the approved lesson plan format)

3. Internship Experience Plan

By the end of the third week of the internship, the internship team needs to develop an experience plan to serve as a guide for the internship experience. Although the plan may be revised, it should clearly indicate the team's respective responsibilities at various stages of the internship. The intern should increasingly assume responsibility for instruction, assessment and classroom routines, leading to a full instructional load.

Suggested formats and a list of possible activities for the Internship Experience Plan are in Appendix C-1 and C-2.

4. The Intern's Solo Experience

The intern and the classroom teacher are encouraged to team teach whenever possible during the internship. By the twelfth week, however, the experience plan should stress intern responsibility and self-direction. This means that the intern must assume a full instructional load for a minimum of two weeks. The decision about whether a student teacher is ready to "solo" is the final responsibility of the Mentor Teacher and the University Supervisor. Students may not set their own solo times.

Interns will write complete lesson plans for solo weeks. An Teaching Over Time unit is required. This unit and its design should be approved by the internship team early in the semester. (See Appendix D-2 for the approved unit plan format.) The intern will submit these plans to the Mentor Teacher and University Supervisor for approval at least one week before each solo week is scheduled. **Failure to do so will delay the beginning of the solo experience.**

C. Supervision

There are as many different approaches to supervision as there are supervisors. The University Supervisor and the Mentor Teacher should discuss the nature of their particular supervisory style with the intern during their initial meeting.

The College of Education expects that the University Supervisor will meet with the intern at least eight times or once every 10 days during the semester. The context of these supervisory visits will vary. They usually will involve observing the intern's classroom teaching, helping to develop and monitor the intern's experience plan, and assisting the intern with broad pedagogical and philosophical issues raised by the internship experience. A written record of each formal observation will be left with the Intern and Mentor Teacher, and a copy will be filed with the Elementary Education Program Coordinator.

Actual classroom observation is important and should be done frequently, not only by the University Supervisor but by the Mentor Teacher as well. Because of their daily contact with the intern, the classroom teachers are in the primary position for assisting the intern with the development of curriculum and the growth in teaching skills. Together with the University Supervisor, the Mentor Teacher should provide the intern with professional and personal supervisory support throughout the internship.

If any member of the internship team is not satisfied with the quality or quantity of supervision from either the university or the school, such matters should be discussed among those involved at the time they are experienced. If the matter cannot be resolved in this manner, the school principal and the Elementary Education Program Coordinator should be asked to intervene.

D. Evaluation

The Mentor Teacher and the University Supervisor share the responsibility for evaluating the student intern in an ongoing manner. The University Supervisor will encourage internship team conferences between student, Mentor Teacher and University Supervisor at least once every two weeks at which time there will be a conversation about the student's performance.

There will be four formal quarterly evaluations and a final summative report. The *UVM Student Teacher Evaluation Form* (Appendix E-1) will be used for each evaluation. The *Professional Attributes and Dispositions Rubric* (Appendix E-2) will be used at the midterm and final evaluation points, and the *Mentor Teacher Summative Assessment* (Appendix E-3) will be completed at the end of the internship.

Internship team conferences are encouraged for each quarter, but are required for the midterm and final evaluations. The University Supervisors will assign grades at the midterm and the final. The internship team and the Elementary Education Program Coordinator will retain copies of each written quarterly evaluation and the summative report.

1. The **First Quarter Progress Report** is an assessment of the student teacher's baseline performance. It should be discussed by the internship team at a meeting, no later than the end of the fourth week of the internship. If there is a special concern, the internship team will agree upon goals and a timeline for monitoring and completing these goals.

2. The **Midterm Evaluation** is a formative assessment based on the areas on the *UVM Student Teacher Evaluation Form* and the *Professional Attributes and Dispositions Rubric*. It should be discussed at an internship team meeting no later than the eighth week of the internship. The team will set individual intern performance goals for the duration of the internship. It is important that students have sufficient experience prior to the midterm to enable the Mentor Teacher and Supervisor to determine the intern's readiness to proceed with the second half of the experience.

A written statement on the midterm from the Mentor Teacher or Supervisor that the student is not likely to be ready to "solo" within two weeks after the midterm is one indication of

inadequate progress. Another is an overall midterm grade lower than B. If a student is making inadequate progress, the Mentor Teacher, University Supervisor and school principal will decide whether the student should continue in the internship.

If the student is allowed to continue, the internship team will develop a 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 student, the Supervisor and the Elementary Education Program Coordinator to discuss the student's options.

3. The **Third Quarter Progress Report (optional)** is an opportunity for the student, the Mentor Teacher and the University Supervisor to revisit the goals set at the midterm and discuss the student's progress. If the student is in danger of non-licensure at this point, he/she will be notified in writing on the *Student Teacher Evaluation Form* and the Supervisor will arrange a meeting between the student, the Supervisor and the Director of Teacher Education to discuss the student's options.

4. The **Final Evaluation** focuses on the overall performance of the student teacher, including *The Professional Attributes and Dispositions Rubric*. The student's grade will reflect this evaluation. Although the University Supervisor is responsible for grading the intern, the Mentor Teacher's input is invaluable. The Final Evaluation and final grade recommendation are due to the Elementary Education Program Coordinator by the end of the final week of the internship.

E. Mentor Teacher Summative Assessment

The Mentor Teacher's input and feedback are critical to the student's professional development. To that end, the Mentor Teacher will use information from the final *Student Teacher Evaluation Form* and *Professional Attributes and Dispositions Rubric* as a guideline for completing the *Mentor Teacher Summative Assessment*. This will be submitted to the University Supervisor and student intern no later than the final day of the internship. The University Supervisor will provide a copy to the Elementary Education Program Coordinator.

SECTION III

THE INTERNSHIP: POLICIES

A. **Internship Period**

The official intern teaching period is a full academic semester, or approximately fifteen weeks. This period normally begins on the first day of the UVM semester, or during the fall inservice at the school.

B. **Attendance**

Interns will work in the school for 4 1/2 days each week. The university requires the intern's attendance at one course (see D) on campus each week.

If an intern is absent from school, he/she will follow the school's policy and procedures concerning teacher absences. Any absences over two days during the internship period must be made up. Requests for exceptions must be made to the Elementary Education Coordinators' Council. Absences for personal matters must be approved in advance by the Mentor Teacher and University Supervisor. Absences should be reported to the Mentor Teacher and the University Supervisor no later than 7:30 am on the day of the absence. If an intern has a prolonged illness, he/she must contact the Director of Teacher Education, the University Supervisor and the academic advisor to gain approval to either make up the days, or withdraw from the Internship and EDEL 188.

C. **Transfers and Withdrawals**

Not all internships are successful and a transfer to another placement or a withdrawal from the course may become necessary. This can be due to a conflict of personality or philosophy among the internship team, a change in circumstances, or that an intern simply is not ready for the experience. The intern, the Mentor Teacher, and the University Supervisor are all responsible for recognizing such problems and dealing with them directly. Should this require a change in the teaching internship experience, the University Supervisor should notify the School Principal and the Director of Teacher Education before any concrete steps are taken.

There should be no unilateral withdrawals of an intern from a particular placement. The Elementary Education Program Coordinator has the ultimate responsibility of transferring an intern from the internship placement or withdrawing the student from the internship altogether. In the latter case, appeal procedures are available through the Office of the Dean, UVM, College of Education and Social Services.

D. **Course Load**

The following 3-credit course is taken concurrently with student teaching:

EDEL 188 Principles of Classroom Management: Application of positive discipline strategies and complex instructional methods to classroom climate and organization. Creation of cooperative learning rotations with emphasis on the learning and achievement of all children in the classroom. Critical reflection on teaching practice through the creation and construction of a professional portfolio. Connection of personal, professional, and program experiences, and learning as practitioners.

It is strongly recommended that additional courses not be taken during the semester of internship.

E. Interns As Professionals

Interns are expected to maintain a professional appearance in the schools. Attire that is very casual (i.e., jeans, shorts, t-shirts, sneakers) is usually inappropriate. Bodies must be covered. If a Mentor Teacher, University Supervisor, or Principal determines that an intern's dress is inappropriate, the intern will be asked to leave school. Days missed for this reason will be made up. Professional appearance will be a factor in the intern's ongoing evaluation and grades.

F. Jobs During the Internship

Intern teaching requires extensive time for planning and preparation as well as daily work within the classroom. Experience has shown that interns with jobs have difficulty in attempting to meet double commitments and as a result do not do well in their internship experiences. Any student who, for financial reasons, feels that he/she must hold a job during the internship experience is strongly urged to ask for time off or a modified work schedule during solo teaching.

G. 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 and in some circumstances, reassignment may be necessary.

H. Intern Liability

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

Most, but not all schools, have liability insurance which covers teaching interns. It is the interns' responsibility to ask the principal if they are covered by the school's insurance. If they are not, the university strongly recommends that interns either become a student member of a teachers' professional association which can provide them with liability insurance, or purchase liability coverage from any reliable insurance company.

I. Interns as Substitute Teachers

The University Supervisor must approve the initial request for a student teacher to perform substitute duties.

When the classroom teacher is absent, the school is expected to provide a substitute teacher in accordance with the policy of the district. Student interns shall not substitute teach in classrooms other than their own. The intern must be treated as a substitute teacher and paid accordingly. 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.

Requests to substitute teach without pay or in other classrooms should be referred to the University Supervisor.

J. Solo Weeks

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

K. 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.

L. Remuneration for Mentor Teachers

In recognition of the contribution classroom teachers make in supervising teaching interns, the College of Education and Social Services has established a remuneration policy. Contact the Director of Teacher Education for information about the policy that applies to your school (656-3356).

SECTION IV

THE PROFESSIONAL PROGRAM PORTFOLIO

In order to be eligible for the State of Vermont's Level One License, candidates must assemble a professional portfolio. The purpose of the portfolio is to assemble a variety of evidence that shows the candidate is a competent beginning teacher of our professional program.

During your student teaching semester you will attend a course that will help you conceptualize, create, and assemble your professional portfolio. You will present your portfolio to faculty at the end of the semester. Based upon a review of your portfolio, faculty will decide whether or not to recommend you for licensure.

The course will be very helpful in taking you through the construction of your portfolio. Here are some things to think about as you get into your student teaching that will help you in your portfolio construction.

1. As you proceed through student teaching, think about the big ideas, concepts, or strategies that are important to you as a teacher. Several of these ideas will form the core of your portfolio. The ideas should describe the kind of teacher you want to be. Some exemplary big ideas are collaborative classrooms, responsive teaching, reciprocity, positive discipline, literacy, hands-on curriculum, individualization, child-centered curriculum and so on. It would be a good idea to keep a list of the big ideas you think about as the semester goes along.
2. Collect documentation of things that you have done during your student teaching. Remember, a portfolio shows what you know about and what you can do. "Evidence" can be your own plans, reflections you write after a lesson or unit, student work, photos of your classroom activity, video tape segments, assessments you have done with your children, and so on.
3. Caption your documents so you remember why you collected it, what was important about it, what it shows in terms of children's learning, and why it is important to you in terms of teaching and learning. Appendix F gives a good example of how to caption a document.
4. Build your photo collection early in the semester. Too often, photos are left until the last week and that is much too late. Take pictures early.
5. Think about documenting what children have learned as a result of your being their teacher. When you do a lesson or a unit, think about doing a pre-assessment and a post-assessment so you can show what children have learned under your leadership.

6. Think back to other experiences during your four years in the program. See if you can find something you've planned, written, or otherwise done that shows how much you've learned across the four years you've spent as a learning professional.

The portfolio is yours. The major portion of it will be your documentation of what is important to you as a teacher (your big ideas) and what you can show of them in practice. But you will also have to provide documentation of several Vermont requirements and several program requirements. Make sure you collect evidence that you have done or can do the following:

State of Vermont Portfolio Entries

1. Learning Environment
2. Accommodating Students Identified As Having Special needs
3. Collegueship & Advocacy
4. Teaching Episodes
5. Teaching Over Time
6. Self Reflection & Vision
7. Appendices and Other Documents

Elementary Program Goals and Operational Criteria

The Professional Program in Elementary Education Program Outcomes and Pedagogical Principles

1. Know Subject Matter

- a. subject matter knowledge
- b. reflective practice

2. Demonstrate Pedagogical Expertise

- a. specialized practices
 1. interdisciplinary practice
 2. collaborative/cooperative practices
 3. inclusive practices
 4. assessment informed practices
- b. differentiated instruction
- c. equitable pedagogy
- d. culturally responsive pedagogy
- e. reflective practice

3. Makes A Positive Difference In The Life Of Every Child

- a. every child a learner
- b. safe and healthy learning environment
- c. reflective practice

4. Teach With An Ethic of Social Justice

- a. leadership in education
- b. social justice orientation
- c. technological literacy
- d. reflective practice

Your portfolio will be a thoroughly, professional document. It will also be completely yours. You will be able to exercise your creativity in its construction, it will represent you, and you will be immensely proud of it when it is done. The key to a good portfolio is thoughtful preparation. Your key words: collect, select, and reflect.

Appendices

Knowledge of School Context:
To Do” Checklist

- _____ Complete background check and have paperwork filed with school district.
- _____ Make a copy of class schedule to give to your supervisor on his first visit.
- _____ Introduce yourself to the school secretary, principal, special educators and music, art and PE teachers.
- _____ Be aware of fire drill and lock down procedures within your building.
- _____ Write a letter of introduction to be sent home with your students. In the same letter, or a separate one, request permission to take pictures or video work in your classroom. Have both notes approved by your mentor.
- _____ Bring a digital camera to school to take photos for your portfolio.
- _____ Be familiar with the Handbook of the Internship Experience, especially the Policies and Procedures section.
- _____ Sit down with Mentor Teacher to fill in Semester Experience Plan.

Questions to Ask Your Mentor

- _____ What special considerations or accommodations for students should I be aware of? Do any of the students have allergies or medical concerns? Are there any students on an IEP or 504 Plan? Are there any family or custody issues I should be aware of?
- _____ What are the specific procedures for a fire drill, emergency evacuation, or lock down?
- _____ What do you feel is the best way to communicate with parents?
- _____ May I have your home phone number and e-mail address?
- _____ May I have a copy of your class schedule, the school calendar, and handbook?
- _____ Where would I find a copy of the school learning expectations and curriculum for this grade level?
- _____ When and where are staff meetings?
- _____ Are there any students who cannot be photographed or videotaped?
- _____ What is the discipline policy/procedure for the school and this classroom? What classroom rules or behavioral expectations should I know?

Expectations For Lesson Plans, Teaching and Self-Assessment Cycle

1. Write a plan for most lessons that you teach (as agreed upon by you and your mentor) **Lesson plans must be submitted to university supervisor on Taskstream and mentor teacher when there is a formal observation scheduled at least 48 hours prior to the lesson:**

- Your mentor teacher should review any lesson plans in advance of your teaching. *Discuss with them in what form they would like to see your plans.*
- *Use the ELED Taskstream lesson plan template (attached) or a form agreed upon by you and your mentor when planning your lessons.*
- *Keep a binder with copies of these lesson plans, assessments/next steps reflections (as well as student work and running records) in a consistent place in the classroom so your supervisor or mentor can check it regularly.*
 - a. Your supervisor will review select lesson plans as outlined in the Semester Schedule.

These lesson plans must be fully scripted and submitted on TaskStream.

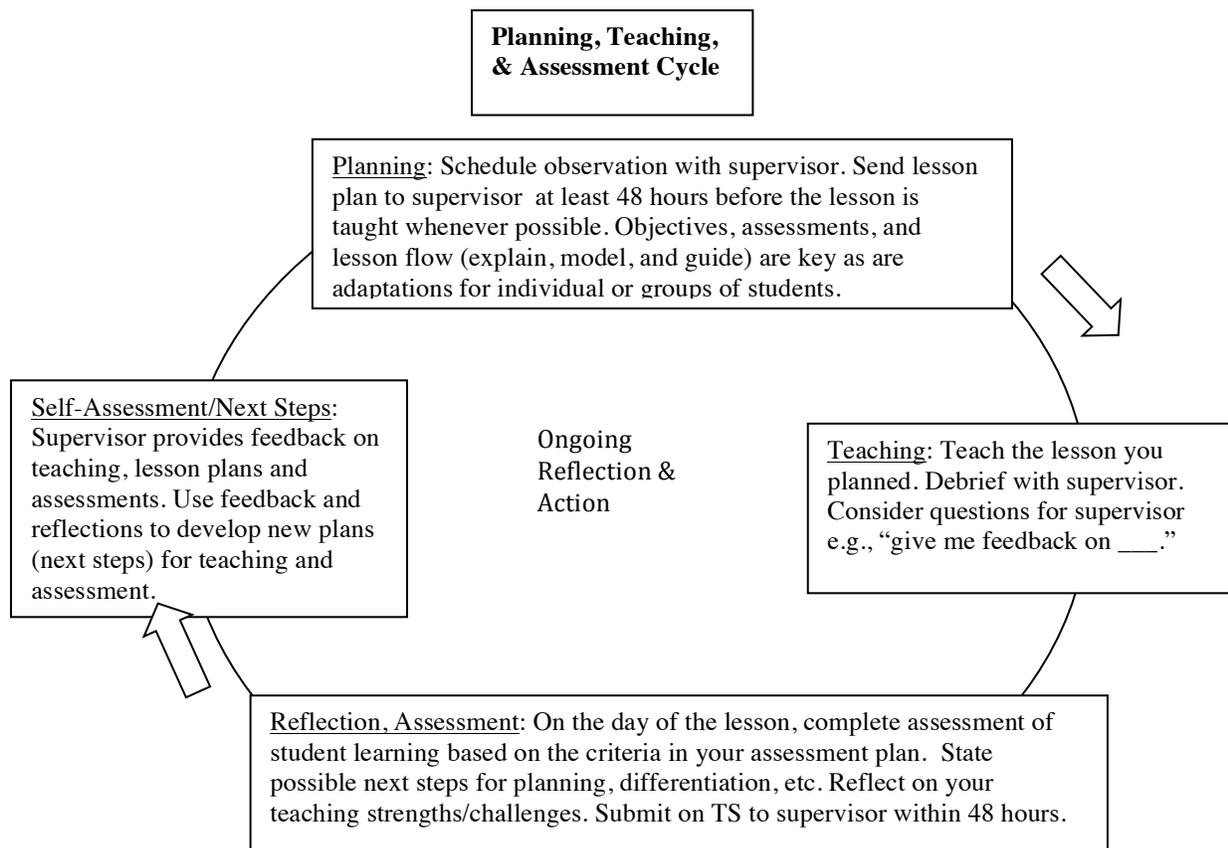
b. Your supervisor will observe lessons during most weeks of the placement (see Semester Schedule).

2. For lessons observed by your supervisor:

a. Write the lesson plan following the ELED lesson plan template. Submit the lesson plan to your supervisor on TaskStream. (Be certain that your supervisor is sent an email notification regarding your TS submission). **These lesson plans must be submitted at least 48 hours before you are to be observed.**

b. Submit via TaskStream PI Assessment/Next Steps and Reflection within 48 hours after teaching the lesson.

3. **You are responsible for planning/scheduling observations with your supervisor. Email your supervisor observation times for the upcoming week by Friday of the preceding week.**



Lesson Planning Guide

Lesson Context

1. Author: Include names of all authors of this activity.
2. Students
3. Grade/Level
4. Topic of Study for this Lesson
5. Date and Time of Lesson
6. Learning Context: Describe the larger unit, and the activities that came before and the activities that come after.
7. Teacher Goals: Goals that you have for your teaching during this lesson.

Lesson Alignment

7. Common Core State Standards, Next Generation Science Standards, Vermont Standards/Grade Expectations
8. Student Learning Objectives: What do you want students to know, understand, and be able to do as a result of this lesson?
9. Assessment of Stated Objective: What assessment(s) will you use/design to determine whether students know and can do what your learning objectives require? What criteria are you using to determine acquisition of intended outcome(s)? Include rubrics and criteria for meeting the standards.

Lesson Activities & Flow (Script language to be used with students)

10. **Orientation/Introduction**
 - State learning intention/objective for the lesson
 - Explanation of content and activity
 - Activate prior/background knowledge.
 - Pacing of lesson (scripting)
11. **Procedure**(You may utilize one of these methods during the lesson)
 - **Gradual Release of Responsibility**
 - Model
 - Guided Practice
 - Independent Practice
 - **5 E's**
 - **Engagement:**
 - Describe how you will capture students' interest.
 - What kind of questions should the students ask themselves after the engagement?
 - **Exploration:**
 - Describe what hands-on/minds-on activities students will be doing.
 - List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration
 - **Explanation:**
 - Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will you use to help students connect their exploration to the concept under examination?

- List higher order thinking questions, which you will use to solicit *student* explanations and help them to justify their explanations.
- **Elaboration:**
 - Describe how students will develop a deeper understanding of the concept.
 - What vocabulary will be introduced and how will it connect to students' observations?
 - How is this knowledge applied in our daily lives?
- **Evaluation:**
 - How will students demonstrate that they have achieved the lesson objective?
 - This should be embedded throughout the lesson as well as at the end of the lesson

12. **Closure & Synthesis.** (restate learning intention-summarize lesson)

Lesson Responsiveness & Preparedness

13. Responsiveness:
- As appropriate, plan for **differentiation** given student needs and lesson objectives.
 - Think about Process, Product and Content
 - As appropriate, plan collaborative work and the supports for that work.
 - As appropriate, plan proactive management strategies for groups and individuals.
14. Preparedness
- Identify materials and resources to be assembled for use in the lesson, e.g., manipulatives, texts, other printed materials, graphics, videos, document cameras, Smartboard or laptops .
 - Rehearse usage of materials and resources including pacing and time allotment.

POST-IMPLEMENTATION: Assessment & Next Steps

15. Assessment of Student Learning
Record student performance on planned assessments
- Ask yourself:
 - What did the students learn?
 - What do they still need to learn?
 - What are my next instructional steps?

Reflection on your teaching

16. Reflect on how you might improve your Planning/Teaching/Assessment. (How can you strengthen your teaching to more effectively engage and instruct your students?)
- Ask yourself:
 - What went well with regard to my teaching and student learning during this lesson?
 - What changes would I make if I were to teach this lesson again?
 - Did I reach my goals?

Taskstream Lesson Plan Format Elementary Education

Author:

Subjects:

- Unit and Topics:
- What is the Unit or Topic of Study for this lesson?

Grade/Level:

Teacher Goals:

- What are the goals that I have for my own teaching during this lesson?
 - These goals can reflect professional growth, academic or management goals

Implementation

Learning Context:

- How does this activity fit into the general context of what you're teaching?
- Describe the larger unit, and/or consider the activities that came before and the activities that come after.
- What are some of the factors that relate to this group of students which might impact this lesson/unit?
 - Size of group, gender distribution, students with special needs or other challenges

Student Learning Objectives:

- What do you want students to know, understand, and be able to do as a result of this lesson?
- Are there student attitudes/dispositions that are especially important in this lesson?
- Students will be able to:
 - Remember this is the “what of the lesson”

Assessment of Stated Objective:

- What assessment will you use/design to determine whether students know and can do what your student learning objectives require?
- What criteria are you using to determine acquisition of intended outcome(s)?
 - What are the expectations for success and how will you determine if students are meeting the standard, nearly meeting the standard or exceeding the standard?
 - You must have an assessment for each learning objective (these can be formal or informal)

Standards/Grade Expectations:

- What State or National Standards will this lesson address?

- There must be an objective and assessment for each standard that you name.

Differentiation:

- Describe the basis of your differentiation given your specific student needs, e.g. student learning style, student interest/ability, instructional process, and/or product?
- How will you differentiate this lesson?

Procedures: (include pacing)

- Gradual Release of Responsibility
 - Model
 - Guided Practice
 - Independent Practice
- 5 E's
 - Engagement:
 - Describe how you will capture students' interest.
 - What kind of questions should the students ask themselves after the engagement?
 - Exploration:
 - Describe what hands-on/minds-on activities students will be doing.
 - List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration
 - Explanation:
 - Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will you use to help students connect their exploration to the concept under examination?
 - List higher order thinking questions, which you will use to solicit *student* explanations and help them to justify their explanations.
 - Elaboration:
 - Describe how students will develop a deeper understanding of the concept.
 - What vocabulary will be introduced and how will it connect to students' observations?
 - How is this knowledge applied in our daily lives?
 - Evaluation:
 - How will students demonstrate that they have achieved the lesson objective?
 - This should be embedded throughout the lesson as well as at the end of the lesson
 - Closure & Synthesis. (restate learning intention-summarize lesson)

Collaboration:

- How are you asking students to work during this plan?
 - Individual work, cooperative work, collaborative work, a combination?

Management Considerations:

- Are there specific management/discipline issues you need to anticipate, rehearse and prepare for? Explain.

Resources and Materials:

- Identify the resources you and your students will be using in the classroom for this lesson.
 - Under Materials and Resources, list such things as texts, other printed materials, graphics, videos, VCRs, etc.

Time Allotment:

- How long?
- How many periods of time?
 - Always consider pacing

Post Implementation (Reflection)

Sample Student Products:

- Attach student work samples to lesson
- Find examples of different levels of achievement
- Provide a description of student work samples.

Assessment: (post-instruction) This is about student achievement

- How did you assess your student learning objective(s)?
- Were you able to implement your assessment as planned?
- What evidence do you have of student learning?
- What do the students still need to learn?
- Data collected when looking at assessments.

Author's Comments and Reflections: (post-instruction) This is about your instruction

- What went well?
- What would you change? Why?
- What are your next instructional steps?

College of Education and Social Services
Elementary Education - Internship Observation Report
 COMPLETED BY UNIVERSITY SUPERVISOR AFTER EACH FORMAL OBSERVATION

**Rating Scale: 1. Little or No Evidence 2. Emerging 3. Meets the Standard
 4. Exceeds the Standard**

Intern:

Date:

Rating	Areas of Competency	Comments
	Planning	
	1. Demonstrates ability to align objectives, assessments, and instructional activity in units and lessons.	
	2. Units and lessons show subject matter knowledge and knowledge of how to represent content so that it is accessible to students (pedagogical content knowledge). For example, utilizes alternative ways of representing and exploring content, e.g. concrete, pictorial, symbolic, and technological. utilizes students' prior knowledge and interests in plans for representing and exploring content.	
	3. Selects materials that match students' abilities, especially with regard to instructional level text.	
	4. Accesses resources and partnerships in and out of the classroom, including the incorporation of plans provided by others, e.g. IEPs.	
	5. Organizes the learning environment (grouping strategies, learning centers, bulletin boards, etc.) to reflect instructional goals.	
	6. Plans for students' ownership and engagement in purposeful learning.	
	7. Uses data from previous teaching cycles to develop plans which include goals and procedures for teaching, assessment, and self-assessment.	
	Teaching	
	Pedagogy	
	1. Follows plans effectively/flexibly responding to student's needs, interests and contributions.	
	2. Provides scaffolding or facilitating strategies including (a) clear communication of objectives, directions, and assignments; (b) modeling; (c) guided practice; (d) independent practice; and (e) adjusting pace or level of difficulty of the work. Concludes lesson with an effective closing that summarizes learning objectives.	

	3. Helps children construct meaning through thoughtful questioning, listening, and response to promote genuine dialogue.	
	4. Consistently models good writing and writing to learn across subjects	
	Management	
	1. Establishes authoritative (not authoritarian) presence through voice quality, articulation and language.	
	2. Establishes respectful non-verbal interactions, e.g. gestures, expression, eye contact, movement, and wait time.	
	3. Demonstrates fairness, courtesy and respect for students and colleagues	
	4. Is proactive in creating a safe and trusting community of learners.	
	5. Demonstrates enthusiasm, warmth, and friendliness.	
	6. Communicates expectations for instructional and classroom activity, and consistently monitors and responds to students' behavior (positive or negative).	
	Assessment	
	1. Effectively uses assessments paired with lesson plan objectives.	
	2. Uses multiple and varied assessments (ongoing/formative and summative) over time and across content work.	
	3. Maintains dated and organized records of student progress (formal and informal)	
	4. Uses assessment and progress records to plan next steps and when appropriate shares this information with students, teachers, administration and parents	
	5. Demonstrates competence in developing grading criteria and procedures, carried out in a timely fashion.	
	Professional Responsibilities	
	1. Regularly reflects on his/her teaching experiences and adjusts teaching practice; utilizes input from mentor teacher and university supervisor to and improve practice	
	2. Communicates clearly and constructively with the mentor teacher and university supervisor about plans, responsibilities, concerns and ideas.	
	3. Participates in extra-curricular school activities, school meetings, and other outside-of-the classroom responsibilities of teachers in the school.	
	4. Interacts with peers, school personnel and parents in a diplomatic, collaborative and cooperative manner.	

TO BE COMPLETED BY STUDENT TEACHERS/MENTORS AND SUPERVISORS FOR MIDTERM AND FINAL EVALUATION MEETING

Elementary Education Student Teacher Quarterly Evaluation

Student Teacher _____

Check:

Mentor Teacher _____

1st Progress Report _____

UVM Site Supervisor _____

Mid-Term Evaluation _____

Date _____

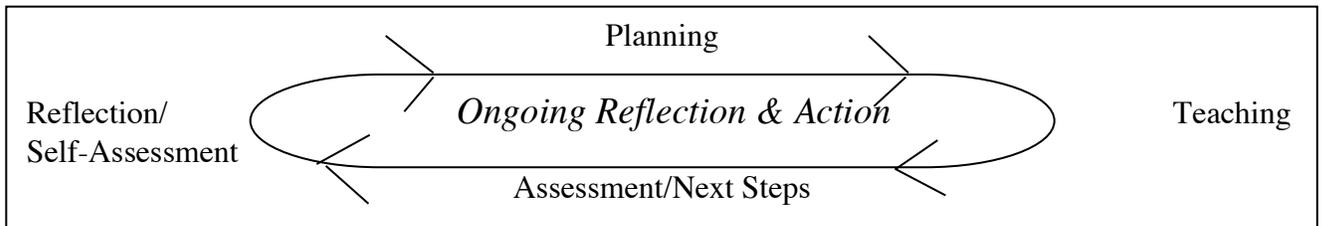
3rd Progress Report _____

Mid-Term Grade/Final Grade _____

Final Evaluation _____

Signature of Person Completing Form _____

The University of Vermont's Elementary Education Program evaluates and recommends beginning teachers who demonstrate competence in *planning, teaching, assessment, and self-assessment (reflection)*, and use these skills in a mutually informing cycle.



- ✓ Planning: Plans are informed by curriculum goals and standards and students' strengths/needs.
- ✓ Teaching: Teacher enacts plans while remaining responsive to students' participation.
- ✓ Assessment/Next Steps: Assessments reveal what students know, learn, & find challenging regarding the objectives of lessons. Teacher uses this information to inform upcoming lessons.
- ✓ Reflection/Self-Assessment: Student teacher reflects on the quality of the lesson and her/his teaching performance to set personal goals for upcoming lessons.

The Quarterly Evaluation is used to document, at four points in the semester, the student teacher's demonstrated strengths as well as areas of needed improvement. Indicators are listed for each part of the teaching cycle as well as Professional Responsibilities. For the 1st and 3rd Progress Reports indicators will be marked as Satisfactory (S) or Unsatisfactory (U). A mid-term and final grade is assigned as part of the evaluation with input from the internship team: the student teacher, the Mentor Teacher, and the University Supervisor.

I. Planning

Evaluation Score: _____

Indicators

1. Demonstrates ability to align objectives, assessments, and instructional activity in units and lessons.
2. Units and lessons show subject matter knowledge and knowledge of how to represent content so that it is accessible to students (pedagogical content knowledge). For example, utilizes alternative ways of representing and exploring content, e.g. concrete, pictorial, symbolic, and technological. utilizes students' prior knowledge and interests in plans for representing and exploring content.
3. Selects materials that match students' abilities, especially with regard to instructional level text.
4. Accesses resources and partnerships in and out of the classroom, including the incorporation of plans provided by others, e.g. IEPs.
5. Organizes the learning environment (grouping strategies, learning centers, bulletin boards, etc.) to reflect instructional goals.
6. Plans for students' ownership and engagement in purposeful learning.
7. Uses data from previous teaching cycles to develop plans which include goals and procedures for teaching, assessment, and self-assessment.

Strengths

Next Steps/Plan for Improvement

II. Teaching

Evaluation Score: _____

Indicators

Pedagogy

1. Follows plans effectively/flexibly responding to student's needs, interests and contributions.
2. Provides scaffolding or facilitating strategies including (a) clear communication of objectives, directions, and assignments; (b) modeling; (c) guided practice; (d) independent practice; and (e) adjusting pace or level of difficulty of the work.
3. Helps children construct meaning through thoughtful questioning, listening, and response to promote genuine dialogue.
4. Consistently models good writing and writing to learn across subjects

Management

1. Establishes authoritative (not authoritarian) presence through voice quality, articulation and language.
2. Establishes respectful non-verbal interactions, e.g. gestures, expression, eye contact, movement, and wait time.
3. Demonstrates fairness, courtesy and respect for students and colleagues
4. Is proactive in creating a safe and trusting community of learners.
5. Demonstrates enthusiasm, warmth, and friendliness.
6. Communicates expectations for instructional and classroom activity, and consistently monitors and responds to students' behavior (positive or negative).

Strengths

Next Steps/Plan for Improvement

III. Assessment

Evaluation Score: _____

Indicators

1. Effectively uses assessments paired with lesson plan objectives.
2. Uses multiple and varied assessments (ongoing/formative and summative) over time and across content work.
3. Maintains dated and organized records of student progress (formal and informal)
4. Uses assessment and progress records to plan next steps and when appropriate shares this information with students, teachers, administration and parents
5. Demonstrates competence in developing grading criteria and procedures, carried out in a timely fashion.

Strengths

Next Steps/Plan for Improvement

IV. Professional Responsibilities

Evaluation Score: _____

Indicators

1. Regularly reflects on his/her teaching experiences and adjusts teaching practice; utilizes input from mentor teacher and university supervisor to and improve practice
2. Communicates clearly and constructively with the mentor teacher and university supervisor about plans, responsibilities, concerns and ideas.
3. Participates in extra-curricular school activities, school meetings, and other outside-of-the classroom responsibilities of teachers in the school.
4. Interacts with peers, school personnel and parents in a diplomatic, collaborative and cooperative manner.

Strengths

Next Steps/Plan for Improvement

Evaluation

OBJECTIVES	ASSESSMENTS
Professional Development Professional Attributes and Knowledge of School Context	<ul style="list-style-type: none"> *Completion of <i>To Do Checklist</i> *Demonstrate strong communication skills (with supervisor, mentor teacher, parents, school personnel) *Participate in school meetings (including staff meetings, in-service trainings, at least one IEP meeting) *Demonstrate strong professional attributes (as outlined in the PADA)
Planning	<ul style="list-style-type: none"> *Adherence to Expectations for Planning/Teaching Cycle & Observation Procedures (as described on page 9). *A total of 5 lesson plans will be submitted on Taskstream by the midterm evaluation. *The Teaching over Time unit will be submitted 1 week prior to solo weeks with 5 additional lessons. *Thoughtful and well-written, fully scripted lesson plans and post-implementation assessments and self-reflections <i>Lesson plans are submitted to your supervisor at least 48 hours prior to teaching; Post-Implementations must be submitted to supervisor up to 48 hours after the lesson has been taught.</i>
Responsive Teaching	<p><i>First Quarter Progress Report and Professional Attributes & Dispositions Assessment (PADA)</i></p> <ul style="list-style-type: none"> *This assessment is based on the quality of plans, teaching, assessment, next steps and self-reflection. Students, university supervisor and mentor teachers will discuss strengths and suggested improvements/next steps at this oral meeting. The categories to be assessed are Planning, Teaching, Assessment and Professional Responsibilities. *The supervisor will compile all comments and send to student and mentor teacher. <hr/> <p><i>Midterm Evaluation and PADA</i></p> <ul style="list-style-type: none"> *This assessment is based on the quality of plans, teaching, assessment, next steps and self-reflection. Students must complete and submit both the Student Teacher Evaluation and the PADA at the time of the Mid-Term meeting (with the supervisor and mentor teacher). Mentor teacher completes these forms. *The supervisor will compile all comments and send to student and mentor teacher. <hr/> <p><i>Third Quarter Progress Report (if needed)</i></p> <ul style="list-style-type: none"> *Student Teacher evaluation and PADA based on the quality of plans, teaching, assessment, next steps and self-reflection *This meeting will take place if there are concerns prior to the two week solo. <hr/> <p><i>Final Evaluation and PADA</i></p> <ul style="list-style-type: none"> *Based on the quality of plans, teaching, assessment, next steps and self-reflection. This includes the Teaching over Time Unit Plan and the Solo Teaching Plans, all of which must be submitted to the supervisor. *Students and mentor teachers must complete and submit both the Student Teacher Evaluation and the PADA at the time of this final meeting with the supervisor and mentor teacher. * The supervisor will compile all comments and send to student and mentor teacher.
Student Assessment/Self-Assessment	<ul style="list-style-type: none"> *Demonstrate ability to create strong student assessments using specific rubrics in alignment with learning objectives. *Ability to evaluate learning based on student assessments. *Completion of Post-Implementation self-assessments on personal teaching strengths/challenges.

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

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

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

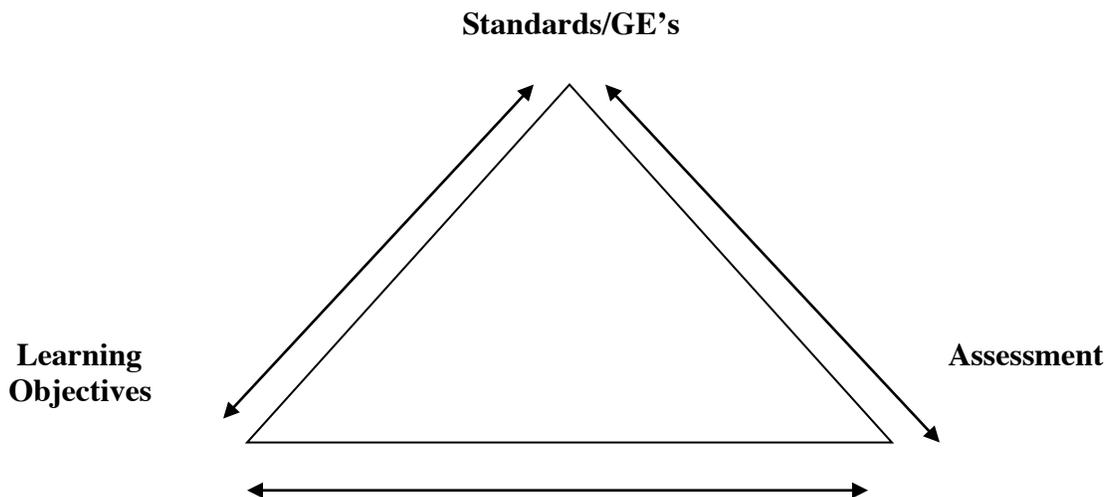
	1	2	3	4	5	NA- Not applicable or observable during this experience
Written Grammar	Writing (including electronic communication) is frequently unclear and/or disorganized; the candidate lacks grammatical and organizational writing skills.	Concepts and ideas presented in writing (including electronic communication) are sometimes unclear and/or disorganized. There are some spelling and grammatical errors.	Concepts and ideas presented in writing (including electronic communication) are clear and organized. Spelling and grammatical errors are rare.			
Content	Language is unprofessional and/or inappropriate.	Language is occasionally unprofessional and inappropriate.	Language is always professional and appropriate.			
Oral	Oral expression is inarticulate. Use of vernacular may be common. Voice resonance and/or volume, may be inappropriate. Language is frequently unprofessional and/or inappropriate.	Oral expression is usually articulate. Voice resonance may not always be clear. Language is occasionally unprofessional and/or inappropriate.	Oral expression is articulate. Voice resonance is clear, and intonation and volume are appropriate. Language is always professional and appropriate.			
Non-verbal Expression	Regularly uses inappropriate gestures, body movements, facial expressions and body language.	Some use of inappropriate gestures, body movements, facial expressions and body language.	Consistently demonstrates appropriate and professional body language.			
Response to Feedback	Appears defensive and unreceptive to feedback. Does not make appropriate changes based on feedback.	Receptive to feedback, but rarely makes adjustments to professional practices.	Receptive to feedback and makes adjustments to professional practice as appropriate.			
Teaching Dispositions	Acute Area of Concern	Emergent	Satisfactory			Comments
Desire to Improve Teaching Performance	Makes little or no effort to improve teaching performance. No evidence of improvement in teaching performance.	Expresses desire to improve teaching performance, but there is little evidence that demonstrates improvements.	Demonstrates desire to improve teaching performance. Teaching performance shows improvement.			
Student Learning Potential	Makes negative comments and displays a negative attitude regarding student potential and learning.	Expresses the belief that all students can learn. Examines instructional, assessment and classroom management practices.	Demonstrates, through practice, the belief that all students can learn. Is accountable for student learning by examining instructional, assessment and classroom management practices and uses differentiated instruction to ensure all students can learn.			
Diversity	No evidence that the candidate is aware of or comfortable with addressing gender, sexual orientation, race, ethnicity, religion, socioeconomic status or exceptionality in the classroom.	Aware of and sensitive to gender, sexual orientation, race, ethnicity, religion, socioeconomic status and exceptionality in the classroom but addresses in a limited way through instruction, assessment, and classroom management.	Understands and is sensitive to gender, sexual orientation, race, ethnicity, religion, socioeconomic status and exceptionality in the classroom and addresses consistently through instruction, assessment, and classroom management.			
Collaboration	Does not work collaboratively with professionals and families to plan and jointly facilitate student learning despite access to opportunities.	Infrequently works collaboratively with professionals and families to plan and jointly facilitate student learning despite access to opportunities.	Regularly works collaboratively with professionals and families to plan and jointly facilitate student learning.			

Teaching Over Time Learning Unit

1. Learning unit lesson plans will be submitted in Taskstream format and embedded in solo teaching plans. These lessons should be aligned with the Common Core State Standards, The Next Generation Science Standards and the Vermont Standards (GLE's).
2. Minimum of five **sequential and connected** lessons that build upon each other and demonstrate an interdisciplinary approach to instruction (Portfolio Entry #5).
3. Lessons will be submitted to your mentor teacher and UVM supervisor .
4. Post implementations for your lessons should be posted following each teaching episode.

DUE DATES:

- 2 weeks prior to solo (see student teaching calendar)—Submit a draft of your 2-week plan with unit lesson notes.
- 1 week prior to solo (see student teaching calendar)—Final 2-week plan and final learning unit with lessons.
- You may not begin your solo teaching until this unit is submitted.



See key on last page for "O", "H", and "T"

Fall Semester-Experience Plan Template

Subject/ Activity	Week 1	Week 2	Week 3	Week 4 1st Quarterly Evaluation
	O: H: T:			

Subject/ Activity	Week 15	Week 16 Final Evaluation	Week 17	O = Observe only H = Help with instruction, Management, Transitions to Specials, etc. T = Teach, including planning, teaching, assessing