

Art Education



The University of Vermont

College of Education and Social Services
Department of Education



College of Arts & Sciences
Department of Art

Undergraduate Program Handbook 2009-2010

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

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Mission Statement

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

Admission to the Art Ed Program

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

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

While students may declare their intention to be art education majors and apply for that major, students must be reviewed to pass into the professional Licensure aspect of the program, which begins in the fall of junior year. A program review process will be conducted during the second semester of their sophomore year (for students transferring into the program or into the university, the time frame for the review will be determined by the Art Ed Director).

Criteria for passing licensure program review (2nd semester sophomore year):

- A 3.0 minimum GPA
- A strong portfolio of your own artwork
- A statement of your own intentions and beliefs regarding your choice of major and your development since beginning the program

Program Requirements

Requirements for Teacher Education / Art Education Program (Pre-Kindergarten through Twelve)

- Students who would like to be Art Education majors must be enrolled in the College of Education and Social Services.
- Those admitted as first year students or sophomores to the Art Education Program are considered Candidates in the Program. Students go through a formal review process during the second semester of the sophomore year. Those students who pass the review are admitted as Majors in the program in the fall of junior year (see page 2 for review criteria).
- Students must meet/talk with their advisors every semester to select courses, as the art education courses have a specific sequence that must be followed.
- Students must get approval from their advisor and from the Art Education Director to set up student teaching and accompanying courses **prior** to enrolling in student teaching.

Art Education Major

The Art Education program occupies a unique place among programs at the University of Vermont. Designed to serve students with a passion for art and a concern for education, it holds classes in the Department of Art and in the College of Education and Social Services. Art Ed majors are enrolled in CESS, while the Art Education faculty are members of the Art Department in the College of Arts & Sciences.

While Art Education majors are enrolled in the College of Education and Social Sciences, they spend a significant time taking studio art classes, art history classes, and art education courses. Students will receive a Bachelor of Science with from the College of Education and Social Science, and will have fulfilled the requirements necessary to apply for the Vermont State Certification as an art teacher, who may teach at the level of pre-kindergarten through grade 12. (students do NOT become automatically certified as art teachers upon graduating from UVM. They must apply separately through the Vermont Department of Education. Please see *Licensing Resources* section).

Art Educators need a broad, deep involvement in studio experience and a solid background in art history. To this end, the program combines extensive studio art and art history requirements with specific art education and general, professional education requirements. The latter includes areas such as educational philosophy, psychology, curriculum development, special education and multicultural studies. Art Education courses are small, typically with five to twelve students in a class. With the belief that contact experience is the backbone of a strong program, most art education courses have a field work component.

Offerings include topics such as theories and methods in arts instruction, arts integration, children's artistic development, discipline based arts education and multi-talent learning. Majors review current research in teaching and assessment practices and examine specific art education topics such as health hazards, arts in therapy, museum education, international arts education and arts in special populations. Students work both in public schools, where they observe and teach at elementary, middle and high school levels, and alternative sites including museums, hospitals, correctional institutions, craft schools, programs for the elderly, mental health and human services sites, and galleries. The program is completed with a full semester of teaching experience under the supervision of a master art educator.

The Art Education degree is available at the undergraduate level or as a post baccalaureate in Art Education. Upon graduation many of our students go directly into teaching, while others eventually go on to terminal degrees in fields such as education, studio art, art therapy, and museum education. Many create their own arts programs and schools while others step into positions that merge their interests in arts and people.

Some of our graduates have undertaken careers in public school education at all levels, arts administration, art therapy, private school education, museum education, arts program development, educational filmmaking, gallery direction, theater, architecture and university teaching. Because the classes are small and the degree is professional, alumni/ae tend to keep in touch with faculty and peers, thus developing a broad national and international network of concerned and active art educators.

Art Ed Major Course Requirements

Important

Go to the *Art Ed Checksheet section* for a detailed listing of all courses required as an art ed major, as well as advising guidelines and a typical program worksheet. It is imperative that you look at this section from upon your arrival in UVM and consult as you select courses.

- The University requires **124 credits** to graduate.
- A minimum **3.0 cumulative GPA** is required for the degree with licensure endorsement.
- **30 of the last 45 credits** of a degree must be completed in residence at UVM.
- It's your responsibility to make sure all your requirements are met in time for intended graduation. Check your **CATS Report** (see page 6) and plan ahead with your advisor. **Be organized, think ahead, make the most of your time and experience as many art educational opportunities as possible.**
- Race & Culture may be combined with specific English Lit classes for requirement fulfillment. Be sure to check with the CESS office or your advisor for more information.
- If you wish to fulfill a General Ed requirement with a course that is not listed under acceptable courses, you may fill out a **Course Equivalency Form** which can be found at CESS Student Services Office.
- Take a wide variety of studio art classes, ranging in as many different mediums as possible (see the *Art Education Checklist* for specific requirements). That being said, it wouldn't hurt to pick a medium you enjoy and take courses in that medium at the introductory, intermediate, and advanced levels. Come senior year, there is an option of a Senior Seminar which can only be taken if a 200 level art class has been taken in the past. Also, if you are serious about continuing with a medium and you have exhausted all courses offered, you can request a specific faculty member in the Art Department to do an independent study with you (if the faculty agrees, you and the faculty member will have to fill out an Independent Study form, available in the Art Dept.).

CATS Report

The Curriculum Audit Tracking System identifies the specific requirements for your current degree program and displays the courses that you have taken that best satisfy those requirements. It also indicates which requirements still need to be completed and provides a list of possible courses that will satisfy them. Students can run a CATS Report from the Student SIS Access site on the Registrar's Office homepage.

It is important that you review your CATS Report with your advisor. Transferred credits or courses taken as an exception require a course substitution or a course waiver that may need to be submitted through the Request Process used by the CESS. The Request form is available at the CESS Student Services website: <http://www.uvm.edu/~cess/stservices>, under FORMS (on the left column).

To Access Your CATS Report:

1. Go to the Registrar's Office online at <http://www.uvm.edu/~rgweb/>.
2. Click on "Student SIS Access", Enter your User ID and Pin, and click Login.
3. On the Main Menu, click on "CATS Reports for Students".
4. On the CATS page, click on "Submit an Audit".
5. On the Submit Audit page select the "Latest" version of your degree program, then choose "List All Requirements", or "Incomplete Requirements", etc. and click "Run Audit".
6. Click on "View submitted audits".
7. Click on the degree program link to open the audit.

If you have problems running your CATS report or have questions, please contact Barbara Romanoff at the CESS Student Services Office. Barbara.Romanoff@uvm.edu or 802.656.1446

Licensure Program:

Core Courses in Art Education

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

1) Professional Education courses:

- **HDFS 005: Human Development**
A comprehensive survey of life span individual and family development within social and historical context. Should be taken in the first year or as a sophomore. 3 credits.
- **EDSP 005: Issues Affecting Persons with Disabilities**
: Students study the effects of discrimination, advocacy, litigation and sociological perspectives on disabilities. History, current legislation, and family issues for children and adults are emphasized. Should be taken in the first year or as a sophomore. 3 credits.
- **EDFS 203: Social, Historical, and Philosophical Foundations of Education**
Critical examination of central educational/ social issues and values with special emphasis on the struggle for justice and equality. Themes include schooling and social class, race, and gender; the purposes of education; and the responsibilities of teachers. Prerequisite: Enrollment in teacher licensing program, junior standing. 3 credits.
- **Course on literacy.** Courses that meet the requirement are:
 - * **EDSC 215 Reading in Secondary Education**
Theory and methods of reading/ writing explored in the context of literacy. Focus on reading, writing, speaking and critical thinking across disciplines. Cultural contexts explored. Junior standing. 3 credits. Must request permission from instructor.
 - * **EDML 177 Adolescent Literature and Literacy**
Course participants examine middle school literature, focusing on research-based instructional practices for teaching and engaging middle schoolers in reading and writing across the subject areas. Junior standing. 3 credits. Must request permission from instructor.
 - * **EDLT 236 Multicultural Children's Literature**
Current research in multicultural education and literacy informs examination of representation and perspective in literature for children and youth. Perspectives include religion, race, gender, SES.

2) Professional Art Education Courses:

I. Overview

Once you're admitted into the professional Licensure Art Ed Program (which begins your junior year), you will have to take all of the these courses, which follow a specific sequence.

Junior Year:

Fall semester:

- EDAR 177- Curriculum & Practicum in Elementary Art 4 credits
- EDAR 178- Curriculum & Practicum in Middle/High School Art 4 credits

Junior Year

Spring semester

- EDAR 283- Current Issues in Art & Education 3 credits
- EDAR 284- Current Issues in Art & Education/ Alternative Sites 3 credits

Senior Year:

Fall or Spring semester (to be determined by Art Ed Director)

- EDSC 226 Student Teaching Internship & Seminar 12 credits

II. Course Descriptions

• **Observations (EDAR 177 and 178)**

Fall of Junior Year, 4 credits each.

EDAR 177 (Curriculum & Practicum in Elementary Art) and EDAR 178 (Curriculum & Practicum in Middle/High School Art) are currently offered in the fall of junior year. They are both made up of two parts. Part one is a practicum and your first real classroom experience. Part two is a seminar class, which meets once a week. The courses are worth 4.0 credits each. What should you expect time-wise? Both EDAR 177 and 178 consist of a seminar class as well as 3 hours a week at a site. The practicum culminates in a lesson prepared and taught on site by the student intern.

EDAR 177 has another component associated with the practicum and seminar. During the seminar, students are responsible for teaching the after school art program at the Fleming Museum for local school children. The UVM students design and write lesson plans for each lesson they teach, with their UVM instructor overseeing and mentoring their lesson plans, using the collections of the museum as inspiration. Depending on the size of the UVM class, the students may teach solo or as a team, with the UVM

instructor there to supervise and guide as needed. The goal of this experience is for the students to gain experience teaching art in the Museum setting, to realize the progression of their lesson plans from design through instruction and to receive meaningful feedback from their instructor. Through the Fleming classes, the instructor is able to directly illustrate for, and with the students, the various teaching methodologies that are discussed in the seminar (i.e. formative & summative assessment, classroom management techniques, teaching with various materials and educational objectives, and teaching to accommodate various learning styles). Each session is celebrated at the completion with an Art Show of the children's work. Chris Fearon, who directs the children's programs at the Fleming will contribute to EDAR 177 throughout the semester with helpful and informative teaching tips reflecting the role of the Museum in art education..

EDAR 178 is a class in which students develop lesson plans and hone skills in classroom management. In this class students will complete observations in middle school and high schools. They will compare and contrast curriculum, forms of assessment, etc. A great deal of time is devoted to reporting observations from the various public school sites in which students are located.



Choose your site wisely, as many Art Ed students choose to complete their student teaching with one of their observation teachers. Also, it's a great way to decide what level to student teach at and where. It is suggested that you **contemplate what grade level you would like to work with and decide who you will student teach with during this time**. Use this observation time to visit other sites and network with other art educators. Networking is key, as one teacher could know another teacher, etc. Vermont is a small state. If you decided your two sites are not where you hope to be, inquire with other classmates and seek out information from your advisor and other Art Education faculty about other location options.

*****Note:** You are generally responsible for securing sites of observation on your own and in your own time. Interviews with principals are, on occasion, necessary. Most teachers are very welcoming to student observers. Remember, this is a practicum, not student teaching. Therefore, you are only required to be at the site for 3 hours and complete only the requirements set by your advising professor. Please consult your professor for a list of teachers to contact.

- **Current Issues in Art & Education (EDAR 283)**

Spring of Junior Year, 3 credits

This class is generally offered in the spring of junior year to art education majors. The class gives students a sense of the larger and broader issues in the field of art education, this upper-level seminar now examines the following: art education in a historical context; current debates in the field of art education; approaches in teaching

art for diverse populations; policies and politics of assessment and funding of art education; and theoretical grounding and practical applications of diversity and social justice in art education.

A large portion of the class is devoted to critical thinking on theoretical questions. This course does not have a field component, but it has a lot of reading and requires a major research paper.

- **Alternative Sites of Art Education (EDAR 284)**

Spring of Junior Year, 3 credits

You will complete 90 hours of alternative art education internship. This may be either a volunteer or employed position. The goal of the course is to broaden the notion of locations in which art education can occur outside of the typical art classroom. Choose a site that relates to you. If you are terrified of nursing homes, don't pick a Senior Center. But do challenge yourself to try a new location. You may meet interesting new people and learn a great deal along the way.

There is a seminar component to the course. The seminar is primarily used as a discussion time in which students share personal experiences. Guest lecturers include the heads of local programs that deal with alternative art education. This course should broaden the Art Education Major's understanding of job possibilities and locations. This course also provides part of the Community Advocacy portion of the Student Teaching Licensure Portfolio. Community Advocacy is one of the 5 Vermont Standards that must be accounted for when applying for licensure (see section *Standards for Vermont Educators*) .

Possible Sites (need approval from professor teaching the course)

Burlington City Arts: Clay and Craft Studio
Teen Nights and Family Nights in the Clay Studio
located at 250 Main Street, Burlington

Burlington City Arts: Tadpole Arts
located at 250 Main Street, Burlington
The program is a drop-in for preschoolers and their parents Activities include mural painting, arts and crafts, and clay

Burlington City Arts: Firehouse Art Gallery
located at 149 Church Street
Programs include *Art from the Heart* (bringing art to seriously ill children), *Early Arts*, and *Mentor Arts* (such as the JDK Design Group).

Burlington City Arts: JDK Design Group
The group runs in conjunction the JDK Design Firm located on Pine Street. Students at Edmunds Middle School complete projects in conjunction with designers from JDK

Senior Art Guild
located at McAuley Senior Center on Mansfield Avenue, Burlington (there are other locations)

Recycle Art Day
during the ArtHop at Recycle North on Pine Street

GRACE Program
Located in Hardwick, VT.
802.472.6857/802.472.6

King Street Youth Center
Located in Burlington, VT
802-862-6736 ext: 102

Others include: Shelburne Art Center YMCA Burlington, Burlington Boys and Girls Club, Fleming Museum

- **Student Teaching Internship & Seminar (EDSC 226)**
Fall or Spring of Senior year, 12 credits

Overview:

What is Student Teaching?

Art Education Student Teaching consists of two components:

- a 15-week internship in a public school. You will go into an art classroom / art program and intern with a teacher (in some occasions two teachers). This teacher is referred to as the *Cooperating Teacher*. You will also have a *UVM Supervisor*. She/he will come observe at your school site on a regular basis (once every 10 teaching days). The choice of school, grade level of students (elementary, middle, or high school), and Cooperating Teacher is one that you will make with assistance from the Art Education Program Director and your advisor. You will be licensed for grades PreK-12, even though you will not be student teaching at all of those levels.
- a weekly seminar with your UVM Supervisor. In the seminar, you discuss issues in the field with your supervisor and other student teachers, and you also work on your Licensure Portfolio (more info on this follows).

Important

Please go to [Student Teaching Section](#) for important and detailed information on this semester-long field experience in your last year at UVM.

Licensure Portfolio

What is the Portfolio?

The Portfolio is the documentation of your internship experience as well as a reflection of your experience as an artist, a student of art education, a teacher of art, and a member of the arts and education community. The Vermont Department of Education sets the minimum guidelines for the portfolio, and the art education program adds other requirements that it sees fit for art education (see below). Your portfolio will be reviewed during an interview following completion of student teaching. It will also be an extremely helpful and necessary part of the job search process.

The Portfolio is a document that reflects the ways in which you have met the State Standards for Educators and are ready to be licensed (see *Standards for Vermont Educators* section). You will meet these Standards through your course work, teaching practice, observations, reflections, research, and visual documentation.

Assessment of the portfolio will take place at the end of your student teaching semester through a “round table” review process and discussion. During the review process, you will be interviewed by two Art Education professors. After a question and answer session lasting approximately one hour, it will be determined if you will be recommended for licensure. If it is determined that there is anything that is missing or inadequate in your portfolio, you will be asked to make the changes and re-submit your portfolio within a set period of time (often no more than a week).

Portfolio Requirements

There are many elements that must go into the portfolio. The portfolio requirements can be found in the ***Licensure Portfolio* section**. Your UVM Supervisor, however, will explain them in detail during the Student Teaching Seminar. There may be some changes from year to year, so do not rely on information given by previous student teachers. The most current and accurate information will be provided by your UVM Supervisor.

There are two ways to do the portfolio:

- 1) Using Taskstream, a web-based program provided by CESS.
- 2) Creating a hard-copy version of the portfolio.

You will choose one method. For the Taskstream method, you will be guided by CESS as to the technical aspects.

Licensure Requirements



You do not get automatically certified to become an art teacher when you graduate from UVM.

Students are responsible for completing all aspects of the licensure process independently. For specific questions about licensure, call CESS Office of Student Services (not the art education faculty or UVM Student Teaching Supervisor).

Testing:

State Requirements: <http://education.vermont.gov/new/html/licensing/testing.html>

- **Praxis I:**

- **registration:** www.ets.org
- You must take it and pass it **prior to student teaching**
- Possible to repeat if you fail parts of the test.
- **SAT, ACT, and GRE scores** can count in place of the Praxis I (for licensure in VT)
 - SAT: 1100 total: minimum of 500 (Math) and 500 (Verbal)
 - ACT: minimum of 22 (English) and 22 (Math)
 - GRE: 1100 total: minimum of 500 (Verbal) and 500 (Quantitative)
 - For information on how to submit scores in lieu of the Praxis I, contact: Linda Hendrickson (802) 828.0449; email: lindahendrickson@education.state.vt.us
- Praxis info sheet in *Licensing Resources* section.

- **Praxis II:**

- **Praxis registration:** www.ets.org
- **Art Making 0131** is the required test (for licensure in VT)
- Registration and test fees are listed on line
- For Praxis II details, see *Licensing Resources* section.
- You do not have to take this to graduate from UVM; however, you need to pass this test if you want to get licenses in Vermont. For getting licenses in other states, check specific requirements for those states.

Applying for Licensure:

Once you have met all the requirement of the Art Education Program and CESS, and your Licensure Portfolio has been approved following your student teaching, you must apply through the Vermont Department of Education:

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

Click on Traditional Route and download the application. Application will take 8-10 weeks to process.

*****Application must be sent following graduation** (requested transcript must be **completed** and **stamped**). The **cost** for licensure is **\$140**.

Questions?

Contact Beth Ann Mohler, CESS Student Services Office, 528 Waterman Building or visit:
<http://www.uvm.edu/~cess/licensure/>

Reciprocity: *(for out-of-state teaching positions)*

<http://education.vermont.gov/new/html/licensing/forms/reciprocity.html>



See **Licensing Resources section** for frequently asked questions about licensure, Vermont's testing requirements for educator's licensure, and Praxis II.

Form more information on the Praxis tests, you can also go to www.ets.org/praxis.

Preparing for Graduation

Declaring Your Intent to Graduate:

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

<http://www.uvm.edu/~cess/?Page=forms/gradintent.html>.

Completing Your Application for Licensure (see page 28)

Following graduation, mail your application, forms, fees, transcript, and Praxis scores to the Vermont State Department of Education.

Career Services:

During the semester prior to graduation, students are encouraged to contact the Career Services Office at the University of Vermont. This service is provided free-of-charge to all UVM students and can prove invaluable in the job search process. To learn about career prospects and resources available to CESS students, visit the Career Services Website at <http://www.uvm.edu/~career/> or call Career Services at (802) 656-3450) to make an appointment with a career counselor. You may also contact **Anna Smiles-Becker**, Career Counselor and liaison to CESS.

SchoolSpring.com:

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

Exit Reflection

Your Thoughts on the Art Education Program

Name:

Email:

(you may choose to remain anonymous)

Which of the EDAR classes stand out in your mind as particularly valuable and why?

Which EDAR class did you feel benefited you the most as an art educator?

Was there an EDAR class that you felt could have been stronger and why?

Were you satisfied with the support you received from the Art Education Program? (Y/N)
How was it helpful?

If not, in what way and what would you suggest would make the support more helpful?

Did you find the Art Education Handbook to be helpful? (Y/N)
Is there anything that you felt should have been included that was not?

What would you suggest to make this program more meaningful?

Any other suggestions? Comments?

*****Return this form to the office of the Art Education Program Director prior to graduation.**

Student Teaching Internship and Seminar (EDSC 226)

Fall or Spring of Senior year, 12 credits

Overview:

What is Student Teaching?

Art Education Student Teaching consists of two components:

- a 15-week internship in a public school. You will go into an art classroom/art program and intern with a teacher (in some occasions two teachers). This teacher is referred to as the *Cooperating Teacher*. You will also have a *UVM Supervisor*. She/he will come observe at your school site on a regular basis (once every 10 teaching days). The choice of school, grade level of students (elementary, middle, or high school), and Cooperating Teacher is one that you will make with assistance from the Art Education Program Director and your advisor. You will be licensed for grades PreK-12, even though you will not be student teaching at all of those levels.
- a weekly seminar with your UVM Supervisor. In the seminar, you discuss issues in the field with your supervisor and other student teachers, and you also work on your Licensure Portfolio (more information on p. 12 of the *Program Overview & Policies* section and in the *Licensure Portfolio* section).

Student Teaching Internship

Student teaching is a 12 credit “job” that requires extensive time for preparation and full days of work in the classroom and school. You get what you give out of the experience and some mentor teachers require more than others in terms of contribution and effort. Student teachers are expected to be at their sites for the entire school day. The only exception is when leaving early to attend the seminar that accompanies the internship, if necessary. Interns are discouraged from attempting to hold jobs, taking additional courses, or participating in extra-curricular activities while interning. Do not attempt to squeeze required classes into this schedule. It is unpredictable and difficult to schedule (and you absolutely cannot take a day class). DO NOT leave important requirements to be taken at this time. You are also responsible for attending any important school events which may include Teacher In-Service Days, Teacher/Parent conferences, and Parent Night. **Student teachers follow the school calendar of the school at which they are placed. They do not follow UVM’s calendar. This means that you will likely begin your student teaching before the semester starts at UVM, and you will not be able to take the UVM holiday/vacations.**

Two weeks of the semester are solo weeks. During this time, student teachers will be solely responsible for all aspects of teaching in the art classroom. You will write, prepare, and execute lessons. Classroom management and all aspects of day-to-day life in the classroom will be your responsibility. Your Cooperating Teacher is not allowed to be in the room at any point during these two weeks. These two weeks can be completed at any time throughout the semester, though most choose to do them in the second half of the internship. The solo weeks

are the accumulation of a semester, and truly a college career worth of work. They are not to be taken lightly.

Expectations and Objectives of the Student Teacher

- To create a feeling of community within the classroom; to establish a comfortable working environment which fosters maximum creativity and allows for risk-taking expression
- To develop positive student/ teacher relationship by utilizing classroom management skills in such a way as to keep communication between student and teacher open; use of positive feedback and encouraging suggestion style to promote trust for ideas between student and teacher
- To encourage inclusion of all students in classroom activities by addressing any special needs with respect and appropriate modification to activity to allow participation
- To provide positive and energetic outlook to the art room
- To encourage constructive feedback from both Cooperating Teacher and students
- To provide developmentally appropriate art projects that motivate students' imaginations and create challenging problem-solving opportunities while addressing outlined national and Vermont Standards
- To use interesting and varied motivational materials and techniques for introductions to lessons
- To document and assess each lesson/ unit taught; follow-up with notes on what could be changed to improve the lesson
- To develop effective communication skills within the classroom to facilitate lessons
- To become part of school community by attending appropriate before and after-school meetings and functions
- To keep materials and lesson products organized and easily accessible
- To display student work in an attractive manner throughout the school to be shared with other students, teachers, administrators, and parents
- To be punctual and to use all allotted planning time efficiently

Student Teaching Internship Seminar

The seminar meets once a week for 1 ½ hours, and it is part of your 12-credit student teaching internship. The seminar is a place where the UVM Supervisor and other student teachers discuss issues in the field and provide each other with support and advice. The seminar is also very helpful in organizing and staying on top of your licensure portfolio. Throughout the semester, you will write different components of your Portfolio, such as Philosophy of Education, Goals, Student Observations, Lesson Plans, Reflections, and the other compo. It is very helpful in assembling your portfolio. Again, you get what you give.

How will I be assessed for the Student Teaching Internship and Seminar?

The *UVM Supervisor* will observe you at your school once every 10 teaching days, will assess your performance, and give you feedback based on her/his observations.

The *Cooperating Teacher* will also assess you. There is a detailed evaluation of the student teacher to be filled out by the Cooperating Teacher at both midterm and the end of the semester. This will provide a basis for discussion between you, the Cooperating Teacher and your UVM Supervisor as to your strengths and weaknesses in the classroom. The final review filled out by your Cooperating Teacher will include a written evaluation that should show growth as well as suggest a grade for your internship. This evaluation may be necessary for a job application or licensure applications in other states. **The UVM Supervisor, however, has final say on your grade, based on your Cooperating Teacher's grade, as well as your work in the seminar and in your portfolio.**

During your student teaching semester, you will also compile a Licensure Portfolio (*see* p. 12 of the *Program Overview & Policies* section and the *Licensure Portfolio* section). This is your chance to put everything you have accumulated over the past two or more years into one book. At the successful completion of student teaching, you will go before a panel to present and defend your Portfolio. This interview will be conducted in a professional manner, requiring proper dress and preparation of discussion topics.. In the interview, you will be asked to state your Philosophy of Education & Goals and answer questions based on your portfolio. If you pass, you will be approved by the Art Education department for licensure. You must then apply through the Vermont State Department of Education for licensure (*see* p. 13 of the *Program Overview & Policies* section and the *Licensing Resources* section).

Other important information about student teaching

Colburn Show

Student teachers may be invited to put on a show of student artwork during their time student teaching in the classroom. The show is a lot of work, including prepping student work, labeling, and hanging the show itself. The turnout is typically wonderful and the faculty response impressive. The students love to see their work on display and it's a big deal to them to see it at the University of Vermont. Start thinking early on about time restraints of the semester and plan the lessons accordingly. Space is also a factor, so keep it in mind before promising the show to too many students. Typically students include one full class of student work. The posters for the show are made based on documentation of student work, either designed by an advisor or a student teacher.

Student Teaching "Must Haves" (*all are optional but highly suggested*):

- Digital Camera
- Rechargeable batteries
- USB flash drive
- Materials: (unnecessary if doing an electronic portfolio, discussed on p. 12 of the *Program Overview & Policies* section)
 - Clear plastic sheet protectors (200)
 - Photo and printer paper
 - Ink cartridges (B&W, color)

University Policy

Interns as School Staff

Interns are expected to behave at all times as bona fide teachers of the school and fulfill all the responsibilities expected of a teacher as described in the school's faculty handbook and the **Student Teaching Expectations** section of this handbook. Of particular importance are appropriate dress, professional behavior, punctuality, and attendance at school functions. As a school faculty member, the intern is expected to follow the school calendar, rather than UVM's calendar.

Internship Period

The official intern teaching period is a full academic semester, or approximately fifteen weeks. The internship period rarely corresponds exactly to the University calendar, however. For the fall semester, the internship period normally begins with the school in-service days prior to the beginning of the academic year. Spring internships must start approximately one week prior to the first day of the UVM semester in order to fulfill the fifteen week commitment in time for commencement. **Make sure to discuss start dates with your UVM Supervisor and teacher before your internship starts.**

Attendance

Attendance at the site of internship is required 5 days a week. If an intern is going to be absent, he or she must personally contact their Cooperating Teacher **and** UVM Supervisor. Absences are only permitted for extraordinary circumstances such as illness or death in the family. The same is true during a student's solo weeks. If an intern has a prolonged illness, he/she must contact his/her academic advisor at the University to gain approval to either make up the days or withdraw from the internship and the seminar course. Attendance at the seminar is also required.

Interns as Substitute Teachers

When the classroom teacher is absent, the school is expected to provide a substitute teacher in accordance with the policy of the district. If the administrator, Cooperating Teacher and University Supervisor agree that the intern has demonstrated sufficient competence, the school or school district may hire the intern as a substitute teacher. The intern then must be treated as a substitute teacher and paid accordingly. Interns should not be used as substitutes without prior determination of their readiness for this function or on a moment's notice.

Intern Liability

Most, by not all schools, have liability insurance, which covers teaching interns. It is the interns' responsibility to ask the school site administrator if they are covered by the school's insurance. Otherwise, they need to contact CESS Student Services Office to investigate other options.

Mutual Agreement Form

Student teachers are responsible for submitting a **Mutual Agreement Form** that must be signed by all parties prior to internship. This is the contract that allows the Cooperating Teacher to be paid.

Preparation Timeline

March 1 (if student teaching fall semester)

October 1 (if student teaching spring semester)

Visit potential sites suggested by your advisor. Meet with the teachers. Find a suitable match.

Check the VT Department of Education's website to make sure there is no criminal record for your teacher.

April 1 (for fall semester)

November 1 (for spring semester)

Getting Permission to Student Teach & filling out appropriate paperwork

Have the Cooperating Teacher, principal (or administrator responsible for approving student internships), and the UVM Supervisor sign the internship contract (see *Mutual Agreement Form*, p. 7). Make sure you find out from the school site the appropriate protocol that you need to follow so you can get permission to become a student teacher and so you can get the Mutual Agreement Form signed by the appropriate administrators. Also, some school districts have different requirements. Be sure to contact your school district and request the proper paperwork. (For example, Essex Junction requires 3 recommendations using specific rubrics, while Essex Town requires essays, signatures, etc).

After you have it signed by the appropriate people in the school, you then give it to your (or Art Ed Director) who will have the UVM Supervisor sign it and will then send it to CESS. You cannot start student teaching without this Form, and you should not wait to get it signed during UVM's winter break or summer vacation.

Background/Record Check

Contact your school district for the proper paperwork

Fingerprinting

Contact UVM Police Services (fingerprints free of charge)

- Appointments required in advance

Chittenden County Sheriff (802.863.4344)

70 Ethan Allen Drive, South Burlington

off Lime Kiln Road

- call 2 weeks prior to schedule an appointment
- Requirements:
 - 2 forms of ID (license, birth certificate / passport)
 - \$15- 1st set of fingerprints, \$5- each additional set
- Specifications for forwarding the electronic fingerprints to your district must be followed (contact district prior to appointment)

Prior to start of internship:

Meet with your Cooperating Teacher. Determine a start date to the internship.

Remember, you will begin when the public school begins, not when UVM starts its semester. The internship lasts 15 weeks and includes the public school vacations, not UVM vacations.

Sign the **Mutual Agreement Form**. This can be tedious, so make appointments with administrators early. The Art Education Director is the last to sign and will be responsible for sending form to CESS

Collect any old portfolios, lesson plans, digital pictures of your artwork, old Philosophy of Education papers, etc. ready prior to student teaching. These will provide a great basis with which to start putting together your portfolio.

Touch base with your UVM Supervisor and update current phone number and confirm email address of both you and your Cooperating Teacher.



Department of Education, Secondary Education Program Internship Mutual Agreement



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

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

He/she will work with the following courses:

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

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

Signed and dated:

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

Student Teacher/Coop Teacher Questionnaire

To be filled out by both student teacher and Cooperating Teacher independently. To be addressed prior to the start of student teaching internship, ideally after the student teacher has reviewed the course syllabus (for high school positions). These are important questions to bring to the table, as well as motivation to start thinking about teaching philosophy and goals for the portfolio of the student teacher.

Student Teacher: _____

Cooperating Teacher: _____

Philosophy

What do you feel the experience in our art room should be about?

What do you want for each student, for yourself? Why are you here?

Curriculum

What is the best order for curriculum? Rationale? How flexible can you be?

Criteria for Success

How do you approach “parameters”? How do you clarify “requirements” without inhibiting creativity and personal interpretation before beginning new pieces?

Assessment

What are the best means of assessment? Do they vary from project to project? Does every project need a rubric? What is required in an “authentic assessment”? How and when do you include class critiques?

Classroom Management

What should we expect of students? How do you go about gaining their respect? How do you hold their attention/interest? How do you minimize the confusion and maximize the time in class?

Reflection and Evaluation

How will you reflect and how often? How will you know (assessment, etc)? How will we reflect together (schedule times, after each lesson, etc)?

Communication

Keep the lines open. Is there anything I should know about you? A pet peeve? Strengths and weaknesses? Favorites? How would you describe your “style”? What are 3 words that would describe you as a teacher?

Scheduling

When are the best times for you to plan, reflect, and prep? Before the semester starts, before/after school, etc. Do you have any other commitments that I need to be aware of? Any extenuating circumstances? What is, in your opinion, an appropriate time commitment for this student teaching position?

Hopes

What do you want to gain from this experience?

Any other comments/questions to discuss?

Evaluations

Student teachers will be evaluated “officially” twice during their student teaching internship in a meeting with their Cooperating Teacher and their UVM Supervisor.

- First evaluation: approximately half-way through the semester.
- Second evaluation: at the end of the student teaching internship.



How to prepare for each evaluation meeting?

- One week before the meeting, students should provide their Cooperating Teacher with the appropriate evaluation (there's a mid-term evaluation and a final evaluation, which are included in the following pages).
- Ask the Cooperating Teacher to have the evaluations filled out and ready for the meeting.

There will be other scheduled meeting with your Cooperating Teacher, your UVM Supervisor, as the teacher and/or supervisor see fit.

Art Education MID-TERM Student Teacher Evaluation

University of Vermont

Name of Student Teacher: _____
Cooperating Teacher: _____
Location of Student Teaching: _____
Grade Levels: _____
Semester of Student Teaching: _____

The following evaluation is made up of two parts. It needs to be filled out by the Cooperating Teacher. The teacher and student teacher must then discuss the results and share them with the UVM Supervisor.

Knowledge:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|--|--------|-----------|--------------|--------|-----------|--------------|
| 1. Displays knowledge in 2D media. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Displays knowledge in 3D media. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Displays knowledge in Art History in lessons and discussions. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Employs the basic elements and principles of art in lessons. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Displays a sincere interest and enthusiasm for art. | ___ | ___ | ___ | ___ | ___ | ___ |

Planning:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Provides typed lesson plans to teacher prior to day of lesson. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Plans age appropriate lessons. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Employs students' prior knowledge. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Clearly states lesson objectives that correspond to state standards. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Instructional methods motivate students to achieve high performance. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Takes advantage of resources in and out of classroom. | ___ | ___ | ___ | ___ | ___ | ___ |
| 7. Accommodates for students with disabilities (IEPs, etc). | ___ | ___ | ___ | ___ | ___ | ___ |
| 8. Assessment method reflects nature of the lesson taught. | ___ | ___ | ___ | ___ | ___ | ___ |

Instructions:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Follows plans effectively. | — | — | — | — | — | — |
| 2. Flexible if students' needs change. | — | — | — | — | — | — |
| 3. Lesson instruction is clear. | — | — | — | — | — | — |
| 4. Makes objectives clear through verbal instruction. | — | — | — | — | — | — |
| 5. Presents directions in logical sequence. | — | — | — | — | — | — |
| 6. Gives concrete, historical examples. | — | — | — | — | — | — |
| 7. Checks for comprehension. | — | — | — | — | — | — |
| 8. Reiterates instructions. | — | — | — | — | — | — |
| 9. Summarizes what has been learned. | — | — | — | — | — | — |

Teacher/Pupil Interaction:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Has an authoritative presence. | — | — | — | — | — | — |
| 2. Displays an appropriate sense of humor. | — | — | — | — | — | — |
| 3. Demonstrates an ability to listen and effectively respond to students. | — | — | — | — | — | — |
| 4. Uses a variety of questioning techniques to encourage participation. | — | — | — | — | — | — |
| 5. Shows respect and care towards students. | — | — | — | — | — | — |
| 6. Demonstrates flexibility. | — | — | — | — | — | — |
| 7. Displays an evident enjoyment for working with students. | — | — | — | — | — | — |

Classroom Climate:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Is organized and prepared. | — | — | — | — | — | — |
| 2. Creates a safe classroom atmosphere. | — | — | — | — | — | — |
| 3. Creatively and innovatively displays student work. | — | — | — | — | — | — |
| 4. Provides verbal feedback to students. | — | — | — | — | — | — |
| 5. Recognizes individual needs. | — | — | — | — | — | — |
| 6. Has high but realistic expectations. | — | — | — | — | — | — |
| 7. Shows respect for student work. | — | — | — | — | — | — |

Classroom Management:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Clearly communicates expectations for student behavior. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Responds to behavior problems fairly and sensibly in a timely fashion. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Consistently monitors student behavior. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Anticipates potential disruptions. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Teaching is consistent with school policy. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Reflects upon management style. | ___ | ___ | ___ | ___ | ___ | ___ |

Assessment:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|--|--------|-----------|--------------|--------|-----------|--------------|
| 1. Uses a variety of formative and summative methods. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Maintains records of student progress. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Develops grading criteria. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Reflects on each lesson with teacher. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Employs constructive criticism from mentors to improve lessons. | ___ | ___ | ___ | ___ | ___ | ___ |

Responsibilities and Attributes:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|--|--------|-----------|--------------|--------|-----------|--------------|
| 1. Clear and constructive conversations with mentor teacher about plans, etc. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Participates in school meetings, activities. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Interacts with peers, school personnel, and parents in a collaborative way. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Arrives promptly for school. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Is reliable and dependable. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Is a self-starter and takes initiative. | ___ | ___ | ___ | ___ | ___ | ___ |
| 7. Has a desire to improve, takes advice as constructive criticism. | ___ | ___ | ___ | ___ | ___ | ___ |

Art Education FINAL Student Teacher Evaluation

University of Vermont

Name of Student Teacher: _____
Cooperating Teacher: _____
Location of Student Teaching: _____
Grade Levels: _____
Semester of Student Teaching: _____

The following evaluation is made up of two parts. **Part 1** needs to be filled out by the Cooperating Teacher. The teacher and student teacher must then discuss the results and share them with the UVM Supervisor. **Part 2** is a written summative evaluation that allows the Cooperating Teacher to expand upon their previous evaluations in Part 1. Please give specific examples. **Please return to UVM Supervisor during final meeting to discuss final evaluation.**

Part 1

Knowledge:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|--|--------|-----------|--------------|--------|-----------|--------------|
| 1. Displays knowledge in 2D media. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Displays knowledge in 3D media. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Displays knowledge in Art History in lessons and discussions. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Employs the basic elements and principles of art in lessons. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Displays a sincere interest and enthusiasm for art. | ___ | ___ | ___ | ___ | ___ | ___ |

Planning:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Provides typed lesson plans to teacher prior to day of lesson. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Plans age appropriate lessons. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Employs students' prior knowledge. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Clearly states lesson objectives that correspond to state standards. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Instructional methods motivate students to achieve high performance. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Takes advantage of resources in and out of classroom. | ___ | ___ | ___ | ___ | ___ | ___ |
| 7. Accommodates for students with disabilities (IEPs, etc). | ___ | ___ | ___ | ___ | ___ | ___ |
| 8. Assessment method reflects nature of the lesson taught. | ___ | ___ | ___ | ___ | ___ | ___ |

Instructions:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Follows plans effectively. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Flexible if students' needs change. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Lesson instruction is clear. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Makes objectives clear through verbal instruction. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Presents directions in logical sequence. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Gives concrete, historical examples. | ___ | ___ | ___ | ___ | ___ | ___ |
| 7. Checks for comprehension. | ___ | ___ | ___ | ___ | ___ | ___ |
| 8. Reiterates instructions. | ___ | ___ | ___ | ___ | ___ | ___ |
| 9. Summarizes what has been learned. | ___ | ___ | ___ | ___ | ___ | ___ |

Teacher/Pupil Interaction:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Has an authoritative presence. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Displays an appropriate sense of humor. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Demonstrates an ability to listen and effectively respond to students. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Uses a variety of questioning techniques to encourage participation. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Shows respect and care towards students. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Demonstrates flexibility. | ___ | ___ | ___ | ___ | ___ | ___ |
| 7. Displays an evident enjoyment for working with students. | ___ | ___ | ___ | ___ | ___ | ___ |

Classroom Climate:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Is organized and prepared. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Creates a safe classroom atmosphere. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Creatively and innovatively displays student work. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Provides verbal feedback to students. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Recognizes individual needs. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Has high but realistic expectations. | ___ | ___ | ___ | ___ | ___ | ___ |
| 7. Shows respect for student work. | ___ | ___ | ___ | ___ | ___ | ___ |

Classroom Management:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|---|--------|-----------|--------------|--------|-----------|--------------|
| 1. Clearly communicates expectations for student behavior. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Responds to behavior problems fairly and sensibly in a timely fashion. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Consistently monitors student behavior. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Anticipates potential disruptions. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Teaching is consistent with school policy. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Reflects upon management style. | ___ | ___ | ___ | ___ | ___ | ___ |

Assessment:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|--|--------|-----------|--------------|--------|-----------|--------------|
| 1. Uses a variety of formative and summative methods. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Maintains records of student progress. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Develops grading criteria. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Reflects on each lesson with teacher. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Employs constructive criticism from mentors to improve lessons. | ___ | ___ | ___ | ___ | ___ | ___ |

Responsibilities and Attributes:

| | Rarely | Sometimes | Consistently | Rarely | Sometimes | Consistently |
|--|--------|-----------|--------------|--------|-----------|--------------|
| 1. Clear and constructive conversations with mentor teacher about plans, etc. | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Participates in school meetings, activities. | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Interacts with peers, school personnel, and parents in a collaborative way. | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Arrives promptly for school. | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Is reliable and dependable. | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. Is a self-starter and takes initiative. | ___ | ___ | ___ | ___ | ___ | ___ |
| 7. Has a desire to improve, takes advice as constructive criticism. | ___ | ___ | ___ | ___ | ___ | ___ |

Part 2

Please comment on the following two questions and clarify your above assessment. Use specific examples when appropriate. Please suggest a letter grade for your intern.

Topics of discussion should include *Knowledge, Planning/Instruction, Teacher/Pupil Interaction, Classroom Management, Assessment, Professional Responsibilities, and Personal Attributes*.

a) Areas in which your student-teacher has improved:

b) Areas in which your student-teacher still needs work:

Final suggested grade for student teaching:

(A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F) _____

Teacher Education / Art Education Checksheet

Student _____

Student ID# _____

Advisor _____

Date Entered CESS _____

GENERAL EDUCATION

| | | | |
|--|-----|----|----|
| Arts and Letters | Crs | Cr | Gr |
| English Comp | 3 | | |
| English Lit | 3 | | |
| Humanities | Crs | Cr | Gr |
| (CMSI 001, For Lang, PHIL, REL) | 3 | | |
| Math | Crs | Cr | Gr |
| (CS, MATH, STAT) | 3 | | |
| Science (BIOL, BOT, CHEM, ENSC, ENVS, GEOL, NFS 043, PHYS) | Crs | Cr | Gr |
| Social Science | Crs | Cr | Gr |
| U.S. HST 011 or 012 | 3 | | |
| POLS 021 | 3 | | |
| PSYC 001 | 3 | | |
| Physical Education | Crs | Cr | Gr |
| (PEAC) | 1 | | |
| (PEAC) | 1 | | |
| Diversity* | Crs | Cr | Gr |
| D1 | 3 | | |
| D1 or D2 or EDSP 005 | 3 | | |
| Total Credits | | | |

ELECTIVES

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

Demonstrated competence in public speaking. Requirement must be completed prior to student teaching.

- * ALAN 51 or 55, EDRC 01, ENGS 57, GEOG 60, POLS 29, REL 80, SOC 19, WLIT 116
- ** PRAXIS I must be passed before student teaching.
- *** EDAR 177 & 178 required for PreK-12 certification. Students fulfill the 60 hours of observation/participation requirement through EDAR 177 & 178.
- **** EDSC 215, EDML 177, or EDLT 236
- ***** No student may exceed 24 credits of practicum including the 12 hours of student teaching.
- ***** EDSC 226 should not be taken concurrently with other courses.

PROFESSIONAL REQUIREMENTS

| Professional Education | Crs | Cr | Gr |
|---|------------|-----------|-----------|
| HDFS 005 Human Development | 3 | | |
| EDSP 005 Iss Affecting Persons w/ Dis | 3 | | |
| PRAXIS I Requirement Fulfilled** | y | n | |
| EDAR 177 Curr Pract (Fall Semester)*** | 4 | | |
| EDAR 178 Pract In Field Exp*** | 4 | | |
| EDAR 283 Issues in Art Ed | 3 | | |
| EDAR 284 Spec Prob in Art Ed | 3 | | |
| Literacy Requirement **** | 3 | | |
| EDFS 203 Soc, Hist & Found of Ed | 3 | | |
| EDSC 226 Stdnt Tch***** | 12 | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total Credits | | | |

ART COURSE WORK

| Art History (Minimum grade of C-required) (12 crs minimum) | Crs | Cr | Gr |
|--|-----|----|----|
| ARTH 005 Western Art: Ancient-Medieval | 3 | | |
| ARTH 006 Western Art: Renaissance-Modern | 3 | | |
| Art History Elective | 3 | | |
| Non-Western Art History | 3 | | |
| Studio Art* (36 crs minimum, including 9 hours of foundation studio) (For foundation courses, must take ARTS 001 <u>and</u> 003 and select between ARTS 002 and 004) | Crs | Cr | Gr |
| ARTS 001 Drawing | 3 | | |
| ARTS 003 Three-Dimensional Studies | 3 | | |
| ARTS 002 or ARTS 004 | 3 | | |
| 100-level course in 3-D | 3 | | |
| 100-level course in digital media | 3 | | |
| | 3 | | |
| | 3 | | |
| | 3 | | |
| | 3 | | |
| | 3 | | |
| | 3 | | |
| | 3 | | |
| | 3 | | |
| Total Credits | | | |

- * The following courses must also be taken as part of the 36 credits: A minimum of one studio art course in 3-D at the 100-level; a 100-level course in digital media (e.g., ARTS 144, ARTS 138 and ARTS 195). Non-foundation courses must be 100-level or higher unless pre-approved by advisor.

Program completion in Art Education requires a minimum of **124** approved credit hours.

Revised Fall 2009

Graduation Total Completed

Advising Guidelines Art Education Program

Academic advising information is based on the program checksheet. As you fulfill course requirements each semester, record your progress. Information provided below will help you understand each of the categories and the number of credits required in each one.

The program checksheet includes the categories and credits listed below.

| | | |
|---|----|-----|
| General Education (G Ed) - | | 29 |
| Specific Requirements - | 24 | |
| PEAC - | 2 | |
| Diversity - | 3 | |
| Professional Requirements (HDFS, EDSP, EDAR, EDSC, EDFS) - | | 38 |
| Studio Art (ARTS) - | | 36 |
| 9 hrs foundation: 001 <u>and</u> 003; select 002 <u>or</u> 004 | 9 | |
| 100-level course in 3-D - | 3 | |
| 100-level course in digital media - | 3 | |
| Studio Art Electives - | 21 | |
| Art History (ARTH) - | | 12 |
| ARTH 005 and 006 - | 6 | |
| Art History Elective - | 3 | |
| Non-Western Art History Elective - | 3 | |
| Electives (E) - | | 9 |
| Total Credits - | | 124 |

- Students generally complete the requirements in four years (Refer to Typical Four Year Plan).
- General Education (G Ed)** - The General Education category includes the specific courses (generally offered through the College of Arts and Sciences) that are required as part of your program. Faculty Senate, at the University of Vermont, recently approved a six credit diversity requirement for all students entering the University of Vermont. It will be phased in, therefore, students entering UVM fall 2007 are only required to complete one 3 credit course in Race & Racism in the U.S. *or* one 3 credit course in Human and Societal Diversity. However, most programs in the College of Education and Social Services already require at least one three credit course and some require 2 three credit courses. So, you will be meeting this new requirement through your CESS program.
- Professional Requirements (HDFS, EDSP, EDAR, EDSC, EDFS)** - The Professional category includes those courses that provide the basic framework for the four year period.

Full-time students may enroll in 12-18 credits each semester. Completion of the program in a timely way requires students to enroll in 15-18 credits each semester. A lighter course load is certainly possible, but it will likely extend program completion. Due to the number of credits required, students often complete courses during the summer months or add an additional semester. The key is to work with your advisor and complete the Professional courses in the listed sequence.
- Studio Art (ARTS)** - Students are required to complete 36 hours of Studio Art including three foundation courses: ARTS 001 and 003; select ARTS 002 or 004. Studio Art courses must also include one 3-D course at the 100-level and a 100-level course in digital media (e.g., ARTS 138, 144 and 195). Non-foundation ARTS courses must be 100-level or higher unless pre-approved by advisor.
- Art History (ARTH)** - Students are required to complete 12 hours of Art History: ARTH 005, 006, Art History elective and Non-Western Art History elective.
- Electives (E)** - Electives provide students with an opportunity to explore personal and academic interests. The number of actual elective credits will depend on choices you make throughout your program. For example, one course may actually fulfill two requirements. As credit for a course may only be counted once, there will be additional credits to fulfill as electives to reach the total required for program completion.

Refer to the CESS Student Services website (<http://www.uvm.edu/~cessstsv>) for additional information.
Revised Fall 2009

**TEACHER EDUCATION / CESS ART EDUCATION WORKSHEET
TYPICAL PROGRAM**

| First Year | | |
|---|---|---------------|
| Fall | Spring | Summer |
| 1. HDFS 005 | 1. EDSP 005 | 1. |
| 2. Art History ** - 1 | 2. Art History** - 2 | 2. |
| 3. Studio Art Foundation* - 1 | 3. Studio Art Foundation* - 2 | 3. |
| 4. G Ed - 1 | 4. G Ed - 3 | |
| 5. G Ed - 2 | 5. G Ed - 4 | |
| 6. | 6. Diversity | |
| Sophomore Year | | |
| Fall | Spring | Summer |
| 1. Art History Elective** - 3 | 1. Art History Elective** - 4 | 1. |
| 2. Studio Art Foundation* - 3 | 2. ARTS*** - 5 | 2. |
| 3. ARTS*** - 4 | 3. ARTS*** - 6 | 3. |
| 4. G Ed - 5 | 4. G Ed - 7 | |
| 5. G Ed - 6 | 5. G Ed - 8 | |
| 6. PEAC | 6. PEAC | |
| PRAXIS I Requirement Fulfilled ___ y ___ n Junior Year Apply to Licensure Portion of the Program | | |
| Fall | Spring | Summer |
| 1. EDAR 177 | 1. EDAR 283 | 1. |
| 2. EDAR 178 (Jr. or Sr. Yr.) | 2. EDAR 284 | 2. |
| 3. ARTS*** - 7 | 3. Literacy Requirement (Fall or Spr)*** | 3. |
| 4. ARTS*** - 8 | 4. ARTS*** - 9 | |
| 5. E - 1 | 5. ARTS*** - 10 | |
| 6. | 6. E - 2 | |
| Senior Year | | |
| Fall | Spring | Summer |
| 1. EDFS 203 (Fall or Spr) | 1. EDSC 226 (Fall or Spr) | 1. |
| 2. ARTS*** - 11 | 2. | 2. |
| 3. ARTS*** - 12 | 3. | 3. |
| 4. E - 3 | 4. | |
| 5. | 5. | |

* **Must take ARTS 001 and 003; must select ARTS 002 or 004**

** **Complete: ARTH 005, 006; Art History Elective; and Non-Western Art History Elective**

*** **Must take: one 100-level or higher ARTS course in 3-D; and one 100-level or higher ARTS course in digital media (e.g. ARTS 138, 144, 195). Non-foundation ARTS courses must be 100-level or higher unless pre-approved by advisor.**

**** **EDSC 215, EDML 177, EDLT 222 or 236**

Revised Fall 2009

FIVE STANDARDS FOR VERMONT EDUCATORS



A Vision For Schooling
ADOPTED BY VSBPE AUGUST 2003



STATE OF VERMONT
DEPARTMENT OF EDUCATION
120 State Street
Montpelier, VT 05620-2501

Colleagues:

In 1990 Vermont's educators received the original version of the *Standards for Vermont Educators: A Vision for Schooling*. It was intended to serve as a professional development guide for practicing educators, as well as for Vermont's educator preparation programs and local and regional standards boards.

The document was revised in 1999 to reflect significant changes in state education policy, and it was renamed the *Five Standards for Vermont Educators: A Vision for Schooling*. A second revision of the document has just been completed in order to continue to address the new and ongoing needs of our educators in the field.

Vermont's Five Standards and 16 Educator Principles identify the common core of effective educator practice. The revised Quality Indicators that follow each principle were developed by dozens of teachers, administrators, and teacher educators from throughout the state. These revised indicators translate the standards and principles into concrete examples of practice.

Throughout these thirteen years and two revisions, the focus has remained clear: improved learning for all students in Vermont. This document will continue to guide us as we address the challenges and opportunities presented to educators in schools today.

A handwritten signature in cursive script, reading "Susette LaFlesche Bollard".

Susette LaFlesche Bollard, Chair
Vermont Standards Board for Professional Educators

A handwritten signature in cursive script, reading "David C. Larsen".

David C. Larsen
Commissioner of Education

A handwritten signature in cursive script, reading "Diane Mueller".

Diane Mueller, Chair
State Board of Education

VISION

This third edition of the **Standards for Vermont Educators: A Vision for Schooling**, now retitled **Five Standards for Vermont Educators: A Vision for Schooling**, builds upon the 1990 vision of the Vermont Standards Board for Professional Educators (VSBPE) that all Vermont schools, without exception, will be excellent and that these schools will be staffed by educators who display a thorough knowledge and understanding of what is necessary to ensure that all students consistently attain high standards. This document is also built upon the premise that educators have never finished learning how to improve the science and the art of teaching. If we are to realize this vision, all educators must be lifelong learners.

Since this document was first published in 1990, the VSBPE, the Local and Regional Standards Boards, **Vermont's Framework of Standards and Learning Opportunities**, The Equal Educational Opportunity Act (Act 60), and An Act to Strengthen the Capacity of Vermont's Education System to Meet the Educational Needs of All Vermont Students (Act 117) have, separately and in concert, provided a lens through which we can clearly see a vision of improved student learning and greater accountability for that learning. This revised document reflects this focus.

This document contains educator Standards and Principles that compel us all to share responsibility for improved student learning through the rigorous preparation of new teachers and administrators and the continuing professional development of experienced educators. The Standards and Principles direct us to analyze, reflect upon, and assess the effects of our practice on student performance and to be accountable for that performance.

This document articulates the highest levels of performance by school professionals, while simultaneously acknowledging and celebrating the rich diversity of our educators' styles. It also recognizes the unique character of each local school and its community, and the distinctive quality of each of our higher education institutions. Our diversity proves repeatedly that a variety of ways to achieve excellent results is possible.

CONTENT AND USE OF THE FIVE STANDARDS FOR VERMONT EDUCATORS: A VISION FOR SCHOOLING

In order for educators and the public to have a broad picture of the requisite core knowledge and skills necessary for an effective teaching and learning process, and to provide clarity and continuity, the VSBPE has incorporated the **16 Principles for Vermont Educators** (Licensing Regulation 5235) and the requirements for **Basic Communication and Mathematics Literacy** (Licensing Regulation 5234) into this document. The 16 Principles for Vermont Educators and Basic Communication and Mathematics Literacy requirements are ones that all applicants for initial licensure must document.




In addition to the Five Standards, the 16 Principles, and the Basic Communication and Math Literacy requirements, each educator is also expected to demonstrate competence in the particular knowledge and performance standards required for his or her specific field of practice (known as an endorsement area).

Please refer to the **Regulations Governing the Licensing of Educators** for the knowledge and performance standards required for each endorsement area. (These regulations are available through the Department of Education and on the Department's website at www.state.vt.us/educ/.) These two documents, the *Five Standards for Vermont Educators* and the knowledge and performance standards for the educator's endorsement area, are intended to be addressed together as individuals prepare for initial licensure or relicensure.

The main focus of this document is the 16 Principles of effective educator practice embedded within each of the Five Standards and their corresponding **Quality Indicators**. The primary purpose for the Five Standards and 16 Principles is to guide educators as they meet the requirements of professional licensure and relicensure. The Standards and Principles provide the framework for professional preparation and continuing professional development. They are grounded in best practice, are responsive to state and local initiatives, and require accountability through self-assessment.

Preservice educators will use this document in the process of documenting their ability to meet the requirements for initial licensure. Experienced educators will use this document in the relicensure process to demonstrate professional growth in each of the Five Standards. Each Standard must be addressed in an educator's Individual Professional Development Plan (IPDP) and relicensure portfolio.

The **Quality Indicators** are examples that illustrate how an educator may meet each Principle and Standard. These Quality Indicators are intended to help preservice educators as they consider how they will demonstrate that they have met each of the 16 Principles required for educator licensure. They are also intended to help experienced educators direct their own professional development through a process of:

-  self-assessment and reflection upon the effect of their practice on student learning
-  development of IPDP's and relicensure portfolios
-  selection of professional development activities

The Quality Indicators may also guide local and regional standards boards as they assist colleagues and make recommendations for relicensure. Interpretation of these indicators as they apply to relicensure is a responsibility of the local or regional standards board.

The Vermont Standards Board for Professional Educators strongly supports systemic efforts to improve student learning. Therefore, it also recommends that districts use this document as they revise and develop local performance evaluation processes and needs-based staff development programs.

FIVE STANDARDS FOR VERMONT EDUCATORS

1. LEARNING

(Expertise in the Endorsement Area)

Each Vermont educator is knowledgeable about the standards for his/her professional endorsement(s). Each educator continues to acquire new learning in the content of his/her endorsement(s) and reflects this new learning in professional practice.

2. PROFESSIONAL KNOWLEDGE

(Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve Learning Opportunities for all students.

3. COLLEAGUESHIP

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national professional standards, **Vermont's Framework of Standards and Learning Opportunities**, district goals, and school goals and/or action plans.

4. ADVOCACY

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

5. ACCOUNTABILITY

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators and in the competencies for his/her endorsement(s). This growth is documented through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adaptation of practice to improve student learning. In addition, a portion of each educator's IPDP and professional portfolio is connected to his/her school's initiatives for improving student learning.

16 PRINCIPLES FOR VERMONT EDUCATORS

1. LEARNING

PRINCIPLE #1

The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities*.

2. PROFESSIONAL KNOWLEDGE

PRINCIPLE #2

The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.

PRINCIPLE #3

The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.

PRINCIPLE #4

The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities*.

PRINCIPLE #5

The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.

PRINCIPLE #6

The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.

PRINCIPLE #7

The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.

PRINCIPLE #8

The educator integrates students with disabilities into appropriate learning situations.

PRINCIPLE #9

The educator integrates current technologies in instruction, assessment, and professional productivity.

PRINCIPLE #10

The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.

3. COLLEAGUESHIP

PRINCIPLE #11

The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.

4. ADVOCACY

PRINCIPLE #12

The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

5. ACCOUNTABILITY

PRINCIPLE #13

The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.

PRINCIPLE #14

The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.

PRINCIPLE #15

The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.

PRINCIPLE #16

The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

FIVE STANDARDS FOR VERMONT EDUCATORS

****Please note that the bulleted Quality Indicators which follow each Principle provide examples of evidence that the educator has met the Principle. These Quality Indicators are intended to provide guidance to educators seeking initial licensure or relicensure. They are not intended to be an exhaustive list for evaluation purposes.**

1. LEARNING




(Expertise in the Endorsement Area)

Each Vermont educator is knowledgeable about the standards for his/her professional endorsement(s). Each educator continues to acquire new learning in the content of his/her endorsement(s) and reflects this new learning in professional practice.

PRINCIPLE #1

The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities*.

Quality is indicated when an educator:

-  Demonstrates professional competence in the standards required for his/her endorsement(s). [Please refer to the Regulations Governing the Licensing of Educators for the specific knowledge and performance standards required for each endorsement. These regulations are available through the Department of Education and on the Department's website at www.state.vt.us/educ/.]
-  Continually increases knowledge and skills in the knowledge and performance standards of his/her endorsement(s)
-  Adjusts curriculum and professional practice as a result of increased knowledge in order to improve student learning

2. PROFESSIONAL KNOWLEDGE




(Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve Learning Opportunities for all students.

PRINCIPLE #2

The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.





Quality is indicated when an educator:

-  Understands the developmental nature and needs within each domain (e.g. cognitive, linguistic, psycho/social, physical) of the population he/she teaches, including understanding the tremendous variation in typical development across domains and among individuals
-  Applies this developmental knowledge to all curriculum, instruction, assessment, and classroom organization and management decisions
-  Understands learning theory and applies this research to all curriculum, instruction, assessment, and classroom organization and management decisions

PRINCIPLE #3

The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.






Quality is indicated when an educator:

-  Creates or modifies environments, and instructional and assessment activities to meet the individual needs of all students
-  Flexibly groups and regroups students in order to meet their learning needs and instructional goals
-  Recognizes signs of significant exceptionalities, such as developmental delay or giftedness, in one or more domains
-  Accesses materials and resources, and collaborates with other personnel, to differentiate instruction in order to accommodate the needs of exceptional learners and others with special learning needs such as English Language Learners

PRINCIPLE #4

The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities*.

Quality is indicated when an educator:

-  Uses assessments of students' prior knowledge to plan and differentiate instruction in order to maximize student learning
-  Appropriately selects and employs a range of instructional strategies consistent with current best practices, in order to meet instructional goals and the needs of diverse learners
-  Provides opportunities for students to use multiple modes to demonstrate and communicate their learning
-  Evaluates and selects materials for their appropriateness to specific curricular and instructional goals
-  Selects or creates learning tasks that make subject matter meaningful to students and enable them to think critically, solve problems, and demonstrate skills

-
- 🍏 Engages students in purposeful discourse by using appropriate questioning strategies
 - 🍏 Maximizes the amount of time spent on instruction by effectively managing routines and transitions
 - 🍏 Actively teaches Vermont's Vital Results for communication, including:
 - 🍏 Incorporating developmentally appropriate strategies to promote oral language, vocabulary, and concept development germane to specific content area(s)
 - 🍏 Explicitly modeling and teaching specific strategies that support students' comprehension of written materials within the content areas
 - 🍏 Selecting or adapting a variety of materials at a range of reading levels to accommodate diverse learners
 - 🍏 Recognizing a student's need for individualized reading support in one or more skill areas (e.g., comprehension, decoding, fluency) and knowing when and where to seek support for that student
 - 🍏 Designing or selecting tasks that support writing development
 - 🍏 Evaluating student reading and writing against grade appropriate expectations and benchmarks, providing grade appropriate models of good writing to guide students, and assisting students to use Vermont's reading and writing standards to guide and evaluate their own work
 - 🍏 Helping students to pose, focus, and refine research questions; to gather, synthesize, and evaluate information from a variety of sources to answer those questions; and to organize their findings into thoughtful and clear presentations

PRINCIPLE #5 The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.



Quality is indicated when an educator:

- 🍏 Models and facilitates respectful dialogue and rational argument in order to create an emotionally safe learning environment where students feel comfortable taking intellectual risks
- 🍏 Appropriately interprets student behavior in order to anticipate problems and prevent students from disrupting or disengaging from a lesson
- 🍏 Provides a comfortable, safe, and engaging physical environment for learning
- 🍏 Takes steps to ensure that culturally and linguistically diverse students are full participants in the classroom community
- 🍏 Uses knowledge of factors influencing individual and group motivation, including the importance of fairness and consistency of expectations and of student involvement in developing classroom rules and consequences, to make appropriate classroom management decisions
- 🍏 Creates a positive classroom community by providing opportunities for every student to work collaboratively with others on learning and service tasks, to assume various stewardship and leadership roles within the classroom, and to resolve conflicts using specific conflict resolution strategies
- 🍏 Cares for students in a sustained way that recognizes learning barriers, while communicating belief in students' abilities to overcome those barriers
- 🍏 Organizes classroom materials and procedures to facilitate student autonomy and responsibility for learning
- 🍏 Incorporates regular classroom celebrations of learning and accomplishment
- 🍏 Manages and diffuses conflict between or among teachers, students, parents and/or colleagues

PRINCIPLE #6

The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.









Quality is indicated when an educator:

-  Connects the Fields of Knowledge and Vital Results within *Vermont's Framework of Standards and Learning Opportunities*, and uses both, as well as other relevant professional standards (e.g. NCTM, NCSS), to plan curriculum and instructional activities that connect the standards with student needs and interests
-  Takes steps to ensure that his/her instructional program is consistent with the school's and district's PK-12 curriculum

PRINCIPLE #7

The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.





Quality is indicated when an educator:

-  Uses assessments as teaching tools, not just as final "judgments"
-  Uses a cycle of pre-assessment, design, implementation, and post-assessment to facilitate individual student learning and to guide instructional decisions
-  Applies knowledge of basic measurement issues, including validity and reliability, to develop or adopt appropriate assessments
-  Considers the appropriateness of different assessment strategies and methods in regard to different assessment purposes and different age groups/learners
-  Consistently monitors student learning, offering feedback that corrects misunderstandings and enhances comprehension as well as providing specific guidance on ways to improve performance
-  Develops effective rubric scales to evaluate student performance
-  Provides opportunities for students to analyze, reflect upon, revise, and evaluate their own work
-  Incorporates assessment tasks and strategies that encourage and enable students to demonstrate their learning through multiple modes including the arts

PRINCIPLE #8

The educator integrates students with disabilities into appropriate learning situations.

Quality is indicated when an educator:

-  Identifies the specific strengths and challenges of each student and supports each student's engagement in learning that addresses content knowledge
-  Develops instructional plans and uses instructional techniques that effectively and appropriately integrate all students into the regular education program
-  Collaborates with relevant educational teams in the development of effective educational practice and accommodations
-  Creates an inclusive learning climate for all students

PRINCIPLE #9

The educator integrates current technologies in instruction, assessment, and professional productivity.

Quality is indicated when an educator:

- 🍏 Is familiar with the *National Educational Technology Standards for Teachers* (2000, International Society for Technology in Education) and uses them to guide and assess his/her efforts to integrate technology into the teaching and learning processes
- 🍏 Chooses and integrates a variety of developmentally appropriate technological tools to support standards-based curricular and instructional objectives (e.g., to access or analyze information, communicate ideas, or facilitate student collaboration)
- 🍏 Uses technology to support documentation, assessment, analysis, and evaluation of student development and learning
- 🍏 Is aware of and able to use various technologies to differentiate instruction, including the accommodation of special needs
- 🍏 Uses technology to enhance communication with families and colleagues, record keeping, and instructional planning
- 🍏 Models the ethical, legal, and safe use of educational technologies

PRINCIPLE #10

The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.

Quality is indicated when an educator:

- 🍏 Reflects upon his/her own cultural background and how it may affect his/her teaching and interaction with students, colleagues, and parents
- 🍏 Sets social norms for the classroom or school that do not tolerate discriminatory behavior
- 🍏 Models ways to respect individual differences and to resolve conflicts that arise from individual differences
- 🍏 Recognizes and understands discriminatory behavior, and the responses to discriminatory behavior by targeted students
- 🍏 Incorporates into his/her teaching reading materials and activities that explore the consequences of various forms of discrimination for individuals and communities
- 🍏 Facilitates a learning climate where issues of discrimination are discussed openly in a way that is supportive of personal growth




3. COLLEAGUESHIP

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national professional standards, Vermont's Framework of Standards and Learning Opportunities, district goals, and school goals and/or action plans.

PRINCIPLE #11

The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.

Quality is indicated when an educator:

-  Actively contributes to school-wide initiatives such as curriculum committees, action-planning teams, and other school improvement efforts
-  Demonstrates a willingness to give and receive critical feedback
-  Uses multiple approaches to establish proactive and on-going relationships with parents in order to enhance student learning




4. ADVOCACY

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

PRINCIPLE #12

The educator recognizes the multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

Quality is indicated when an educator:

-  Demonstrates sensitivity to the individual economic, cultural, and familial influences affecting each student's life
-  Collaborates with other professionals inside and outside of the school to ensure his/her students receive necessary educational services and other supports for learning
-  Advocates for school and community policies and practices that promote the high achievement and healthy development of all students

5. ACCOUNTABILITY

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators and in the competencies for his/her endorsement(s). This growth is documented through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adaptation of practice to improve student learning. In addition, a portion of each educator's IPDP and professional portfolio is connected to his/her school's initiatives for improving student learning.

PRINCIPLE #13

The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.

Quality is indicated when an educator:

- 🍏 Complies with and keeps abreast of changes in students' and parents' rights, educator responsibilities and roles, and procedural mechanisms within current educational laws and regulations, including laws and regulations in the areas of harassment, discrimination, liability, confidentiality, and special education, and standards for practice within his/her endorsement area

PRINCIPLE #14

The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.

Quality is indicated when an educator:

- 🍏 Continually analyzes and reflects upon all aspects of his/her practice using various techniques, including videotaping, peer observation, reflective journaling, or action research, in order to strengthen the quality and effectiveness of his/her practice
- 🍏 Develops and implements an Individual Professional Development Plan (IPDP) that addresses each of *The Five Standards for Vermont Educators*, the knowledge and performance standards required for his/her endorsement(s), and the school's action plan
- 🍏 Actively participates in professional organizations and keeps abreast of research findings related to improvement of instruction in his/her endorsement area(s)
- 🍏 Uses information from self and peer analysis, along with data on student achievement and other feedback, to set priorities for professional development and improve practice
- 🍏 Adjusts his/her practice as a result of student assessment data, professional development, self-reflection, peer critique, and supervision and evaluation input

PRINCIPLE #15

The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.

Quality is indicated when an educator:

- 🍏 Uses a variety of assessment strategies to evaluate student growth and understanding in relation to standards, and as a result of the data gathered, modifies instruction to improve student learning

PRINCIPLE #16

The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

Quality is indicated when an educator:

- 🍏 Uses assessment standards that are public and known to both students and parents, including providing models of student work that illustrate attainment of those standards
- 🍏 Maintains accurate records of student work
- 🍏 Regularly communicates, in a manner easily understood by students and parents, information about school and classroom goals, performance expectations, and student needs and progress

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS

Standards Developed in 1990

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The Vermont Department of Education is committed to ensuring that all its programs and facilities are accessible to all members of the public and all activities and programs are non-discriminatory in design, application, and performance.

CODE OF ETHICS FOR VERMONT EDUCATORS: A STATEMENT OF BELIEFS

The essential qualities of the competent and caring educator include moral integrity, humane attitudes, reflective practice, and a sound understanding of academic content and pedagogy. The public vests educators with trust and responsibility for educating the children of Vermont. We believe that fulfilling this charge requires educators to demonstrate the highest standards of ethical conduct.

We, as professional educators, respect the dignity and individuality of every human being. We are committed to, and model for our students, the lifelong pursuit of learning and academic excellence. We are dedicated to effective scholarly practice, further enhanced by collaboration with colleagues and those in the greater educational community. Furthermore, we are dedicated to compassionate service on behalf of our students and their families and advocate for them in the school and community settings.

We recognize and accept both the public trust and the magnitude of responsibility inherent in our profession. To this end, we put forth this statement of beliefs as the foundation for ethical practice for all Vermont educators to honor and follow.

*Adopted by the Vermont Standards Board
for Professional Educators, May 15, 2001.*



PART IV: LEVEL I TEACHING LICENSURE PORTFOLIO

Introduction

In many states, educator testing has become a commonly used strategy to determine the knowledge of licensure candidates. Vermont, one of the few states that did not use educator licensure testing, has recently approved rules requiring passing scores on basic skills and content knowledge tests for licensure by the year 2000 and 2001, respectfully. Despite the growing popularity of educator testing, there is little evidence to indicate that passing a paper and pencil test is sufficient for identifying a competent and caring educator. The art and science of teaching is too complex to lend itself to such simple solutions.

Performance assessment tied to educator standards can provide more complete information than educator testing since it allows for the examination of the act of teaching. Portfolio is one type of performance assessment that enables teachers to demonstrate their effectiveness. When coupled with reflection, portfolios not only serve as assessment tools, they can also promote professional development.

More than ten years ago, before “portfolio” and “educator preparation” became part of a common vernacular, Vermont educators and policy makers saw the value of requiring candidates for licensure to demonstrate their knowledge and skills by purposefully documenting their evolution as educators, and reflecting upon their practice. The value of portfolio assessment continues to be valued and codified in Vermont’s regulations.⁶ Section 5911.2 of the Program Approval regulations state, “An Individual Student Portfolio shall be maintained by the student and shall contain appropriate and sufficient documentation of an individual’s competence and growth as a beginning educator including meeting all requirements for licensure.” (p. 46)

Part IV describes the components of the *Level I Teaching Licensure Portfolio*, a teaching portfolio system that the Vermont Standards Board for Professional Educators (VSBPE) has adopted as the *basic elements* of the “Individual Student Portfolio” cited in regulation. In this document, this portfolio system is referred to as a “licensure portfolio” or “candidate portfolio.”

Development of the Licensure Portfolio

As described in greater detail in Part I of this document (refer to pages 7-9), the Portfolio Design Team first established goals to guide the development of a statewide initial licensure portfolio. These are as follows:

- “Ensure that all licensure candidates are evaluated according to the same standards of knowledge and performance” (INTASC, 1995, p.9).
- Design a portfolio structure that provides a common architecture for performance tasks but has enough flexibility so that it can be incorporated into a program’s existing portfolio structure.

⁶ *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals (August 1998)*
Vermont’s Results Oriented Program Approval Process – Revised (ROPA-R)

- Align the licensure portfolio tasks with the *Five Standards for Vermont Educators*, the *Principles*, the endorsement competencies, and *Vermont's Framework of Standards and Learning Opportunities* in a manner that results in greater quality of evidence rather than an increased quantity of evidence.
- Ensure reliability across licensure portfolio assessments by establishing clear performance standards, utilizing a common set of scoring rubrics, and providing training for portfolio assessors.

Once the goals were articulated, the Portfolio Design Team worked to accomplish these goals by drawing upon the experiences Vermont educators have had in constructing professional portfolios (for initial licensure and re-licensure) and upon national models and examples. First the Design Team surveyed all Vermont educator preparation programs to gather information on their current portfolio structures, processes, and assessment criteria. Simultaneously, the Portfolio Design Team researched licensure portfolio systems in other states such as Connecticut's *Beginning Educator Support and Training (BEST) Program*, Rhode Island's Portfolio Tasks, and the *California Formative Assessment and Support System for Teachers (CFASST)*. The National Board for Professional Teaching Standards (NBPTS) portfolio process and the INTASC portfolio assessment structure also informed the discussions.

The structure of the resulting portfolio system, entitled, "Vermont's Level I Teaching Licensure Portfolio," reflects national trends and best practices. However, the content of Vermont's initial licensure portfolio is unique since it is based on Vermont's goals and priorities for beginning teachers and preK-12 students.

Underlying Assumptions

The Portfolio Design Team made several key assumptions when developing the *Level I Teaching Licensure Portfolio* (Candidate Portfolio). These are as follows:

- The *Principles for Vermont Educators* (often referred to as the "16 Principles") are imbedded within the *Five Standards for Vermont Educators*. Hence, when a candidate addresses one of the principles, he/she is simultaneously addressing one of the *Five Standards*.
- Candidates must demonstrate their strength in the content knowledge and pedagogy of the endorsement(s) they seek through each of the six entries.
- The Candidate Portfolio is not intended to supplant a program's portfolio system; it is expected that programs will incorporate the entries and scoring rubrics of the Candidate Portfolio into their current portfolio system.
- It is assumed that programs will perceive constructing the Candidate Portfolio as a developmental process and formative evaluation until the point in time when the program must decide whether to recommend a candidate for licensure or not. In the formative phase of this process, it is expected that candidates will be given constructive feedback on drafts and have the opportunity to re-write sections that do not achieve a "meets standards" rating.

Description of the Level I Teaching Licensure Portfolio

The Level I Teaching Licensure Portfolio consists of six entries.

Entry 1 – Teaching Episodes

Entry 2 – Understanding Student Learning and Modifying Instruction

Entry 3 – Accommodating Students Identified as Having Special Needs

Entry 4 – Teaching Over Time

Entry 5 – Collegueship and Advocacy

Entry 6 – Self-Reflection and Vision

These six entries are explicitly aligned with the *Five Standards for Vermont Educators* and the *Principles for Vermont Educators*. They provide all candidates seeking licensure as teachers the opportunity to demonstrate their knowledge, skills, and dispositions. The Portfolio Design Team decided to develop a generic teaching portfolio rather than a discipline-based or endorsement-specific portfolio, as is the case in Connecticut's BEST Program and in the NBPTS portfolio for National Board Certification. Candidates are expected to demonstrate their specific content knowledge and content pedagogy through the in-depth teaching episodes they include and the topics they select for the "teaching over time" entry.

An overview of the *Level I Teaching Licensure Portfolio*, presented in chart form, can be found on the next three pages.

Overview of Vermont's Level I Teaching Licensure Portfolio

| <i>Entry</i> | <i>Purpose</i> | <i>Essential Elements</i> | <i>Suggested Evidence/ Documentation</i> | <i>Standards/ Principles Addressed</i> |
|-----------------------------|---|---|--|---|
| 1. Teaching Episodes | <i>For the licensure candidate to demonstrate the ability to plan and teach two in-depth, standards* based, focused lessons in the endorsement sought.</i> | <ul style="list-style-type: none"> - Description of context - Two lesson plans based on <i>Vermont's Framework of Standards</i> - Samples and analyses of student work - Reflection on student learning and effectiveness of instruction with references to best practice - Reflection on how these teaching episodes show the candidate's strength in the endorsement(s) sought | <ul style="list-style-type: none"> - Videotape of teaching in preK-12 classroom including examples of student work - Audio-tape and/or transcript of teaching including examples of student work - Response to candidate's teaching by another educator (e.g., cooperating teacher, colleague, principal, supervisor) including samples of student work | <p><i>Standard I – Learning:</i> Principle 1</p> <p><i>Standard II – Professional Knowledge:</i> Principles 3, 4, 6, 9</p> <p><i>Standard V – Accountability:</i> Principles 14, 15</p> |

| <i>Entry</i> | <i>Purpose</i> | <i>Essential Elements</i> | <i>Suggested Evidence/ Documentation</i> | <i>Standards/ Principles Addressed</i> |
|--|---|---|---|---|
| 2. Understanding Student Learning and Modifying Instruction | <i>For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students' learning and engagement within the context of the class.</i> | <ul style="list-style-type: none"> - Description of context in content area(s) - Rationale for selection of two students that representing a cross- section of the class for this content area(s). - Rationale for selection that demonstrates knowledge of child or adolescent development and clarifies the varied needs of these students within the context of the class - Recommendations for modifying instruction within the context of the classroom based on the ongoing collection of information on the two students. - Examples of various assessments used to shape instructional strategies to allow opportunities for student learning and engagement. - Reflection on student learning and engagement that occurred in this experience and a plan for how to grow professionally and to improve one's practice in the future. | <ul style="list-style-type: none"> - Assessment of two students over time in a particular content area(s). - Evidence can come from several sources, such as: <ul style="list-style-type: none"> *Summary of assessments used *Descriptions of instructional strategies implemented and samples of student work *Field-based case studies with supporting student work *Field-based student portfolios | <p><i>Standard II – Professional Knowledge: Principles 2, 3, 5, 6, 7, 8</i></p> <p><i>Standard V – Accountability : Principles 14, 15, 16</i></p> |

| <i>Entry</i> | <i>Purpose</i> | <i>Essential Elements</i> | <i>Suggested Evidence/ Documentation</i> | <i>Standards/ Principles Addressed</i> |
|---|---|--|---|--|
| 3. Accommodating Students Identified as Having Special Needs | <i>For the licensure candidate to demonstrate the ability to plan and implement accommodations for a student identified as having special needs, including those identified as being at risk.</i> | <ul style="list-style-type: none"> - Description of context - Summary and analysis of need based on student's IEP, 504, or 157 or EST Plans - Written plan for a specific accommodation with supporting documents - Verification of collaboration with "case manager" and/or special services personnel - Analysis and reflection of the implementation of the planned accommodation - Reflection on what has been learned about making accommodations in the future for students identified as having special needs | <ul style="list-style-type: none"> - A plan, implementation and analysis of a specific accommodation for one student with special needs described in relation to special education law - Supporting documents and verification of collaboration with a case manager and/or special services personnel | <p><i>Standard II – Professional Knowledge:</i> Principles 2, 3, 4, 6, 7, 8</p> <p><i>Standard III – Collegueship:</i> Principle 10</p> <p><i>Standard IV – Advocacy:</i> Principles 11, 12, 13</p> <p><i>Standard V – Accountability</i> Principle 14</p> |
| 4. Teaching Over Time | <i>For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought.</i> | <ul style="list-style-type: none"> - Description of context - Rationale or purpose for unit or series of lessons - Overview of unit or series of lessons - Cross-section or representation of standards-based lesson plans that evidence the candidate's content knowledge and skills in the endorsement area, and reflect the sequence or connections for students to meet the expectations of the content - Evidence of developmentally appropriate, scaffolded activities that include appropriate use of technology - Evidence of a variety of instructional methods, and differentiated instruction - Student assessments which are varied and standards*-based - Evidence of promotion of a classroom climate that encourages respect, positive social interaction, and personal health and safety - Evaluation of effectiveness of teaching on student learning - Reflection on ability to plan, implement and evaluate instruction to inform future planning | <ul style="list-style-type: none"> - Unit plan of study in endorsement area(s) sought including a cross-section or representative sample of lessons, samples of student work, and evidence of student learning - Connected series of lessons, scaffolded activities, and samples of student work that capture the essence of student learning - Response to candidate's teaching by another educator (e.g., cooperating teacher, colleague, principal, supervisor) | <p><i>Standard I – Learning:</i> Principle 1</p> <p><i>Standard II – Professional Knowledge:</i> Principles 2, 3, 4, 5, 6, 7, 8, 9</p> <p><i>Standard V – Accountability:</i> Principles 14, 15, 16</p> |

| <i>Entry</i> | <i>Purpose</i> | <i>Essential Elements</i> | <i>Suggested Evidence/Documentation</i> | <i>Standards/Principles Addressed</i> |
|---|--|---|--|--|
| 5. Colleague-ship and Advocacy | <i>For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families.</i> | <ul style="list-style-type: none"> - Description of context (These experiences can come from inside and outside the school, e.g., teaming within the school, camp counselor) - Documentation, description and analysis of working as a team member and/or advocate for students and families - Documentation, description and analysis of classes, workshops or other activities in substance abuse prevention, classroom management, or school violence - Reflection on the relationship among his/her roles as an educator, as an educational team member, and as an advocate for students and families | <ul style="list-style-type: none"> - Letters of support or verification forms from supervisors, cooperating teacher(s), principals(s), and/or outside agencies related to candidate's collegiality and advocacy activities - Examples of collaboration in the school, community, and/or professional organizations - Examples of involvement in activities related to advocating for students and families - Communication contact log, class/school newsletter - Proof of participation in classes, workshops, or other activities related to substance abuse prevention, classroom management, and/or school violence | <p><i>Standard II – Professional Knowledge:</i> Principle 5</p> <p><i>Standard III – Collegiality:</i> Principle 10</p> <p><i>Standard IV – Advocacy:</i> Principles 11, 12, 13</p> <p><i>Standard V – Accountability:</i> Principles 14</p> |
| 6. Self-Reflection and Vision | <i>For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator</i> | <ul style="list-style-type: none"> - Synthesis of portfolio entries identifying professional strengths and areas for growth - Reflection on one's practice that is based on data, theory and one's understanding of human development, and is connected to one's philosophy of teaching and learning - Vision for one's growth as an educator - Goals for strengthening one's content knowledge, pedagogy, and skills in the endorsement area(s) | <ul style="list-style-type: none"> - Reflective essay - Statement of professional goals | <p><i>Standard I Learning</i> Principle 1</p> <p><i>Standard V – Accountability:</i> Principle 14</p> |

Incorporating the Licensure Portfolio into the Candidate Assessment System

The licensure portfolio is a flexible structure that can be incorporated into programs' current portfolio systems or used as an independent portfolio system. It is up to the program to make the decision as to use the licensure portfolio entries.

The licensure portfolio entries are *minimum requirements*. These tasks **must be included** in all teaching candidates' licensure portfolios and **assessed according to the scoring rubrics provided**. However, institutions and programs are encouraged to add additional entries and documentation that candidates would need to provide to support the program's theme and its unique characteristics, priorities, and philosophy. In addition, programs may choose to add entries that will provide candidates with additional opportunities to demonstrate their content knowledge, pedagogical knowledge and skills, and dispositions.

There are no specific guidelines as to *how* programs should incorporate the licensure portfolio into their existing candidate assessment system since the exact nature of that system will vary from program to program. The VSBPE recognizes that this process is developmental and a great deal of discussion, experimentation, and sharing information across programs will be needed. The VSBPE is committed to providing programs any assistance they will need to succeed.

Initial Experiences

During the 2000-2001 academic year, three members of the Portfolio Design Team – Joyce Cunningham from Castleton State College, Jim Mosenthal from the University of Vermont, and Joan Fingon from Green Mountain College – began piloting several of the licensure portfolio entries with student teachers and some juniors in their undergraduate teacher preparation programs. These pilots were conducted for both the fall 2000 and the spring 2001 semesters. Preliminary results of these pilots indicate that overall, candidates' experiences have been favorable, although students report that completing the entries is challenging. It also has become apparent that relying solely on the directions provided on the charts is not sufficient; candidates needed more specific guidance. At this time, feedback on using the scoring rubrics has not been received.

Guidelines for Constructing the Level I Licensure Portfolio Entries

This section is designed to provide specific guidelines for completing each of the six entries that comprise the Level I Licensure Teaching Portfolio. A chart that includes the following information is provided for each portfolio entry:

- (a) purpose*
- (b) standards and principles addressed*
- (c) essential elements*
- (d) suggested evidence/documentation*
- (e) guiding questions*

The ***purpose*** provides a clear focus for each entry. Each entry is explicitly aligned with the *Five Standards and Principles for Vermont Educators*; the specific standards and principles targeted in an entry appear the ***standards and principles addressed*** column. The ***essential elements*** are requirements for the candidate portfolio entry while the ***evidence/documentation*** column identifies suggested artifacts (i.e., preparation programs may have other appropriate artifacts). The ***guiding questions*** refer to specific principles that are addressed in that entry. The questions can serve as prompts the candidate may find helpful to can when completing the entry.

Rubrics for Scoring Portfolio Entries

All programs are required to use the scoring rubrics provided for each entry when assessing their teaching candidates' portfolios. The rubrics are based upon criteria derived from the essential elements, the guiding questions, and the Principles. There are four assessment ratings for each criterion: no evidence, emergent, approaching standard, and meets standard. A "pass" on the criterion for each entry is a rating of "meets standards." **In order to achieve a "pass" on the candidate licensure portfolio, a candidate needs to achieve ratings of "pass" on all six entries.** Please note that it is strongly recommended that the program provide candidates the opportunity to submit draft entries for feedback and re-writes as needed until the final portfolio assessment is due.

Since the candidate licensure portfolio is a professional portfolio, the quality of the writing and reflection should be at a "professional" level. Inherent within the "meets standards" rating is the requirement that the candidate uses appropriate grammar, usage, mechanics, and spelling throughout the portfolio. Also, in order to qualify for the "meets standard" rating, it is expected that the candidate demonstrates the ability to reflect meaningfully on his/her students' learning and to use that knowledge to inform his/her growth as a teacher.

When the program assesses these six licensure portfolio entries, two or more trained assessors from the institution or program should independently review the evidence the candidate provides and determine which level best describes the candidate's performance on each criterion. The assessors reviewing the candidate's portfolio should then meet to determine the level of agreement of their independent assessments and resolve any areas of disagreement.

The program should encourage faculty and candidates to use the rubrics in the on-going assessment of drafts of the licensure portfolio. Doing so with provide specific feedback and foster the candidate's self-assessment. Additionally, some candidates prefer to use the rubrics rather than the guiding questions when constructing responses to the Candidate Portfolio entries.

Entry 1 – Teaching Episodes

Purpose: For the licensure candidate to demonstrate the ability to plan and teach two in-depth standards* based, focused lessons in the endorsement sought.

| <i>Standards/Principles Addressed</i> | <i>Essential Elements</i> | <i>Suggested Evidence/Documentation</i> | <i>Guiding Questions</i> |
|---|--|--|--|
| 1. <i>Standard I – Learning:</i> 2. Principle 1 3. <i>Standard II – Professional Knowledge:</i> 4. Principles 3, 4, 6, 9 5. <i>Standard V – Accountability:</i> 6. Principles 14, 15 | <ul style="list-style-type: none"> - Description of context - Two lesson plans based on <i>Vermont’s Framework of Standards</i> - Samples and analysis of student work - Reflection on student learning and effectiveness of instruction with references to best practice 7. - Reflection on how these teaching episodes show the candidate’s strength in the endorsement(s) sought | <ul style="list-style-type: none"> - Videotape of teaching in a preK-12 classroom including examples of student work - Audio-tape and/or transcript of teaching including examples of student work - Response to candidate’s teaching by another educator (e.g., cooperating teacher, colleague, principal, supervisor) including samples of student work | 1. What evidence demonstrates the candidate’s pedagogical content knowledge and skills in the area(s) of the endorsement? (Principle 1) 2. How does the candidate respond to individual/group differences? (Principle 3) 3. What instructional strategies does the candidate use? (Principle 4) 4. How does the candidate implement, adapt, revise or create curriculum based on standards, current knowledge, and student needs and interests? (Principle 6) 5. What evidence indicates appropriate use of current technologies? (Principle 9) 6. How does the candidate assess student progress in relation to standards? (Principle 15) 7. How does the candidate use student assessment results to plan and modify instruction to improve student learning? (Principle 15) 8. From completing this entry, what has the candidate learned about his/her strengths in using a variety of approaches to improve professional practice and student learning? (Principle 14) |

**Vermont’s Framework of Standards and Learning Opportunities*

| Scoring Rubrics: <i>Entry 1 – Teaching Episodes</i> | | | | |
|---|--|---|---|---|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Standard</i> | <i>Meets Standard</i> |
| <i>Standard I – Learning:</i> Principle 1 | There is no evidence that the candidate plans two standards-based lessons in the content area(s) in which he/she is seeking an endorsement. | There is evidence that the candidate plans two standards-based lessons in the content area(s) in which he/she is seeking an endorsement. However, the lessons do not show that the candidate has sufficient content knowledge. The candidate attempts to align standards, instructional strategies and assessment in order to provide students the opportunity to meet or exceed the standards addressed. | There is evidence that the candidate plans two standards-based lessons in the content area(s) in which he/she is seeking an endorsement. The lessons reflect that the candidate has sufficient content knowledge. Both lessons have goals/objectives, instructional strategies and assessments that are aligned in order to provide students the opportunity to consistently meet or exceed the standards addressed. However, one or both of the lessons are not effectively implemented. | There is evidence that the candidate plans and implements two standards-based lessons in the content area(s) in which he/she is seeking an endorsement. The lessons reflect that the candidate has sufficient content knowledge. Both lessons have goals/objectives, instructional strategies and assessments that are aligned in order to provide students the opportunity to consistently meet or exceed the standards addressed. |
| <i>Standard II – Professional Knowledge:</i> Principles 4, 9 | The candidate does not use a variety of instructional strategies to provide opportunities for students to meet or exceed the standards addressed, nor does he/she attempt to incorporate the technology. | There is evidence the candidate attempts to use a variety of instructional strategies and attempts to incorporate the appropriate use of technology. However, these strategies do not provide adequate opportunities for students to meet or exceed the standards addressed. | There is evidence the candidate uses a limited set of instructional strategies in both lessons to provide opportunities for students to meet or exceed the standards addressed, and of incorporating appropriate digital or material technologies that support instruction and/or assessment. | There is evidence the candidate uses a variety of instructional strategies to provide opportunities for students to meet or exceed the standards. Both lessons show evidence of incorporating appropriate digital or material technologies that support instruction and/or assessment. |
| <i>Standard II – Professional Knowledge:</i> Principle 6, 3 | There is no evidence that the candidate has made any attempt to adapt, revise, or create curriculum, materials, or activities that would make the content more accessible to all students. | There is evidence the candidate attempts to make adaptations to the curriculum, materials, or activities that would make the content more accessible to all students; however, these efforts are inappropriate or incomplete. No rationale is provided. | There is some evidence that the candidate adapts, revises, and/or creates curriculum based on knowledge of content, the standards, and students' needs and interests. However, the candidate provides an inadequate rationale for adaptations that were made. | There is evidence that the candidate adapts, revises, and/or creates curriculum based on knowledge of content, the standards, and students' needs and interests. The candidate provides the rationale for why these adaptations of materials and activities were necessary in order to make the content accessible to all students. |

| Scoring Rubrics: <i>Entry 1 – Teaching Episodes</i> | | | | |
|--|---|--|---|--|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Standard</i> | <i>Meets Standard</i> |
| <i>Standard V – Accountability: Principles 14, 15</i> | There is no evidence that the candidate assesses student progress and modifies plans and instruction to improve student learning. | There is limited evidence that the candidate assesses student progress and modifies plans and instruction to improve student learning. No rationale is provided. | There is evidence that the candidate assesses student progress and modifies plans and instruction to improve student learning. However, the candidate provides an inadequate rationale for why the modifications were made. | There is evidence that the candidate assesses student progress and modifies plans and instruction to improve student learning. The candidate provides an adequate rationale for why the modifications were made. |

NOTE: “Standards” refers to *Vermont’s Framework of Standards and Learning Opportunities*

| Entry 2– Understanding Student Learning and Modifying Instruction | | | |
|--|---|---|--|
| Purpose: For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students’ learning and engagement within the context of the class. | | | |
| <i>Standards/Principles Addressed</i> | <i>Essential Elements</i> | <i>Suggested Evidence/Documentation</i> | <i>Guiding Questions</i> |
| <p><i>Standard II – Professional Knowledge:</i> Principles 2, 3, 5, 6, 7, 8</p> <p><i>Standard V – Accountability:</i> Principles 14, 15, 16</p> | <ul style="list-style-type: none"> - Description of context in content area(s) - Rationale for selection of two students that represent a cross-section of the class for this content area(s). - Rationale for selection that demonstrates knowledge of child or adolescent development and clarifies the varied needs of these students within the context of the class - Recommendations for modifying instruction within the context of the classroom based on the ongoing collection of information on the two students. - Examples of various assessments used to shape instructional strategies to allow opportunities for student learning and engagement. - Reflection on student learning and engagement that occurred in this experience and a plan for how to grow professionally and to improve one’s practice in the future. | <ul style="list-style-type: none"> - Assessment of two students over time in a particular content area(s). - Evidence can come from several sources, such as: <ul style="list-style-type: none"> *Summary of assessments used *Descriptions of instructional strategies implemented and samples of student work *Field-based case studies with supporting student work *Field-based student portfolios | <ol style="list-style-type: none"> 1. Does the candidate include descriptions of assessments, work samples, and the rationale for these assessments for these two students over time? (Principles 2, 7) 2. How does the candidate demonstrate knowledge of human development that is appropriate for meeting the varied needs of these two students within the context of the class? (Principles 2, 3, 7) 3. What information or resources does the candidate use to plan the assessments and strategies for these two students? (Principles 6, 8) 4. What is the candidate’s plan for modifying instruction for these two students? Is the plan based on an analysis of student performance data? (Principles 6, 15) 5. How does the candidate demonstrate through these two students that he/she has the knowledge and ability to create a classroom climate that encourages respect, positive social interaction, and personal health and safety? (Principle 5) 6. How does the candidate maintain useful records of student work and communicate student progress? (Principle 16) 7. What is the candidate’s plan to grow professionally and to improve his/her practice in relation to the experience gained from using multiple assessments and strategies, and making instructional modifications to meet the varied needs of students within the context of the class? (Principle 14) |

| Scoring Rubrics: <i>Entry 2 – Understanding Student Learning and Modifying Instruction</i> | | | | |
|--|---|--|---|---|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Standard</i> | <i>Meets Standard</i> |
| <i>Standard II – Professional Knowledge: Principle 2</i> | There is no evidence that the candidate understands how these two students learn and grow intellectually, physically, socially and emotionally. The plan for meeting their varied needs within the context of the class is either inappropriate or absent. | There is evidence that the candidate has a partial understanding of how these two students learn and grow intellectually, physically, socially and emotionally. The plan for meeting their varied needs within the context of the class is either inappropriate or absent. | There is evidence that the candidate understands how these two students learn and grow intellectually, physically, socially and emotionally, however, the plan for meeting their varied needs within the context of the class is limited. | There is evidence that the candidate understands how these two students learn and grow intellectually, physically, socially and emotionally. The plan for meeting their varied needs within the context of the class is appropriate. |
| <i>Standard II – Professional Knowledge: Principle 5</i> | There is no evidence that the candidate creates a classroom climate in which all students respect themselves and others. There is no evidence that the candidate engages students in positive social interactions directed at the goals of instruction, as demonstrated by these two students | The candidate attempts to create a classroom climate in which all students respect themselves and others; however, there is no evidence that the candidate engages students in positive social interactions directed at the goals of instruction, as demonstrated by these two students. | There is some evidence that the candidate creates a classroom climate in which all students respect themselves and others. The candidate attempts to engage students in positive social interactions directed at the goals of instruction, as demonstrated by these two students. | There is evidence that the candidate creates a classroom climate in which all students respect themselves and others. The candidate engages students in positive social interactions directed at the goals of instruction, as demonstrated by these two students. |
| <i>Standard II – Professional Knowledge: Principle 7</i> <i>Standard V – Accountability: Principle 15</i> | There is no evidence that the candidate attempts to use multiple and varied approaches to assess student progress in relation to standards, and to shape instructional strategies to improve student learning and engagement. | There is evidence the candidate attempts to use multiple and varied approaches to assess student progress in relation to standards, and attempts to shape instructional strategies to improve student learning and engagement. | There is evidence that the candidate uses a limited number of approaches to assess the students' progress in relation to standards, and to shape instructional strategies to improve student learning and engagement. | There is evidence that the candidate uses multiple and varied approaches to assess the students' progress in relation to standards, and to shape instructional strategies to improve the students' learning and engagement. |

| Scoring Rubrics: <i>Entry 2 – Understanding Student Learning and Modifying Instruction</i> | | | | |
|---|---|--|--|--|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Standard</i> | <i>Meets Standard</i> |
| <i>Standard II – Professional Knowledge:</i> Principle 8 | The candidate does not use student performance data and other resources to modify instruction nor to improve his/her practice. | The candidate does not use student performance data, but makes an attempt to use other resources to modify instruction and improve his/her practice. | There is some evidence that the candidate uses student performance data and other resources to modify instruction and improve his/her practice. | There is clear evidence that the candidate uses student performance data and other resources to modify instruction and improve his/her practice. |
| <i>Standard II – Professional Knowledge:</i> Principles 3, 6 | There is no evidence that the candidate creates equitable instructional opportunities that are responsive to the needs of all students, as demonstrated by these two students within the context of the class. There is no evidence that the candidate adapts, revises or creates curriculum based on the particular needs and interests of students, the content knowledge, and standards. | There is evidence that the candidate attempts to create equitable instructional opportunities that are responsive to the needs of all students, as demonstrated by these two students within the context of the class. The candidate shows attempts to adapt, revise or create curriculum based on the particular needs and interests of students, the content knowledge, and standards. | There is evidence that the candidate occasionally creates equitable instructional opportunities that are responsive to the needs of all students, as demonstrated by these two students within the context of the class. The candidate shows some ability to adapt, revise or create curriculum based on the particular needs and interests of students, the content knowledge, and standards. | There is evidence that the candidate, over time, creates equitable instructional opportunities that are responsive to the needs of all students, as demonstrated by these two students within the context of the class. The candidate adapts, revises or creates curriculum based on the particular needs and interests of the students, the content knowledge, and standards. |
| <i>Standard V – Accountability:</i> Principle 16 | There is no evidence that the candidate maintains useful records of student work and communicates student progress. | There is evidence that the candidate attempts to maintain useful records of student work, but does not communicate student progress. | There is evidence that the candidate maintains useful records of student work, but does not communicate student progress effectively. | There is evidence that the candidate maintains useful records of student work and is able to communicate student progress effectively. |
| <i>Standard V – Accountability:</i> Principle 14 | There is no evidence that the candidate reflects on student learning and engagement, nor that he/she develops a plan for improving practice and growing professionally. | There is evidence that the candidate attempts to reflect on student learning and engagement, but does not develop a plan for improving practice and growing professionally. | There is evidence that the candidate reflects on student learning and engagement, but does not use that knowledge when developing a plan for growing professionally. | There is evidence that the candidate reflects on student learning and engagement, and uses that knowledge to develop a plan for improving his/her practice and growing professionally. |

NOTE: “Standards” refers to *Vermont’s Framework of Standards and Learning Opportunities*

| Entry 3 – Accommodating Students Identified as Having Special Needs | | | |
|---|---|---|--|
| Purpose: For the licensure candidate to demonstrate the ability to plan and implement accommodations for students identified as having special needs, including those identified as being at-risk. | | | |
| Standards/Principles Addressed | Essential Elements | Suggested Evidence/Documentation | Guiding Questions |
| <p><i>Standard II – Professional Knowledge:</i> Principles 3, 4, 6, 8</p> <p><i>Standard III - Collegueship:</i> Principle 10</p> <p><i>Standard IV – Advocacy:</i> Principles 11, 12, 13</p> <p><i>Standard V – Accountability:</i> Principle 14</p> | <ul style="list-style-type: none"> - Description of context - Summary and analysis of need based on student’s IEP, 504, 157 Plan, or EST Plan - Written plan for a specific accommodation with supporting documents - Verification of collaboration with “case manager” and/or special services personnel - Analysis and reflection of the implementation of the planned accommodation - Reflection on what has been learned about making accommodations in the future for students identified as having special needs. | <ul style="list-style-type: none"> - A plan, implementation and analysis of a specific accommodation for one student with special needs described in relation to special education law - Supporting documents and verification of collaboration with a case manager and/or special services personnel | <ol style="list-style-type: none"> 1. What evidence demonstrates the candidate’s knowledge of the legal rights of the student identified as having special needs? (Principle13) 2. What evidence demonstrates the candidate’s ability to interpret the student’s special education plan in relation to making accommodations within the classroom setting? (Principle 13) 3. What evidence demonstrates the candidate’s ability to collaborate with the case manager and/or appropriate special services personnel? (Principles 10, 11, 12) 4. What evidence demonstrates the candidate’s ability to implement a classroom accommodation for the student? (Principles 3, 4, 6) 5. What evidence demonstrates the candidate’s ability to use assessment data prior to planning and teaching a modification and to collect student performance data from the enacted lesson(s)? (Principle 8) 6. What evidence demonstrates the candidate’s ability to reflect on how to improve one’s practice in the future in relation to the experience gained from this entry? (Principle 14) |

| Scoring Rubrics: <i>Entry 3 – Accommodating Students Identified as Having Special Needs</i> | | | | |
|---|--|---|--|---|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Evidence</i> | <i>Meets Standard</i> |
| <i>Standard IV – Advocacy:</i> Principles 11, 12, 13 | There is no evidence that the candidate understands special education laws, and no evidence that the candidate understands the relationship between the laws, student evaluation data, and resulting accommodations. There is no evidence that the candidate has attended meetings with colleagues, parents, and/or agencies that support the student’s learning and well-being. | There is limited evidence that the candidate understands special education laws related to student rights. There is no evidence that the candidate understands the relationship between the laws, student evaluation data, and resulting accommodations. There is limited evidence that the candidate has observed or participated in meetings with colleagues, parents, and/or agencies that support the student’s learning and well-being. | There is evidence that the candidate understands special education laws related to student rights. However, there is limited evidence that the candidate understands the relationship between the laws, student evaluation data, and resulting accommodations made within the classroom setting. The candidate has observed or participated in meetings with colleagues, parents, and/or agencies that support the student’s learning and well-being. | There is evidence that the candidate understands special education laws related to student rights. The candidate understands how students’ special education plans (IEP, 504 or 157) are developed, including the relationship of evaluation data to student goals and resulting accommodations made within the classroom setting. The candidate has observed or participated in meetings with colleagues, parents, and/or agencies that support the student’s learning and well-being. |
| <i>Standard II – Professional Knowledge:</i> Principles 3, 4, 6 <i>Standard III – Collegueship:</i> Principles 10 <i>Standard IV – Advocacy:</i> Principles 11, 12 | There is no evidence that the candidate has participated in a collaborative process with a case manager or special services personnel (e.g., ESL, IST or EST, Reading Recovery) to better understand how the student with special needs learns best. There is no evidence that the candidate can plan or implement equitable instructional activities for the student with identified special needs. | There is limited evidence that the candidate has collaborated with a case manager or special services personnel (e.g., ESL, IST or EST, Reading Recovery) to better understand how the student with special needs learns best. There is limited evidence that the candidate can plan and/or implement equitable instructional activities for the student with identified special needs. | There is evidence that the candidate collaborates with a case manager or special services personnel (e.g., ESL, IST or EST, Reading Recovery) in order to understand how the student with special needs learns best. However, there is limited evidence that the candidate uses the knowledge to plan and/or implement equitable instructional activities for the student. There is evidence that the candidate has participated in collaborations with systems of support outside the school. | There is evidence that the candidate collaborates with a case manager or special services personnel (e.g., ESL, IST or EST, Reading Recovery) in order to understand how the student with special needs learns best. There is evidence that the candidate uses that knowledge to plan and implement equitable instructional activities for the student. There is evidence that the candidate has participated in collaborations with systems of support outside the school. |

| Scoring Rubrics: <i>Entry 3 – Accommodating Students Identified as Having Special Needs</i> | | | | |
|--|--|---|--|--|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Evidence</i> | <i>Meets Standard</i> |
| <i>Standard II – Professional Knowledge: Principle 8</i> | There is no evidence that the candidate understands assessment data. There is no evidence the candidate uses data to plan and create modifications. | There is evidence that the candidate’s understanding and consideration of assessment data prior to planning and teaching a modification(s) for a student with special needs is limited. There is no evidence of the candidate’s ability to collect student performance data from the enacted lesson(s). | There is evidence that the candidate understands and considers assessment data prior to planning and teaching a modification(s) for a student with special needs. However, the candidate’s ability to collect student performance data from the enacted lesson(s) appears limited. | There is evidence that the candidate understands and considers assessment data prior to planning and teaching a modification(s) for a student with special needs, and collects student performance data from the enacted lesson(s). |
| <i>Standard V – Accountability: Principle 14</i> | There is no evidence that the candidate reflects on the process of working with students with special needs nor conceptualizes the instructional practices that may be necessary to work effectively with students having special needs in the future. | There is limited evidence that the candidate reflects on the process of working with students with special needs. There is no evidence that the candidate can conceptualize the instructional practices that may be necessary to work effectively with students having special needs in the future. | There is evidence that the candidate reflects on the process of working with students with special needs. However, there is little evidence that the candidate can conceptualize the instructional practices that may be necessary to work effectively with students having special needs in the future. | There is evidence that the candidate reflects on the process of working with students with special needs, and conceptualizes the instructional practices that may be necessary to work effectively with students having special needs in the future. |

NOTE: “Standards” refers to *Vermont’s Framework of Standards and Learning Opportunities*

| Entry 4– Teaching Over Time | | | |
|--|--|---|--|
| Purpose: For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought. | | | |
| Standards/Principles Addressed | Essential Elements | Suggested Evidence/Documentation | Guiding Questions |
| <p><i>Standard I – Learning:</i> Principle 1</p> <p><i>Standard II – Professional Knowledge:</i> Principles 3, 4, 5, 6, 7, 8, 9</p> <p><i>Standard V – Accountability:</i> Principles 14, 15, 16</p> | <ul style="list-style-type: none"> - Description of context - Rationale or purpose for unit or series of lessons - Overview of unit or series of lessons - Cross-section or representation of standards-based lesson plans that evidence the candidate’s content knowledge and skills in the endorsement area, and reflect the sequence or connections for students to meet the expectations of the content - Evidence of developmentally appropriate, scaffolded activities that include appropriate use of technology. - Evidence of a variety of instructional methods, and differentiated instruction - Student assessments which are varied and standards-based - Evidence of promotion of a classroom climate that encourages respect, positive social interaction, and personal health and safety - Evaluation of effectiveness of teaching on student learning - Reflection on ability to plan, implement and evaluate instruction to inform future planning | <ul style="list-style-type: none"> - Unit Plan of Study in endorsement area(s) sought including a cross-section or representative sample of lessons, samples of student work, and evidence of student learning - Connected series of lessons, scaffolded activities, and samples of student work that capture the essence of student learning - Response to candidate’s teaching by another educator (e.g., cooperating teacher, colleague, principal, supervisor) | <ol style="list-style-type: none"> 1. Where does the candidate explain the rationale and purpose for the unit or series of lessons? Is the rationale reasonable? (Principle 6) 2. What evidence demonstrates the candidate’s knowledge and skills in the content area(s) of the endorsement being sought? (Principle 1) 3. What evidence demonstrates the candidate’s ability to plan a sequential and coherent set of learning experiences that incorporate standards-based objectives in the content area(s) of the endorsement being sought? (Principles 4, 6) 4. Has the candidate selected the most appropriate lessons that capture the essence of student learning? (Principle 4) 5. What evidence demonstrates that the candidate can plan and implement varied instructional strategies based on best practices that are responsive to student differences? (Principles 3, 6) 6. How does the candidate create a classroom climate that encourages respect, positive social interaction, and personal health and safety? (Principle 5) 7. What evidence demonstrates the candidate’s ability to integrate current technologies into the unit or series of lessons in a way that is relevant to the objectives for the unit? (Principle 9) 8. What evidence demonstrates the candidate’s ability to use multiple assessment strategies to monitor and evaluate students’ progress relative to the objectives of the unit or series of lessons? (Principles 7, 15) 9. What evidence demonstrates the candidate’s ability to use information gathered from multiple assessment strategies to modify instruction in the unit or series of lessons? (Principles 7, 8, 15) 10. What evidence demonstrates the candidate’s ability to maintain records of student work and performance, and to responsibly communicate this information to students? (Principle 16) 11. From completing this entry, what has the candidate learned about his/her ability to plan, implement and evaluate instruction over time in the endorsement area(s)? (Principle 14) |

| Scoring Rubrics: <i>Entry 4 – Teaching Over Time</i> | | | | |
|---|--|--|--|--|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Standards</i> | <i>Meets Standards</i> |
| <i>Standard I – Learning:</i> Principle 1 | There is no evidence that the candidate teaches a unit or series of connected lessons in the content area of the endorsement he/she is seeking. The unit or series do not reflect that the candidate has sufficient content knowledge. No long term instructional goals/objectives that are standards based and aligned with activities and assessments are evidenced. | There is evidence that the candidate has attempted to teach a unit or series of connected lessons in the content area of the endorsement he/she is seeking. However, the unit or series do not reflect that the candidate has sufficient content knowledge. Long term instructional goals/objectives are presented, but these are not standards based and are not aligned with activities and assessments. | There is evidence that the candidate teaches a unit or series of connected lessons in the content area of the endorsement he/she is seeking. The unit or series reflect that the candidate has sufficient content knowledge. Long term instructional goals/objectives that are aligned with instructional activities are presented, however, these are not standards based and are not aligned with the assessments. | There is evidence that the candidate teaches a unit or series of connected lessons in the content area of the endorsement he/she is seeking. The unit or series reflect that the candidate has sufficient content knowledge. The long term instructional goals/objectives are standards based and aligned with the instructional activities and assessments used throughout the unit or series of connected lessons. |
| <i>Standard II – Professional Knowledge:</i> Principle 5 | There is no evidence of the candidate protects students' personal health and safety while engaging them in instructional activities. There is no evidence the candidate creates a classroom climate in which students respect others and engage in positive social interactions. | There is limited evidence that the candidate protects students' personal health and safety while engaging them in instructional activities. In addition, there is limited evidence that the candidate creates a classroom climate in which students respect others and engage in positive social interactions. | There is some evidence that the candidate protects students' personal health and safety while engaging them in instructional activities. The candidate inconsistently creates a classroom climate in which students respect others and engage in positive social interactions. | There is evidence that the candidate protects students' personal health and safety while engaging them in instructional activities. The candidate creates a classroom climate in which students respect others and engage in positive social interactions. |
| <i>Standard II – Professional Knowledge:</i> Principles 4, 9 | There is no evidence that the candidate plans and uses a scaffolded set of instructional strategies to meet the goals/objectives/standards for the unit or connected series of lessons. There is no evidence the candidate uses appropriate digital or material technologies to support instruction and/or assessment. | There is evidence the candidate plans instructional strategies to meet the goals/objectives/standards for the unit or connected series of lessons; however, these are not scaffolded. There is an attempt to incorporate digital or material technologies, but no evidence that they support instruction and/or assessment. | There is some evidence that the candidate plans and uses a scaffolded set of instructional strategies to meet the goals/objectives/standards for the unit or connected series of lessons. There is limited evidence that the candidate incorporates appropriate digital or material technologies that support instruction. | There is evidence that the candidate plans and uses a scaffolded set of instructional strategies to meet the goals/objectives/standards for the unit or connected series of lessons. There is evidence that the candidate incorporates appropriate digital or material technologies that support instruction and/or assessment. |

| Scoring Rubrics: <i>Entry 4 – Teaching Over Time</i> | | | | |
|--|---|---|--|--|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Standards</i> | <i>Meets Standards</i> |
| <i>Standard II – Professional Knowledge:</i> Principles 3, 6 | There is no evidence that the candidate adapts, revises or creates curriculum based on knowledge of the content, the standards, and student needs and interests. There is no evidence that the candidate attempts to create equitable learning opportunities to meet the needs of all students in the context of the unit or series of connected lessons. | There is evidence that the candidate adapts, revises or creates curriculum based on knowledge of the content and standards. There is evidence that the candidate attempts to create equitable learning opportunities to meet the needs of all students in the context of the unit or series of connected lessons. | There is evidence that the candidate adapts, revises or creates curriculum based on knowledge of the content, standards, and student needs and interests. There is limited evidence that the candidate creates equitable learning opportunities to meet the needs of all students in the context of the unit or series of connected lessons. | There is evidence that the candidate adapts, revises or creates curriculum based on knowledge of the content, standards, and student needs and interests. There is evidence that the candidate creates equitable learning opportunities to meet the needs of all students in the context of the unit or series of connected lessons. |
| <i>Standard II – Professional Knowledge:</i> Principles 7, 8 <i>Standard V – Accountability:</i> Principle 15 | There is no evidence that the candidate assesses student progress in relation to standards and modifies plans and instruction to improve student learning. There is no evidence that the candidate uses multiple strategies to assess student growth and to analyze student performance data in order to modify subsequent lessons. | There is some evidence the candidate assesses student progress in relation to standards. There is evidence that the candidate attempts to use multiple strategies to assess student growth and to analyze student performance data in order to modify subsequent lessons. | There is some evidence the candidate assesses student progress in relation to standards and modifies plans and instruction to improve student learning. There is limited evidence that the candidate uses multiple strategies to assess student growth and to analyze student performance data in order to modify subsequent lessons. | There is evidence the candidate assesses student progress in relation to standards and modifies plans and instruction to improve student learning. There is evidence that the candidate uses multiple strategies to assess student growth and to analyze student performance data in order to modify subsequent lessons. |
| <i>Standard V – Accountability:</i> Principle 16 | There is no evidence the candidate keeps track of student work and performance during the unit or series of lessons. There is no evidence that the candidate communicates students' level of progress to colleagues, administrators or parents. | There is some evidence the candidate keeps track of student work and performance during the unit or series of lessons. There is no evidence that the candidate communicates students' level of progress to colleagues, administrators or parents. | There is evidence the candidate keeps track of student work and performance during the unit or series of lessons. However, the candidate ineffectively communicates students' level of progress to colleagues, administrators or parents. | There is evidence the candidate keeps track of student work and performance during the unit or series of lessons. In addition, there is evidence that the candidate successfully communicates students' level of progress to colleagues, administrators or parents. |

| Scoring Rubrics: <i>Entry 4 – Teaching Over Time</i> | | | | |
|---|---|--|---|--|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emergent</i> | <i>Approaching Standards</i> | <i>Meets Standards</i> |
| <i>Standard V – Accountability:</i> Principle 14 | There is no evidence that the candidate has the ability to self-assess his/her teaching overtime for the purpose of improving student learning and for setting goals for his/her professional growth. | There is evidence that the candidate’s attempts to self-assess his/her teaching overtime for the purpose of improving student learning, but there is no evidence that the candidate uses the information to set goals for his/her professional growth. | There is evidence of the candidate’s ability to self-assess his/her teaching overtime for the purpose of improving student learning, but there is no evidence that the candidate uses the information to set goals for his/her professional growth. | There is evidence of the candidate’s ability to self-assess his/her teaching overtime for the purpose of improving student learning and for setting goals for his/her professional growth. |

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| Entry 5 – Collegueship and Advocacy | | | |
|---|---|---|---|
| Purpose: For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families. | | | |
| Standards/Principles Addressed | Essential Elements | Suggested Evidence/Documentation | Guiding Questions |
| <p><i>Standard II – Professional Knowledge:</i> Principle 5</p> <p><i>Standard III – Collegueship:</i> Principle 10</p> <p><i>Standard IV – Advocacy:</i> Principles 11, 12, 13</p> <p><i>Standard V – Accountability:</i> Principle 14</p> | <ul style="list-style-type: none"> - Description of context (These experiences can come from inside and outside the school (e.g., teaming within the school, camp counselor) - Documentation, description and analysis of working as a team member and/or advocate for students and families - Documentation, description and analysis of classes, workshops or other activities in substance abuse prevention, classroom management, or school violence - Reflection on the relationship among his/her roles as an educator, as an educational team member, and as an advocate for students and families | <ul style="list-style-type: none"> - Letters of support or verification forms from supervisors, cooperating teacher(s) principal(s), and/or outside agencies related to candidate's collegueship and/or advocacy activities - Examples of collaboration in the school, community, and/or professional organizations - Examples of involvement in activities related to advocating for students and families - Communication contact log, class/school newsletter - Proof of participation in classes, workshops, or other activities related to substance abuse prevention, classroom management, and/or school violence | <ol style="list-style-type: none"> 1. What does the evidence suggest about the candidate's disposition and ability to work as a team member and to form professional relationships with colleagues within the school? (Principles 10, 11) 2. What does the evidence suggest about the candidate's disposition and ability to establish collaborative relationships with students and parents/guardians or other outside agencies? (Principles 11, 12, 13) 3. What evidence demonstrates the candidate's experience in advocating for students and families? (Principle 11) 4. What evidence demonstrates that the candidate has gained knowledge and skills related to promoting positive social interaction and personal health and safety for students? (Principle 5) 5. From completing this entry, what has the candidate learned about the relationship among his/her roles as an educator, team member, and advocate for students and families? (Principle 14) |

| Scoring Rubrics: <i>Entry 5 – Collegueship and Advocacy</i> | | | | |
|--|--|---|--|--|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emerging Evidence</i> | <i>Approaching Evidence</i> | <i>Meets Standard</i> |
| <i>Standard II – Professional Knowledge:</i> Principle 5 | There is no evidence that the candidate attempts to create a classroom climate in which students respect others and engage in positive social interactions directed at the goals of instruction. The candidate is not aware of the need to protect students' personal health and safety. | There is evidence that the candidate attempts to create a classroom climate in which students respect others and engage in positive social interactions directed at the goals of instruction. The candidate is not aware of the need to protect students' personal health and safety. | There is limited evidence the candidate creates a classroom climate in which students respect others and engage in positive social interactions directed at the goals of instruction. The candidate is aware of the need to protect students' personal health and safety. | There is evidence the candidate creates a classroom climate in which students respect others and engage in positive social interactions directed at the goals of instruction. The candidate is aware of the need to protect students' personal health and safety. |
| <i>Standard III – Collegueship:</i> Principle 10 <i>Standard IV – Advocacy:</i> Principles 11, 12, 13 | There is no evidence that the candidate establishes any collaborative relationships. | There is evidence that the candidate attempts to establish collaborative relationships that include either : a. working as a team member within school(s), or b. working outside the school with parents, agencies, and others in the community at large, or c. participating in professional development activities on substance abuse prevention, classroom management, or school violence. | There is some evidence that the candidate establishes collaborative relationships which include either : a. working as a team member within school(s), or b. working outside the school with parents, agencies, and others in the community at large, or, c. participating in professional development activities on substance abuse prevention, classroom management, or school violence. | There is evidence that the candidate establishes collaborative relationships which include either : a. working as a team member within school(s), or b. working outside the school with parents, agencies, and others in the community at large, or c. participating in professional development activities on substance abuse prevention, classroom management, or school violence. |
| <i>Standard V – Accountability:</i> Principle 14 | There is no evidence that the candidate attempts to reflect on the relationships between his/her roles as an educator, team member, and advocate for students and families. | There is evidence that the candidate attempts to reflect on the relationships between his/her roles as an educator, and advocate for students and families. | There is limited evidence the candidate reflects on the relationships between his/her roles as an educator, team member, and advocate for students and families. | There is evidence the candidate reflects on the relationships between his/her roles as an educator, team member, and advocate for students and families. |

| Entry 6 – Self-Reflection and Vision | | | |
|---|--|---|--|
| Purpose: For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator | | | |
| Standards/Principles Addressed | Essential Elements | Suggested Evidence/Documentation | Guiding Questions |
| <p><i>Standard I Learning</i> Principle 1</p> <p><i>Standard V – Accountability:</i> Principle 14</p> | <ul style="list-style-type: none"> - Synthesis of portfolio entries identifying professional strengths and areas for growth - Reflection on one's practice that is based on data, theory and one's understanding of human development, and is connected to one's philosophy of teaching and learning - Vision for one's growth as an educator - Goals for strengthening one's content knowledge, pedagogy, and skills in the endorsement area(s) | <ul style="list-style-type: none"> - Reflective essay - Statement of professional goals | <ol style="list-style-type: none"> 1. What professional strengths and areas for growth are identified by the candidate and supported by the evidence in his/her portfolio? (Principle 14) 2. Does the candidate's support his/her conclusions with reference to theoretical constructs and an understanding of development? (Principle 1) 3. How does the candidate connect his/her reflections on practice to his/her philosophy of teaching and learning? (Principle 1) 4. Given the candidate's self-assessment, use of data, and reflection, are his/her goals for professional self-improvement reasonable? (Principle 14) 5. What evidence exists regarding the candidate's disposition and ability to engage in reflection and improvement? (Principle 14) |

| Scoring Rubrics: <i>Entry 6 – Self-Reflection and Vision</i> | | | | |
|---|--|--|--|---|
| <i>Standards Principles</i> | <i>No Evidence</i> | <i>Emerging Evidence</i> | <i>Approaching Evidence</i> | <i>Meets Standard</i> |
| <p><i>Standard I-Learning Principle 1</i></p> <p><i>Standard V – Accountability: Principle 14</i></p> | <p>There is no evidence that the candidate has attempted to identify professional strengths and areas for growth, or that he/she has set goals for improvement based on a self-assessment.</p> | <p>There is evidence that the candidate attempts to identify professional strengths and areas for growth, and to set goals for improvement based on this self-assessment including:</p> <ul style="list-style-type: none"> a) reference to theoretical constructs and an understanding of human development b) connections between practice and philosophy of teaching and learning c) data to support self-assessment. | <p>There is some evidence the candidate identifies professional strengths and areas for growth, and sets goals for improvement based on this self-assessment including:</p> <ul style="list-style-type: none"> a) reference to theoretical constructs and an understanding of human development b) connections between practice and philosophy of teaching and learning c) data to support self-assessment. | <p>There is evidence the candidate identifies professional strengths and areas for growth, and sets goals for improvement based on this self-assessment including:</p> <ul style="list-style-type: none"> a) reference to theoretical constructs and an understanding of human development b) connections between practice and philosophy of teaching and learning c) data to support self-assessment. |

Chapter

7

Level I Licensure Portfolio

NOTE: Programs are expected to have fully implemented the redesigned Level I Licensure Portfolio in their programs by 2011. The graduating class of 2011 then will have completed the revised portfolio as a condition for licensure. It is recommended, of course, that programs begin to implement the revised portfolio as soon as possible.

I. Purposes of the Level I Licensure Portfolio

The Level I Licensure Portfolio plays an important role in the preparation of educators for Vermont's schools. Portfolio development can be a dynamic process for candidates allowing them to grow in their understanding of themselves as professional educators and in their understanding of students as learners. As a licensure requirement, the portfolio also provides candidates with the opportunity to demonstrate to their institution their qualifications for becoming licensed beginning educators.

Additionally, the licensure portfolio serves to inform institutions of the effectiveness of their educator preparation program. Candidate performance on its six entries will reflect the educator preparation program's own strengths and weaknesses. An institution's reflection on the success of its candidates on the different entries can provide valuable insight during the self-study process and when working to meet the program approval standards.

Finally, the licensure portfolio provides evidence to the state for program approval. The Review Team examines evaluated portfolios during full program visits to ensure that the institution's assessment system results in the program only recommending qualified candidates for licensure. Portfolio entries can offer strong evidence to Review Teams that an institution is *meeting standard* and should remain an approved preparation program.

All candidates seeking initial licensure must complete a Level I Licensure Portfolio. While the portfolio was designed specifically for beginning teachers, components of it will also serve to document the qualifications of licensure candidates seeking non-classroom endorsements. Programs should, however, add additional requirements to better reflect the endorsement requirements of candidates in special education, counseling, etc. It should also be noted that programs recommending licensed educators for a second endorsement must document candidates' work. Although a Level I Licensure Portfolio is not required to do so, it is recommended that programs incorporate a professional portfolio into their assessment system to document candidates' meeting of the endorsement requirements.

II. Description of the Level I Licensure Portfolio

The Level I Licensure Portfolio consists of an introductory section followed by six entries divided into three parts. The optional introductory section allows candidates to present

themselves as caring and competent beginning educators to their evaluators. Programs may choose to require candidates to include pieces that reflect the institution's unique theme or individual candidate's philosophy of education, etc. The introduction is followed by Part 1 which may be completed prior to student teaching as it contains entries that are more developmental in nature while addressing many of the *16 Principles*. Part 2 must be completed during student teaching and incorporates all sixteen of the principles. Finally, Part 3 will be completed once parts 1 and 2 have been finished as it requires thorough reflection on the portfolio entries and teaching experiences.

Introduction (optional)

Part 1

1. Analyzing the Learning Environment
2. Accommodating Students Identified as Having Special Needs
3. Collegueship and Advocacy
4. Teaching Episodes

Part 2

5. Teaching Over Time

Part 3

6. Reflection and Goals

III. Incorporating the Licensure Portfolio into the Candidate Assessment System

The portfolio's common architecture is meant to unify institutions' performance assessments while at the same time allowing programs to maintain their uniqueness. The licensure portfolio's structure can be incorporated into programs' assessment systems in a variety of ways. It is ultimately up to the program to make the decision as to when to use the licensure portfolio entries.

Whatever form its implementation takes, institutions must ensure that candidates demonstrate strength in their content knowledge and pedagogy of the endorsement (s) they seek throughout the six entries. For example, elementary candidates should demonstrate their knowledge and understanding of pedagogy across the content areas required by their endorsement (e.g., math, history, reading, etc) in their portfolios. Institutions must also ensure reliability across licensure portfolio assessments by establishing clear performance standards, by utilizing the common set of scoring rubrics, and by providing training for portfolio assessors.

It is assumed that programs will implement the licensure portfolio as a developmental process and formative evaluation until the point in time when the program must decide whether to recommend a candidate for licensure or not. Institutions are welcome, for instance, to utilize Part I as a "qualifying portfolio" that will assist candidates in developing Part II. Part I stands as the formative phase of this process, where candidates will be given constructive feedback on the entries. Parts II and III, however, are more summative in nature and demand more of the candidates.

The licensure portfolio entries are ***minimum requirements***. Each entry **must be included** in all initially licensed candidates' portfolios and **assessed using the scoring rubrics provided**. However, institutions and programs are encouraged to add additional entries and documentation that candidates would need to provide to support the program's theme and its unique characteristics, priorities, and philosophy. In addition, programs may choose to add entries that will provide candidates with additional opportunities to demonstrate their content knowledge, pedagogical knowledge and skills, and dispositions.

V. Format and Style of the Level I Licensure Portfolio Entries

Each of the six entries that comprise the Level I Licensure Portfolio is comprised of the following components:

- (a) Purpose***
- (b) Principles to Be Addressed***
- (c) Required Documentation***
- (d) Directions***

The ***Purpose*** provides a clear focus for each entry and is followed by the ***Principles to be Addressed*** in order to clarify the entry's alignment with the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, and the endorsement requirements. ***Required Documentation*** identifies required evidence for each entry although the preparation programs may require other appropriate artifacts. Finally, candidates are provided with ***Directions*** and related questions to respond to each portfolio entry.

Institutions will find that the directions mirror the written commentary National Board Certification candidates are asked to include in their portfolios⁵. The following section provides institutions and candidates with a detailed overview of the descriptive, analytical and reflective writing required for each entry.

Description: Candidates are first given brief directions for the entry. Any description candidates provide within the entry should be logical and detailed enough to provide the assessor with an understanding of the school and/or classroom context. This section should be brief and to the point. The focus of the candidate's writing will be on **what** occurred.

Analysis: Analysis deals with reasons, motives, and interpretation and is grounded in the required evidence for the entry. The questions provided are meant to prompt analysis of the collected evidence. Candidates will interpret the information gathered or the experience in their analysis and demonstrate the significance of the evidence. The focus of the candidate's writing will be on **why** something occurred.

Reflection: Each entry concludes with several questions designed to prompt candidates in their reflective process. While reflection may occur in many places, the reflection section of each entry is where candidates must show assessors what they have learned from their experiences and how it will impact their teaching in the future. The reflection provides candidates with the

⁵ "Get Started: Description, Analysis, and Reflection," The National Board for Professional Teaching Standards, http://www.nbpts.org/for_candidates/the_portfolio?ID=17&x=44&y=12, accessed September 5, 2006.

opportunity for self-analysis. The focus of the candidate's writing will be on **so what**. In other words, what do the observations and analysis suggest for the candidate's teaching in the future?

Candidates are expected to transition smoothly between the three forms of writing and to structure their responses clearly and logically in essay form. Each entry should be a professional document that is complete, well-organized, and reader-friendly. Inherent within the *meets standards* rating is the requirement that the candidate uses appropriate grammar, usage, mechanics, and spelling throughout the portfolio.

V. Rubrics for Scoring Portfolio Entries

The *16 Principles for Vermont Educators* are incorporated into the six portfolio entries. In some instances, the language of the Principles has been modified to better reflect the knowledge and ability expected of beginning educators.

All programs are required to use the scoring rubrics provided for each entry when assessing their candidates' portfolios. The rubrics are based upon criteria derived from the purpose, required evidence, prompting questions, and the Principles. There are four assessment ratings for each criterion: *no evidence*, *emergent*, *approaching standard*, and *meets standard*. A comment section has been provided in each rubric for assessors to provide further feedback to candidates.

VI. Scoring the Portfolio Entries

The redesign of the portfolio entries allows institutions more flexibility for scoring their candidates' portfolios. For example, Part I can be scored separately from Parts II and III. Therefore candidates may submit Part I prior to student teaching for evaluation. Having evaluated Part I, an institution would not have to re-evaluate it when assessing Parts II and III, which may be submitted at the conclusion of student teaching. Programs may also evaluate the portfolio in its entirety after the conclusion of student teaching. In all cases, a final composite score would result from combining the three scores.

In order to achieve a "pass" on the licensure portfolio, a candidate must achieve an overall rating of "pass" on all six entries. To achieve a "pass" on an entry, a candidate must have a rating of *meets standards* in the majority of cells with no ratings of *emergent*. Please note that it is strongly recommended that the program provide candidates the opportunity to submit draft entries for feedback and re-writes as needed until the final portfolio assessment is due.

When the program assesses the licensure portfolio entries, two or more trained assessors from the institution, program, or field should independently review the evidence the candidate provides and determine which level best describes the candidate's performance on each criterion. The assessors reviewing the candidate's portfolio should then meet to determine the level of agreement of their independent assessments and resolve any areas of disagreement. The program should encourage faculty and candidates to use the rubrics in the on-going assessment of drafts of the licensure portfolio. Doing so will provide specific feedback and foster the candidate's self-assessment.

Candidates' scores should reflect the degree to which portfolio evaluators were able to locate clear evidence that each entry *meets standards*.

VII. Electronic Portfolio Guidelines

Upon reviewing the work of Vermont institutions⁶ on the portfolio and the current research, it has become clear that electronic portfolios will play a much larger role in the next round of ROPA reviews⁷. Candidate work on electronic portfolios has strong potential for both meaningful integration of technology and powerful presentation of candidate ability. Furthermore, electronic portfolios may facilitate portfolio production for students, provide technology practice, and promote technology use in teaching and learning.

Please consider the following suggestions for use of electronic portfolios:

- Pilot a program with a small group.
- Gain faculty support for electronic portfolios prior to beginning use.
- Gain institutional support for electronic portfolios.
- Implement an electronic portfolio in stages. Begin requiring it, for example, in early coursework and continue to implement through student teaching.
- Provide instruction for candidates in using technology throughout the program and across the institution, not just in early courses. Systematically teach the necessary skills.
- Assure reliable servers and accessible software for candidates, faculty, and evaluators.
- Address “usability issues”. Identify the plug-ins and utilities, file formats, operating systems that can be used, and the bandwidth and other technologies required.
- Agree on how training and support will be addressed in the long term.
- Determine who will have access to the portfolio. Consider the external audiences such as potential employers and program evaluators.
- Address security and privacy issues.
- Determine how portfolio evaluators will offer feedback electronically.

Electronic portfolio style and format suggestions:

- Electronic portfolios should be easy to navigate and designed to facilitate a person moving easily through evidence without scrolling through large documents.
- There should be a balance between text and visuals throughout the document.
- Note that the structure, navigation, and performance of the portfolio system can both enhance or detract from usability.
- Cross references and linking should be clean and clear.
- Consider multiple uses of data throughout the document.
- The electronic portfolio should reflect the candidate as an individual.

⁶ With thanks to Middlebury College and the University of Vermont

⁷ Keith Wetzel and Neal Strudler, “The Diffusion of Electronic Portfolios in Teacher Education: Next Steps and Recommendations from Accomplished Users.” *Journal of Research on Technology in Education*. Winter 2005: Volume 38 Number 2.

ePortConsortium. (2003, November 3). *Electronic Portfolio White Paper*, from <http://www.eportconsortium.org/Content/Root/whitePaper.aspx>, accessed March 1, 2007

LEVEL I LICENSURE PORTFOLIO

Part I

| Entry 1: Analyzing the Learning Environment | |
|---|---|
| Purpose | Candidates analyze the learning environment using knowledge of human development and individual differences to provide learning opportunities for all students. |
| Principles to Be Addressed | <p>Principle # 2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.</p> <p>Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.</p> <p>Principle # 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety.</p> <p>Principle # 10: The educator understands conditions and actions, which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.</p> |
| Required Documentation | Dated field notes |
| Directions | <p>Observe a classroom over time and engage in a conversation with the classroom teacher. Describe the classroom context including:</p> <ul style="list-style-type: none"> • demographics • number of students • variety and types of learners including abilities • physical space/room arrangement • classroom management systems (rules, homework policies, etc) • classroom structure (looped, multi-age, departmentalized, other) • types of instruction and activities • scope and sequence/standards for content area(s) (curricular maps, textbooks, etc) • resources available (technology and human resources) • students' responses to instruction • student-student interactions • student-teacher interactions • teacher-parent interactions <p>Describe the school context including:</p> <ul style="list-style-type: none"> • physical plant • philosophy, climate, and culture |

Entry 1: Analyzing the Learning Environment

Directions

- behavior management system
- connections with the community

Analyze the information gathered from your observations, research and conversation with the teacher. Discuss these relevant factors and how they affect the teaching/learning process. Include any supports and challenges that affect instruction and student learning. Within the context of your analysis consider the following questions:

- What factors in the school impact the classroom context?
- How does what you learned relate to your understanding of learning theory and human development (emotional, social, physical, and intellectual)?
- How are the needs of all students being met?
- What is conducive to student learning and what interferes?

Reflect on your experiences. Within the context of your self-reflection consider the following questions:

- How have your initial impressions of this learning environment changed or stayed the same over the period of time you have spent in the classroom?
- What have you learned about the process of creating an effective learning environment?
- As a teacher, what actions would you take to address issues of discrimination in your classroom?
- What proactive steps would you take to provide equitable learning opportunities in your classroom?
- What would be your strengths and challenges in creating such learning opportunities for all students?

| SCORING RUBRIC- ENTRY 1: Candidates analyze the learning environment using knowledge of human development and individual differences to provide learning opportunities for all students. | | | | | |
|---|--------------------|--|--|---|-----------------|
| | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
| Description | | The candidate offers a limited description of the classroom and school context. | The candidate offers a clear description of the classroom and school context. | The candidate offers a thorough description of the classroom and school context. | |
| Principle #2 | | The candidate's analysis and reflection demonstrate a limited understanding of how students learn and grow. | The candidate's analysis and reflection demonstrate a clear understanding of how students learn and grow. | The candidate's analysis and reflection demonstrate a thorough understanding of how students learn and grow. | |
| | | The candidate's analysis and reflection demonstrate a limited understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development. | The candidate's analysis and reflection demonstrate a clear understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development. | The candidate's analysis and reflection demonstrate a thorough understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development. | |
| Principle #3 | | The candidate's analysis and reflection demonstrate a limited understanding of how individuals and groups differ. | The candidate's analysis and reflection demonstrate a clear understanding of how individuals and groups differ. | The candidate's analysis and reflection demonstrate a thorough understanding of how individuals and groups differ. | |
| | | The candidate's analysis and reflection demonstrate a limited understanding of how to create equitable instructional opportunities for all students. | The candidate's analysis and reflection demonstrate a clear understanding of how to create equitable instructional opportunities for all students. | The candidate's analysis and reflection demonstrate a thorough understanding of how to create equitable instructional opportunities for all students. | |

| SCORING RUBRIC- ENTRY 1: Candidates analyze the learning environment using knowledge of human development and individual differences to provide learning opportunities for all students. | | | | | |
|---|--------------------|--|--|---|-----------------|
| | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
| Principle # 5 | | The candidate's analysis and reflection demonstrate a limited understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety. | The candidate's analysis and reflection demonstrate a clear understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety. | The candidate's analysis and reflection demonstrate a thorough understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety. | |
| Principle # 10 | | The candidate's analysis and reflection demonstrate a limited understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin. | The candidate's analysis and reflection demonstrate a clear understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin. | The candidate's analysis and reflection demonstrate a thorough understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin. | |
| Reflection | | Through reflection on Entry 1 the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | Through reflection on Entry 1 the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | Through reflection on Entry 1 the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | |

Entry 2: Accommodating Students Identified as Having Special Needs

| | |
|-----------------------------------|---|
| Purpose | Candidates demonstrate an understanding of how to identify and accommodate students with special needs in an equitable learning environment. This includes an understanding of applicable laws, policies, and procedures. |
| Principles to Be Addressed | <p>Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.</p> <p>Principle # 8: The educator integrates students with disabilities into appropriate learning situations.</p> <p>Principle # 13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.</p> |
| Required Documentation | <ul style="list-style-type: none"> • Summary of needs and accommodations (IEP, 504, etc.) • Notes from conference with classroom and/or special education teacher |
| Directions | <p>Select one student who has an IEP and a second student who may be eligible or who is eligible for special services (e.g. a student on a 504 plan, an English language learner, a student identified as gifted, or a student who is in the early stages of the referral process). Gather information from multiple settings over time.</p> <p><i>For each student describe:</i></p> <ul style="list-style-type: none"> • The history of services provided • The identification/referral process (including assessments) • The classroom setting including climate • The instruction being provided including materials and any modifications • Any human and/or technical support services provided • Information gathered from a conference with the classroom and/or special education teachers <p>Analyze the information gathered discussing how the policies, procedures, and supports work to serve each of the two students. Within the context of your analysis consider the following questions:</p> <ul style="list-style-type: none"> • Given your knowledge of law, policies, and procedures for students with special needs, how effectively are the needs of each of these two students being met? • What impact does the learning environment have on the learning for the two students as well as for all of the students in the classroom? <p>Reflect on your experiences with the two students. Within the context of your reflection consider the following questions:</p> <ul style="list-style-type: none"> • What are the implications for teaching students with special needs within your endorsement area? • What would be your strengths and challenges in accommodating students with special needs? |

SCORING RUBRIC- Entry 2: Candidates demonstrate an understanding of how to identify students with special needs and accommodate them in inclusive and equitable learning environments. This includes an understanding of applicable laws, policies, and procedures.

| Description | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
|----------------|-------------|---|---|--|----------|
| | | The candidate offers a limited description of the two students. | Candidate offers a clear description of the two students. | Candidate offers a thorough description of the two students. | |
| Principle # 3 | | The candidate's analysis and reflection demonstrate a limited understanding of how individuals and groups differ. | The candidate's analysis and reflection demonstrate a clear understanding of how individuals and groups differ. | The candidate's analysis and reflection demonstrate a thorough understanding of how individuals and groups differ. | |
| | | The candidate's analysis and reflection demonstrate a limited understanding of how to create equitable instructional opportunities to respond to the needs of students. | The candidate's analysis and reflection demonstrate a clear understanding of how to create equitable instructional opportunities to respond to the needs of students. | The candidate's analysis and reflection demonstrate a thorough understanding of how to create equitable instructional opportunities to respond to the needs of students. | |
| Principle # 8 | | The candidate's analysis and reflection demonstrate a limited understanding of how to integrate students with disabilities into appropriate learning situations. | The candidate's analysis and reflection demonstrate a clear understanding of how to integrate students with disabilities into appropriate learning situations. | The candidate's analysis and reflection demonstrate a thorough understanding of how to integrate students with disabilities into appropriate learning situations. | |
| Principle # 13 | | The candidate's analysis and reflection demonstrate a limited understanding of laws related to student and educator rights and responsibilities. | The candidate's analysis and reflection demonstrate a clear understanding of laws related to student and educator rights and responsibilities. | The candidate's analysis and reflection demonstrate a thorough understanding of laws related to student and educator rights and responsibilities. | |

SCORING RUBRIC- Entry 2: Candidates demonstrate an understanding of how to identify students with special needs and accommodate them in inclusive and equitable learning environments. This includes an understanding of applicable laws, policies, and procedures.

| | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
|-----------------------|-------------|--|--|---|----------|
| Principle # 13 | | The candidate's analysis and reflection demonstrate a limited understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities. | The candidate's analysis and reflection demonstrate a clear understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities. | The candidate's analysis and reflection demonstrate a thorough understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities. | |
| Reflection | | Through reflection on Entry 2, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | Through reflection on Entry 2, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | Through reflection on Entry 2, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | |

Entry 3: Collegueship and Advocacy

| | |
|-----------------------------------|--|
| Purpose | Candidates demonstrate the ability to work as a team member and advocate for students and families. |
| Principles to Be Addressed | Principle #11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum. Principle #12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students. |
| Required Documentation | Documentation of participation (e.g., award certificate, program note, letter of recommendation, etc.) |
| Directions | <p>Collegueship</p> <p>Describe your experiences where you have worked collaboratively to support students' learning and well-being. This may include work with colleagues in a higher education, school, work or volunteer setting (e.g. teaming with Para-educators, participating in IEP meetings, teaming with school personnel to implement a unit of study, creating and presenting a project with colleagues, working with a team of camp counselors, collaborating within a professional organization, service learning, etc.).</p> <p>Analyze your various experiences identifying the critical elements of effective collaboration. Within the context of your analysis consider the following questions:</p> <ul style="list-style-type: none"> • What skills and knowledge have you gained from working in collaborative relationships? • How have your experiences supported students' learning and well-being? <p>Reflect on your experiences. Within the context of your reflection consider the following questions.</p> <ul style="list-style-type: none"> • How will you work in collaborative relationships to promote the well-being of students and families in your classroom? • What do you see as your strengths and challenges working as a member of a collaborative team to support students' learning and well-being? |

Entry 3: Collegueship and Advocacy

Directions

Advocacy

Describe your experiences in relationships where you advocated for students and their families (e.g. communications with parents, working with students outside of school, planning and facilitating community and family events, tutoring or mentoring, seeing a family or student in trouble and working to better things, volunteering, etc.)

Describe possible resources available to support students and families. (E.g. Boys and Girls Club, Washington West Family Child Center, a mentoring program, etc.).

Analyze your experiences as an advocate identifying the multiple influences that may affect the ability of students to learn in the classroom. Within the context of your analysis consider the following questions.

- What skills and knowledge have you gained in advocating for students and families?
- What do your experiences reveal about the multiple influences on students inside and outside of school?
- What challenges have you confronted working as an advocate for students and families?
- What resources were most effective in supporting students and families?

Reflect on your experiences. Within the context of your reflection consider each of the following questions.

- What is the importance of your role as an educator and advocate in promoting the well-being of students?
- What are your strengths and challenges as an advocate for students and families?

SCORING RUBRIC- Entry 3: Candidates demonstrate the ability to work as a team member and advocate for students and families.

| | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
|---|--------------------|---|--|---|-----------------|
| Description <i>Collegueship</i> | | The candidate offers a limited description of work with colleagues. | The candidate offers a clear description of work with colleagues. | The candidate offers a thorough description of work with colleagues. | |
| Principle # 11 | | The candidate's analysis and reflection demonstrate limited work as a team member to support student learning and well-being. | The candidate's analysis and reflection demonstrate some work as a team member to support student learning and well-being. | The candidate's analysis and reflection demonstrate appropriate work as a team member to support student learning and well-being. | |
| Description <i>Advocacy</i> | | The candidate offers a limited description of experiences advocating for students and families. | The candidate offers a clear description of experiences advocating for students and families. | The candidate offers a thorough description of experiences advocating for students and families. | |
| | | The candidate offers a limited description of resources available to students and families. | The candidate offers a clear description of resources available to students and families. | The candidate offers a thorough description of resources available to students and families. | |
| Principle # 12 | | The candidate's analysis and reflection demonstrate a limited understanding of the multiple influences on students inside and outside of school. | The candidate's analysis and reflection demonstrate a clear understanding of the multiple influences on students inside and outside of school. | The candidate's analysis and reflection demonstrate a thorough understanding of the multiple influences on students inside and outside of school. | |
| | | The candidate's analysis and reflection demonstrate a limited understanding of appropriate systems of support for students. | The candidate's analysis and reflection demonstrate a clear understanding of appropriate systems of support for students. | The candidate's analysis and reflection demonstrate a thorough understanding of appropriate systems of support for students. | |
| Reflection | | Through reflection on Entry 3, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | Through reflection on Entry 3, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | Through reflection on Entry 3, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | |

Entry 4: Teaching Episodes

| | |
|-----------------------------------|---|
| Purpose | Candidates demonstrate the ability to plan and teach two in-depth, standards-based ⁸ lessons in the endorsement sought. Candidates reflect on student learning, and their teaching and growth over time. |
| Principles to Be Addressed | <p>Principle #1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i>.</p> <p>Principle #4: The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i>.</p> <p>Principle #5: The educator creates a classroom climate that encourages respect for self and others positive social interaction, and personal health and safety.</p> <p>Principle #7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.</p> |
| Required Documentation | <ul style="list-style-type: none"> • Lesson plans • Samples of student work with analysis • Video tape, transcription or detailed supervisor's notes of lessons taught • Evaluation of lesson by supervisor and/or cooperating teacher |
| Directions | <p>Select two lessons taught at two different times during your field experiences. Describe each lesson and the classroom context including:</p> <ul style="list-style-type: none"> • Grade level and curricular materials • Classroom • Number and ability levels of students • Point in the teaching sequence the lesson takes place • Rationale for lesson plan • Summary of lesson, assessment(s), and student work <p>For <u>each</u> of the two lessons, analyze the effectiveness of your teaching and the level of student learning. Use the evidence from the video, transcription, or detailed supervisor's notes and your analysis of the students' work when considering the following questions:</p> <ul style="list-style-type: none"> • How appropriate were the standards/grade equivalents you selected for each lesson? • How did your goals, assessments, activities and teaching materials align with the standards/grade equivalents? • What information did your assessments provide about student learning? • In what ways were your teaching and management strategies effective or not effective in helping students meet or exceed the expectations for each lesson? • How did you create a positive learning environment? |

⁸ *Vermont Framework of Standards and Learning Opportunities and Grade Expectations*

Entry 4: Teaching Episodes

- How did your planning and preparation impact your teaching and student participation?
- How did this lesson demonstrate strength in your endorsement area?

Reflect on each lesson. Within the context of your reflection consider the following questions.

- If you taught this lesson again what changes would you make to improve the effectiveness of your teaching?
- How did your knowledge and skills in your content area enable your students to meet the standards or *Grade Expectations*?
- What are your strengths and challenges in providing opportunities for all students to meet or exceed the standards or grade equivalents?

Reflect on the two lessons together. Within the context of your reflection address the following questions:

- What changes did you make in your teaching between the two lessons and what impact did those changes have on student learning?
- What are your strengths and challenges in providing opportunities for all students to meet or exceed the standards or grade equivalents?

| SCORING RUBRIC- Entry 4: Candidates demonstrate the ability to plan and teach two in-depth, standards-based lessons in the endorsement sought. Candidates reflect on student learning and their teaching and growth over time. | | | | | |
|---|--------------------|---|--|--|-----------------|
| Description | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
| | | The candidate offers a limited description of each lesson and classroom context. | The candidate offers a clear description of each lesson and classroom context. | The candidate offers a thorough description of each lesson and classroom context. | |
| Principle # 1 | | The candidate's analysis and reflection demonstrate limited knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> . | The candidate's analysis and reflection demonstrate some knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> . | The candidate's analysis and reflection demonstrate thorough knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> . | |
| Principle # 4 | | The candidate's analysis and reflection demonstrate a limited understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> . | The candidate's analysis and reflection demonstrate some understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> . | The candidate's analysis and reflection demonstrate a thorough understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> . | |
| | | The candidate's analysis and reflection demonstrate limited ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of</i> | The candidate's analysis and reflection demonstrate some ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of</i> | The candidate's analysis and reflection demonstrate the ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning</i> | |

| SCORING RUBRIC- Entry 4: Candidates demonstrate the ability to plan and teach two in-depth, standards-based lessons in the endorsement sought. Candidates reflect on student learning and their teaching and growth over time. | | | | | |
|---|--|--|---|--|--|
| Principle # 4 continued | | <i>Standards and Learning Opportunities and Grade Expectations.</i> | <i>Standards and Learning Opportunities and Grade Expectations.</i> | <i>Opportunities and Grade Expectations.</i> | |
| Principle #5 | | The candidate's analysis and reflection demonstrate limited ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety. | The candidate's analysis and reflection demonstrate some ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety. | The candidate's analysis and reflection demonstrate the ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety. | |
| Principle #7 | | The candidate's analysis and reflection demonstrate limited ability to use multiple assessment strategies to evaluate student learning. | The candidate's analysis and reflection demonstrate some ability to use multiple assessment strategies to evaluate student learning. | The candidate's analysis and reflection demonstrate the ability to use multiple assessment strategies to evaluate student learning. | |
| Reflection | | Through reflection on Entry 4, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | Through reflection on Entry 4, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | Through reflection on Entry 4, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning. | |

LEVEL I LICENSURE PORTFOLIO

Part II

| Entry 5: Teaching Over Time | |
|-----------------------------------|---|
| Purpose | Through a unit (or units) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought. |
| Principles to Be Addressed | All 16 principles |
| Required Documentation | <ul style="list-style-type: none"> • Unit plan of study in endorsement area(s) which is researched, designed, and implemented • At least five lessons from the unit that capture the essence of student learning and the impact of your teaching • Analyzed samples of student work and other evidence of student learning • A video tape, transcription or detailed supervisor's notes of one lesson taught • Sample record keeping |
| Directions | <p>Select a unit of instruction from your student teaching that you have researched, designed and implemented. (Whenever possible refrain from using packaged materials and commercial worksheets.)</p> <p>From the unit select at least five lessons that capture the essence of student learning and the impact of your teaching.</p> <p>Describe both the classroom and academic context for the unit.</p> <p>Analyze your teaching and student work in relation to the <i>16 Principles for Vermont Educators</i> as indicated in the rubric for this entry.</p> <p>Reflect on your strengths and challenges in relation to researching, designing, and implementing future units of instruction.</p> |

SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.

| Principles | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
|------------|-------------|--|---|--|----------|
| #1 | | There is limited evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> . | There is some evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> . | There is appropriate evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> . | |
| #2 | | There is limited evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development. | There is some evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development. | There is appropriate evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development. | |
| #3 | | There is limited evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students. | There is some evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students. | There is appropriate evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students. | |
| #4 | | There is limited evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> . | There is some evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> . | There is appropriate evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> . | |

SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.

| Principles | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
|------------|-------------|--|---|--|----------|
| #5 | | There is limited evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety. | There is some evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety. | There is appropriate evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety. | |
| #6 | | There is limited evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests. | There is some evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests. | There is appropriate evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests. | |
| #7 | | There is limited evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student. | There is some evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student. | There is appropriate evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student. | |
| #8 | | There is limited evidence that the candidate integrates students with disabilities into appropriate learning situations. | There is some evidence that the candidate integrates students with disabilities into appropriate learning situations. | There is appropriate evidence that the candidate integrates students with disabilities into appropriate learning situations. | |

SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.

| Principles | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
|------------|-------------|--|---|--|----------|
| #9 | | There is limited evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning. | There is some evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning. | There is appropriate evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning. | |
| #10 | | There is limited evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity. | There is some evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity. | There is appropriate evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity. | |
| #11 | | There is limited evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum. | There is some evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum. | There is appropriate evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum. | |
| #12 | | There is limited evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students. | There is some evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students. | There is appropriate evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students. | |

SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.

| Principles | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
|------------|-------------|--|---|--|----------|
| #13 | | There is limited evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably. | There is some evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably. | There is appropriate evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably. | |
| #14 | | There is limited evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning. | There is some evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning. | There is appropriate evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning. | |
| #15 | | There is limited evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning. | There is some evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning. | There is appropriate evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning. | |
| #16 | | There is limited evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood. | There is some evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood. | There is appropriate evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood. | |

INITIAL TEACHING LICENSURE PORTFOLIO

Part III

| Entry 6: Reflection and Vision | |
|-----------------------------------|--|
| Purpose | Candidates analyze and reflect upon their teaching and plan for their development as teachers. |
| Principles to Be Addressed | Principle # 14: The educator grows professionally through a variety of approaches, to improve professional practice and student learning. |
| Directions | <p>Use this entry to express who you are as a teacher at this time. Your entry must include a written narrative in which you refer to particular experiences and theoretical constructs that have shaped your understandings. Evaluate the extent to which your experiences are congruent with your beliefs about teaching and student learning. (See sample prompts on page 77.)</p> <p>Use your reflections and analyses from entries one through five, evaluations from your supervisor(s) and cooperating teacher(s), teaching experiences, and theoretical understandings, to identify areas for continued professional growth to improve your teaching and student learning.</p> |

SCORING RUBRIC- Entry 6: Candidates analyze and reflect upon their teaching and plan for their development as teachers.

| Principle # 14 | No Evidence | Emergent | Approaching Standard | Meets Standard | Comments |
|-----------------------|--------------------|--|---|--|-----------------|
| | | The candidate demonstrates limited connections between her/his experiences and appropriate theoretical constructs. | The candidate demonstrates some connections between her/his experiences and appropriate theoretical constructs. | The candidate demonstrates clear connections between her/his experiences and appropriate theoretical constructs. | |
| | | The candidate demonstrates limited evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning. | The candidate demonstrates some evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning. | The candidate demonstrates clear evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning. | |
| | | There is limited evidence that the candidate uses his/her experiences and theoretical understandings to identify areas for professional growth to improve teaching and student learning. | There is some evidence that the candidate uses his/her experiences and theoretical understandings to identify areas for professional growth to improve teaching and student learning. | There is clear evidence that the candidate uses his/her experiences and theoretical understandings to identify areas professional growth to improve teaching and student learning. | |

Sample Prompts for Level I Licensure Portfolio, Entry 6

(Brainstormed at the February 4, 2007 VCTE meeting.)

1. If your favorite theorist (Dewey, Palmer, etc.) were in the room now, what would he/she say about your teaching? Five years later, what else would he/she see?
2. Create a construct and then write a reflective piece describing the reasoning behind the construct and how it demonstrates your growth as a teacher.
3. Use images and artifacts from your college experience and create a video voice-over telling your story.
4. Tell the story of how you've evolved as a teacher and where you are going.
5. Have a dialogue between you now, and you later. Talk about the part of you during student teaching and part of who you were in college.
6. What are your biases/prejudices? How have these influenced your practice? Tell a story of how you plan to address them.
7. Highlight in your first five entries where you were reflective. What patterns occur? (To do this, you might cut and paste your reflections; create a collage of them: make a portrait of you as an educator.)
8. Evaluate the extent to which your experiences are congruent with your theory and practice.
9. How have you met the Education Department's theme and how has that theme helped you evolve as a teacher?
10. What experiences have had the greatest impact on your growth as a teacher?
11. Use one metaphor to reveal your evolution as an educator.
12. Hold a dialogue with yourself and a favorite theorist regarding your philosophy and pedagogical practices.

Frequently asked Questions about Licensure

Licensing

The Teacher Education programs offered at the University of Vermont were developed by program faculty and have been reviewed and approved by the Vermont Standards Board for Professional Educators (VSBPE) as meeting the state regulations. We refer to these programs as State Department of Education (SDE)-approved programs.

The information within this Licensure Q & A is appropriate for students who are completing SDE-approved programs leading to initial licensure at the undergraduate, post-baccalaureate and graduate level as well as potential applicants to these programs.

Are UVM's programs accredited?

State Department of Education Approved and Nationally Accredited

The Vermont State Department of Education (SDE) belongs to NASDTEC (National Association of State Directors of Teacher Education and Certification) and to the Interstate Contract (reciprocity agreement). Membership in NASDTEC and participation in the Contract mean that students who successfully complete teacher education programs approved by the Vermont State Department of Education enjoy reciprocity (but must still meet ancillary requirements) with other states that also participate in the agreement. The teacher education programs at the University of Vermont have been evaluated by portfolio and approved by the VT SDE. Teacher education programs at the University of Vermont also hold the distinction of meeting the national standards set forth by NCATE (National Council for the Accreditation of Teacher Education) and are therefore NCATE accredited. The licensure programs at UVM are the only NCATE accredited programs in Vermont!

What are endorsement areas/levels?

The **endorsement** is generally listed on the license to indicate the grade level and the field (content area).

For Art Education:

Endorsement Area: art
Endorsement Level: preK-12

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

After you successfully complete your program and it has been determined by the Licensing Officer (Beth Ann Mohler) in cooperation with the program director that you are eligible, the Registrar's Office stamps your transcript. We recommend you for licensure by sending your name to the Registrar, the Registrar's Office stamps your transcript, and you complete an application for licensure for an initial license in VT, or another state, where you plan to begin teaching.

Your transcript is stamped **after** you have successfully completed your program and your grades and degree have been recorded on your transcript by the Registrar's Office. Degrees appear on the transcript **after** they have been approved by the Faculty Senate and the Board of Trustees in mid October, early March (not December) and May. This means that if you finish your program

*Questions and responses provided by the College of Education and Social Services (<http://www.uvm.edu/~cess/licensure/>) with some tweaking to reflect the Art Ed Program.

requirements during the summer months, you will be an October graduate. Finishing in December means you will be a March graduate and finishing in May means you are a May graduate.

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

What are the final steps to completing my program and what are some state licensure considerations?

What does successful completion entail?

Successful completion of your approved program includes:

1. earning a minimum grade of B (not B-) in your program internship;
2. completing all program requirements (including the portfolio);
3. earning an overall GPA of 3.0 or above;
4. receiving a positive recommendation from your UVM supervisor with written input by your cooperating teacher;
5. successfully completing PRAXIS I cut scores for Vermont, or the composite score, or one of the approved alternate options;

Not planning to teach immediately, should I apply for licensure?

Even if you do not plan to teach immediately after successfully completing your program, you may change your mind at a later date. Since requirements change, it may be easier to renew your license several years after graduation than it would be to apply for licensure for the first time.

What are the advantages and disadvantages of applying directly to the state in which I hope to be teaching as compared to applying for the VT license first?

The advantages include saving time and money. You won't need to pay the fees required for the VT license and you won't need to wait for 8 to 10 weeks or longer for the Vermont license so that you can then use that license to apply for the next one where you hope to be teaching. The disadvantage may be that some students won't apply for licensure because they don't intend to teach immediately. Since licensure requirements change, new requirements might be implemented by the time you apply.

When should I apply for licensure?

During your last semester at UVM, you should request applications from the state(s) to which you will be applying for licensure. Be certain that you are familiar with the ancillary (e.g. teacher tests, etc.) and whether or not they must be completed and passed before you are eligible to submit your application.

The application for licensure should be completed at the end of your final semester of enrollment at UVM and mailed after you graduate.

What are the basic things to know about PRAXIS I and II?

PRAXIS I

Since PRAXIS I has been implemented as an integral part of the program requirements for initial licensure, students must successfully complete [PRAXIS I \(.pdf\)](#) or other approved assessment* as set by the Vermont Standards Board for Professional Educators before gaining acceptance into the professional portion of the program. Undergraduates, PBTP and Licensing Masters students who have not successfully completed PRAXIS I or one of the approved alternate options will not be eligible to student teach. Graduate students should fulfill this requirement either before beginning the program or no later than the end of the first semester.

PRAXIS I minimum cut scores for Vermont

| | |
|-------------|-----|
| Reading | 177 |
| Writing | 174 |
| Mathematics | 175 |

Composite 526 (total of three minimum cut scores for VT)

The PRAXIS I requirement for Vermont has been fulfilled if you earn the minimum score or above for each category OR, if you don't pass all three areas, but do earn a total of 526 or above as the composite score, the requirement has been met.

PRAXIS I can be completed as a paper/pencil test (See ETS website for dates) or it can be taken on-line at Prometrics in Williston, VT. If a student completes one or more parts of PRAXIS I by computer and one or more by paper/pencil, s/he will need to determine the composite score. The scores are the same for both versions of the test, but the composite is only listed on your test results if you completed all three sections on one version of the test.

Approved Assessments-SAT, GRE, ACT

The following assessments have been approved as alternatives to PRAXIS I. Students must meet both the total score as well as the minimum scores as equivalent to earning passing scores on PRAXIS I. Other states that require PRAXIS I likely do not accept these alternate options! Therefore you may need to complete PRAXIS I even if you earned the appropriate SAT, ACT (American College Test), GRE (Graduate Record Exam) scores.

Assessment Alternatives

| Test | Total Score | Verbal/English | Math/Quantitative |
|-------------|--------------------|-----------------------|--------------------------|
| SAT | 1100 | 500 | 500 |
| GRE | 1100 | 500 | 500 |
| ACT | ... | 22 | 22 |

Alternate Options for PRAXIS I

Students who fulfill the PRAXIS I requirement by one of the alternate options, and who apply for licensure in Vermont will need to have an official record of your scores sent to the VT State Department of Education from the Educational Testing Service (ETS). This should be done at the end of your program at UVM. If you are applying for licensure in a state that requires successful completion of PRAXIS I, be certain to contact that state (or states) to determine if an alternate option is accepted. If it isn't, you will need to complete PRAXIS I.

Verification of SAT, ACT or GRE scores

If your scores are on record at UVM, Barbara Romanoff can verify them for you. Go to the CESS

website and click on Forms. Then click on Scores Release Form. Print the form, complete it and send it to 528 Waterman attention Barbara. We'll verify the score and send a copy to you for your records (e.g. portfolio). The VT SDE will need an official copy (not our form) of your scores when you apply for licensure.

PRAXIS II

Students are not required to complete PRAXIS II to be eligible for program completion and graduation. Students who plan to apply for licensure in Vermont must successfully complete PRAXIS II (.pdf) (http://education.vermont.gov/new/pdfdoc/licensing/testing/testing_brochure_06.pdf) to be eligible for the Level I Beginning Educators License. Students who aren't planning to teach in VT should check the ancillary (e.g. teacher tests, etc.) requirements for states to which they will be applying. Some may require PRAXIS II, but have different "pass" scores than Vermont, and others may require state specific exams. When you determine which states require PRAXIS II, be sure to check the code numbers to determine if they require the same PRAXIS II test. For example, students applying for VT licensure must complete PRAXIS II for Art (code #0131); other states may also require PRAXIS II for Art Education, but the codes test codes may be different..

If I submitted my fingerprints and completed the Criminal Record Check (CRC) during an earlier semester (e.g. teaching internship), do I need to complete the process and pay the fee a second time?

All states do not require the Criminal Record Check. If you are applying for Vermont licensure, use the Authorization to Release form (included as part of the Vermont application packet for your convenience) instead of the Request for Criminal Record Check form (also part of the application materials). If the time span between initiating the CRC and getting licensed is longer than one year, you will probably need to complete it a second time. If you have questions about completing the CRC a second time because it has been longer than one year, review the guidelines in the recently revised Vermont application packet. Call (802) 828-2445 if you need additional information.

If you are applying for licensure in a state other than Vermont, you will need to determine if a Criminal Record Check is required by that state, and follow the directions provided by that State Department of Education.

You may be wondering why students in the Teacher Education programs aren't required to complete the Criminal Record Check through the University rather than through the public schools and the Vermont SDE. This isn't possible because the University cannot receive the results of the CRC. The SDE may receive them, but only for licensure. Therefore the public school superintendents must receive the CRC results for teaching interns, and you must sign the release to have the results shared with the SDE for licensure.

How does the licensure application process work?

Licensure application

You are eligible to apply after you successfully complete your Vermont State Department of Education (SDE) approved program and after the degree and licensure stamp have been added to your transcript. Your application for licensure cannot be reviewed until the stamp is on your transcript. The Vermont SDE materials state that "Students may not apply prior to graduation."

This is likely true for other states as well.

You need to apply. Applications for licensure must be requested from the specific State Department of Education where you intend to apply. To obtain an application for initial licensure for Vermont, go to the [Vermont SDE Web site](http://education.vermont.gov/new/pdfdoc/licensing/forms/initial/initial_packet_0206.pdf) and download the Application Packet for Initial Vermont Educator License (http://education.vermont.gov/new/pdfdoc/licensing/forms/initial/initial_packet_0206.pdf) or request an application by calling (802) 828-2445.

In the past, everyone who successfully completed one of the teacher education programs, needed to hold a Vermont license to enjoy reciprocity with other states as well as to teach in Vermont. Now, you need evidence (stamp on transcript) that you are eligible for a license, but you no longer need to hold a Vermont license to enjoy reciprocity with other participating states. Therefore, you only need a Vermont license if you plan to teach in Vermont.

The application process differs from one state to another. Most states have very informative web pages, therefore, you may want to search for the State Department of Education for a specific state and then review the licensure requirements and application process or you may actually need to request a copy of the application.

After applying for your license in Vermont, it will take 8-10 weeks for processing and then it may take several weeks longer before you actually receive your license.

License vs. endorsement

The **license** means that you have successfully completed a State Department of Education approved program and applied and were deemed eligible for authorization to teach by a specific state (e.g. VT).

The **endorsement** is generally listed on the license to indicate the grade level and the field (content area).

Licensure forms from other states

While you have the stamp on your transcript verifying program completion, many states also require that a form be completed verifying that you have successfully completed a State Department of Education approved program. Barbara Romanoff in the CESS Student Services Office verified your program completion and eligibility for licensure. Therefore, she is the one who completes the form. Beth Ann Mohler then signs the form as the licensing officer.

Send licensure verification forms for states other than Vermont to:

Barbara Romanoff
University of Vermont
CESS Student Services
528 Waterman
85 South Prospect Street
Burlington, VT 05405

Completion of State Department of Education approved program

Your transcript is stamped to indicate successful completion. The stamp (actually a statement that is referred to as a stamp) indicates the specific endorsement area (e.g. Secondary English; 7-12) and includes the minimum number of teaching internship clock hours. It also states that you have completed a NASDTEC, ICC, state approved and NCATE accredited program and indicates that you have been recommended for Vermont licensure. This statement is your evidence of successful program completion.

Can I begin applying for teaching positions if I am in the process of appealing the required overall grade point average of 3.0 ?

You may apply to states through an alternative process, but not through reciprocity. You are not eligible for licensure or for reciprocity with other states unless you have the stamp on your transcript indicating that you have successfully completed an approved program. If you have successfully completed all requirements for the approved program with the exception of earning the overall average of 3.0 or above, you cannot get the stamp unless you successfully waive the requirement.

Students who have not earned the overall grade point average and who are appealing this requirement need to understand that it isn't a speedy process. Our records indicate that students who have not appealed, or who are in the process of appealing, are not eligible for a license. If you submit your appeal at the end of the spring semester, when your grades have been recorded and it is apparent that you have not earned the overall average of 3.0 or above, it may not be reviewed in time for you to begin teaching in the fall. Faculty are not available during the summer months and, even if they review it in a timely way and it is approved, you must still apply for licensure.

If the appeal is successful, your transcript will be stamped, but it will still be several weeks before your application is processed by the Vermont SDE. If you are applying in Vermont, the Vermont SDE determines if you will be licensed without the required overall average of 3.0 even with the stamp on your transcript. Other states may not require an overall average of 3.0 therefore once your transcript is stamped, the GPA may not even be an issue. Or if any require the 3.0, they may not accept our waiver of the requirement.

You should not apply and interview for teaching positions in public schools until you know if you will be eligible for licensure. Also note that if the licensing regulations change during the time you are appealing the required 3.0, you must meet the regulations in place at the time you apply.

You may apply for teaching positions without having the actual license, but keep in mind that it isn't legal to begin teaching without your license.

Contact the Student Services office for guidelines on how to appeal the required overall GPA of 3.0.

What states have reciprocity with Vermont?

The most recent NASDTEC contract, including the reciprocity agreement, does not require applicants for licensure to hold a Vermont license to be eligible for reciprocity with other states (listed below) participating in the contract. If you want to verify that specific states participate in the reciprocity agreement, go to the NASDTEC Web site (www.nasdtec.org). Also, check with

CESS Student Services Office.

NASDTEC Interstate Contract Jurisdictions by Educator Category (May 5, 2003)
Teacher (48 Jurisdictions)

| | | | |
|-------------------|---------------|----------------|----------------|
| Alabama | Hawaii | Montana | Pennsylvania |
| Alaska | Idaho | Nebraska | Puerto Rico |
| Arizona | Illinois | Nevada | Rhode Island |
| Arkansas | Indiana | New Hampshire | South Carolina |
| California | Kansas | New Jersey | Tennessee |
| Colorado | Kentucky | New Mexico | Texas |
| Connecticut | Louisiana | New York | Utah |
| Delaware | Maine | North Carolina | Vermont |
| Dist. of Columbia | Maryland | North Dakota | Virginia |
| Florida | Massachusetts | Ohio | Washington |
| Georgia | Michigan | Oklahoma | West Virginia |
| Guam | Mississippi | Oregon | Wyoming |

List taken from http://www.nasdtec.org/agreement/Juris_ed_cat.doc.

As mentioned earlier, the stamp (actually a statement that is referred to as a stamp) on your transcript indicates that you have successfully completed a VT State Department of Education approved program and you are eligible to apply for licensure. Therefore, once you fulfill the ancillary requirements (e.g. teacher tests, etc.) of the states where you are applying, you should be eligible for your initial license. Be certain to contact the State Department of Education (SDE) where you intend to apply and verify that they do not expect you to hold the VT license to enjoy reciprocity.

Is there a licensure timeline/checklist available?

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

Prior to being admitted to professional course sequence:

- Successfully complete PRAXIS I or alternate assessment

Prior to teaching internship:

- Complete Criminal Record Check (CRC)
- Carefully review licensing newsletter
- Remember you aren't eligible to student teach unless the PRAXIS I requirement has been fulfilled.

During final year at UVM:

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

Final semester at UVM:

- Complete PRAXIS II if required for licensure/endorsement
- Complete assessments required for licensure in other states of interest

- Successfully complete SDE approved program including the portfolio
- Request applications for licensure from states of interest

After reaching program completion:

- Request a copy of your transcript from the Registrar and verify that it has been stamped and that the stamp is accurate to indicate that you are eligible for licensure
- Mail completed application(s), forms, fees, transcripts, test scores etc. to State Department of Education in state(s) of interest
- Create a file that includes: copy of stamped transcript; copy of initial license; copy of this newsletter for future reference; name of school(s) where you completed your teaching internship; name of cooperating teacher; name of university supervisor; grade level(s) taught as well as any other pertinent information.

Send licensure verification forms for states other than Vermont to Barbara Romanoff, University of Vermont, CESS Student Services, 528 Waterman, 85 South Prospect Street, Burlington, VT 05405.

PRAXIS I

All candidates seeking initial educator licensure in Vermont and who are not exempt under the experienced educator clause (§5247 of the Licensing Regulations), are required to meet the passing scores established by the State Board of Education on the Praxis I examinations in reading, writing, and mathematics.

The Praxis I Academic Skills Assessment is designed to assess licensure candidates’ level of knowledge and skills in the basic skills areas of reading, writing, and mathematics. Praxis I does not assess one’s knowledge of teaching nor does it predict who will become a good teacher or administrator. Praxis I results only provide information on a candidate’s knowledge and abilities in reading, writing, and mathematics. The assessments are available in two formats:

*** Paper-based Pre-Professional Skills Tests (PPST)** in reading and mathematics are one-hour multiple choice tests. The writing test includes both a 30-minute multiple choice and a 30-minute essay section. *In Vermont, the PPST is administered at the locations indicated in this brochure.*

*** Computerized Pre-Professional Skills Tests (C-PPST)** in reading, writing, and mathematics contain computer-delivered questions that require selecting single responses or highlighting information. The writing test includes an essay section. Each testing session is two hours long to allow sufficient time for tutorials on computer use, the test itself, and the collection of background information for score reporting. Scores for the computer-based reading and mathematics tests can be seen on the computer at the end of the testing session. Because all essays must be sent to ETS for scoring, a score for the writing test will not be available immediately. Official score reports will be mailed within two or three weeks after the test date. *In Vermont, the Computerized PPST is only given in Williston. In order to register, call (802) 872-0251 or call the Prometric Candidate Services at 800-853-6773. Do NOT use the PPST standard registration form.*

| Praxis I Test Codes, Cut Scores and Fees | | | | |
|--|--|-----------|---|-----------|
| | PPST | | C-PPST | |
| | Test Code | Cut Score | Test Code | Cut Score |
| Reading | 0710 | 177 | 5710 | 177 |
| Writing | 0720 | 174 | 5720 | 174 |
| Mathematics | 0730 | 175 | 5730 | 175 |
| Composite | | 526 | | 526 |
| Costs | \$40 registration fee plus \$35 per test | | \$85 - 1 test \$110 - 2 tests \$135 – 3 tests | |

POLICIES REGARDING PRAXIS I

There are two policies related to Praxis I which create greater flexibility for educators seeking licensure while still maintaining Vermont’s high standards for competency in the basic skills.

Composite Scores: Candidates seeking initial Vermont licensure must meet either the three individual Praxis I tests scores (i.e., Reading–177, Writing–174, and Mathematics–175) or a composite score of 526 (i.e., the total of the three passing scores).

Alternatives to Praxis I: The State Board of Education has adopted the following assessments as alternatives to Praxis I. The results of these assessments will be accepted in lieu of Praxis I if licensure candidates meet the total and minimum scores presented below. Based on correlational studies, these scores were found to be equivalent to Vermont’s passing scores on the Praxis I Pre-Professional Skills Tests.

| | Total | Minimum Scores Required | |
|--------------------------------|-------|-------------------------|--------------------|
| Graduate Record Exam (GRE) | 1100* | 500 (Verbal) | 500 (Quantitative) |
| Scholastic Aptitude Test (SAT) | 1100 | 500 (Verbal) | 500 (Math) |
| American College Test (ACT) | | 22 (English) | 22 (Math) |

*The GRE has three sections – verbal, quantitative, and analytical. The total score is the combination of only the verbal and quantitative GRE test scores. For information on how to submit GRE, SAT, or ACT scores as alternatives to Praxis I, please contact Linda Hendrickson (phone: 802-828-0449; e-mail: lindahendrickson@education.state.vt.us).

PRAXIS II

All candidates seeking an initial license or an additional endorsement in Mathematics (7-12), Social Studies (7-12), English (7-12), Science (7-12), Elementary Education (K-6), Art (K-12), Music (K-12), and Physical Education (K-12) must achieve passing scores on the required Praxis II Subject Assessments. These tests focus primarily on content knowledge rather than pedagogy.

Beginning October 1, 2005 all candidates seeking an initial license or an additional endorsement in Modern & Classical Languages (French, German, and Spanish) must achieve passing scores on the required Praxis II Content Knowledge AND Productive Language Skills tests. Beginning December 1, 2005 all candidates seeking an initial license or an additional endorsement in Modern & Classical Languages (Latin) must achieve a passing score on the required Praxis II Content Knowledge test.

| Praxis II Test Codes, Cut Scores, and Fees (does not include \$40 registration fee) | | | | | | |
|--|---|-----------|------|-----------|-----------|------|
| Endorsement Area | Candidates must meet a passing score on the multiple choice <u>or</u> essay version. A Passing score on only 1 test is required. | | | | | |
| | Multiple Choice(MC) | | | Essay | | |
| | Test Code | Cut Score | Fee | Test Code | Cut Score | Fee |
| Art | | | | 0131 | 148 | \$75 |
| Elementary Education | 0014 | 148 | \$75 | | | |
| English | 0041 | 172 | \$75 | 0042 | 160 | \$90 |
| Math | 0061 | 141 | \$75 | 0063 | 154 | \$75 |
| Music | 0113 | 153 | \$75 | 0111 | 150 | \$75 |
| Physical Education | 0091 | 147 | \$75 | 0092 | 154 | \$75 |
| Social Studies | 0081 | 162 | \$75 | 0083 | 165 | \$75 |
| Science | Candidates must meet a passing score on the General Science multiple choice <u>OR</u> essay test <u>AND</u> one subject specific test of their choosing. Passing scores on 2 tests are required. | | | | | |
| General Science | 0435 | 157 | \$75 | 0433 | 145 | \$75 |
| Biology | 0231 | 161 | \$60 | 0233 | 150 | \$75 |
| Chemistry | 0241 | 150 | \$60 | 0242 | 150 | \$75 |
| Earth Science | 0571 | 158 | \$75 | | | |
| Physics | 0261 | 133 | \$60 | 0262 | 150 | \$75 |
| Modern & Classical Languages | Candidates must meet passing scores on <u>both</u> the content knowledge and productive language tests, <u>except</u> for a Latin endorsement. | | | | | |
| French | 0173 | 157 | \$75 | 0171 | 163 | \$75 |
| German | 0181 | 148 | \$75 | 0182 | 169 | \$75 |
| Spanish | 0191 | 163 | \$75 | 0192 | 165 | \$75 |
| Latin | 0600 | 580 | \$75 | | | |

FREQUENTLY ASKED QUESTIONS

Who is exempt from taking Praxis I and Praxis II tests?

- Candidates who qualify under interstate reciprocity and who have at least 3 years employment experience within the past 7 years as a licensed educator in the endorsement area being sought
- Candidates who otherwise qualify for licensure or endorsement and who have achieved National Board Certification® in the comparable endorsement area

I have a Vermont license in Elementary Education and will complete my degree in Special Education in spring 2006. Do I need to take any Praxis tests?

No. Anyone who already has a Vermont license does not need to take the Praxis I tests and special education is not one of the endorsement areas for which a Praxis II test is currently required.

I took the Praxis tests a few years ago in a different state. Can I use those scores or do I have to take the test again?

If candidates complete tests that have the same codes as the tests Vermont has adopted and the scores meet or exceed Vermont's passing scores, these scores can be used. Candidates should contact the Educational Testing Service and request that an official score report be sent to the Vermont Department of Education using recipient code “8410.”

But I didn’t know about this and missed the test date. I have a job offer and need a license. What can I do?

Speak to your superintendent about obtaining an Emergency, Provisional, or Apprenticeship license. Each has different requirements. Your superintendent must initiate the process; then the Licensing Office will contact you at your home address.

I want to apply for a license in Trades and Industry. Do I need to take a Praxis test?

Yes. Candidates applying for any Level I license must submit passing scores on the Praxis I Pre-Professional Skills Test (PPST).

I want to apply for initial Vermont licensure as an administrator or support professional (e.g., school nurse, guidance counselor). Do I need to take a test?

Yes. All educators seeking initial Vermont licensure must meet passing scores on the Praxis I tests unless they fall under one of the exemption categories described previously.

FREQUENTLY ASKED QUESTIONS (continued)

Will there be other endorsement areas that will require a Praxis II Subject Assessment test?

Subject Assessments for other licensure endorsement areas (i.e., Middle Grades; Early Childhood Education) are in the process of being validated and will become a requirement no sooner than October 1, 2006.

Can scores be used from other tests (e.g., CBEST, NTE, NYSTE, MSAT) in lieu of Praxis I?

No. The State Board of Education has not adopted any of these tests as alternatives to Praxis I.

How do Vermont’s testing requirements apply to Peer Review candidates?

Peer Review candidates must meet all licensure testing requirements that are in effect when the Licensing and Professional Standards Office receives the candidate's application for a license.

Please note that Peer Review candidates can only apply for a license after the panel has recommended the candidate for licensure and the candidate has received written confirmation of such from the Licensing and Professional Standards Office.

I am applying for SLP/Audiology licensure in Vermont. What tests are required?

Applicants for licensure as an SLP or audiologist must pass the appropriate Praxis II subject assessment (SLP -test code 0330; audiology -test code 0340). Vermont’s passing score for either assessment is 600. **In addition**, applicants who wish to acquire the Educational Speech Language Pathology endorsement (required for work as an SLP in Vermont schools) must met the passing scores for the Praxis I tests explained previously.

I previously held a Vermont educator license and wish to reinstate it. Do I have to meet the testing requirements?

No. Vermont’s testing requirements do not need to be met for reinstatement of a previously held educator license.

I am applying for the science endorsement limited to a specific science subject (i.e., biology, chemistry, physics, or earth science). Do I need to take a Praxis II General Science Subject Assessment test?

No. Applicants would be required to meet Vermont’s passing score on the applicable Praxis II subject specific test only.

| Vermont Test Centers and Test Dates | | | |
|---|------------|----------------------------------|--|
| Test Locations by Region | Test Dates | Registration Must be Received By | Late Registration Must be Received By (w/ \$40 late fee) |
| Contact ETS for Vermont locations | 08/06/05 | 07/07/05 | 07/14/05 |
| Northwest: Champlain College Southwest: Castleton State College North Central: Johnson State College Northeast: Lyndon State College Central: Norwich University (<u>Praxis I only</u>) Southeast: Woodstock Union High School | 09/17/05* | 08/18/05 | 08/25/05 |
| Same as above | 11/19/05 | 10/20/05 | 10/27/05 |
| Same as above except Norwich University | 01/07/06* | 12/08/05 | 12/15/05 |
| Same as above except Norwich University | 03/04/06 | 02/02/06 | 02/09/06 |
| Same as above except Norwich University and Woodstock UHS | 04/29/06* | 03/30/06 | 04/06/06 |
| Same as above except Norwich University | 06/10/06* | 05/11/06 | 05/18/06 |
| Contact ETS for Vermont locations | 08/05/06 | 07/06/06 | 07/13/06 |
| *Primary Language Not English (PLNE) administration dates also | | | |

ETS will automatically report to the Vermont Department of Education all scores of tests administered at Vermont Test Centers.

Licensure candidates planning to take any Praxis tests outside Vermont will need to use recipient code "8410" in order for the Vermont Department of Education to receive an official score report. **Only test scores received directly from ETS will be considered official.**

For more information on Praxis or to register to take a test, log onto www.ets.org/praxis or call the Educational Testing Service (ETS) customer service at 1-800-772-9476.

The *Tests at a Glance* (TAAG) developed for Praxis I and Praxis II assessments provide a framework for your study and review of material that could be covered in your test. These are free; anyone can download and review these from the Praxis Series web site at www.ets.org/praxis or request a printed version by calling the customer service number at ETS. Sample test questions can be downloaded at the same web site. Study guides for Praxis I and most Praxis II assessments can also be purchased through the ETS web site. Praxis I study guides are also available at many bookstores.

VERMONT'S TESTING REQUIREMENTS FOR EDUCATOR LICENSURE

2005-2006



For more information on testing
Contact: Linda Hendrickson
Email:
lindahendrickson@education.state.vt.us
Telephone: 802-828-0449