

*“Engaged in
Creative Teaching and
Learning”*

Student Teaching Handbook 2009 - 2010



Johnson State College
Education Department
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337 College Hill
Johnson, VT 05656-9898

802-635-1320



Vermont's Educator Testing Requirements

Praxis I

As of October 1, 2000, all applicants for Vermont initial educator license shall be required to meet the passing scores established by the State Board of Education on the Praxis I examinations in reading, mathematics, and writing. Vermont's cut scores for these examinations are: Reading – 177, Mathematics – 175, and Writing – 174. A composite score of 526 is also accepted as a pass. These tests measure basic skills in reading, writing, and mathematics. Students at JSC are required to complete Praxis I prior to student teaching. It is nearly a 3 month process to register, take the exam, and receive scores back from ETS. So take the exam no later than the semester before you plan to student teach.

Praxis I Exemption

Students who scored 1100 or better with a minimum of 500 in both the mathematics and verbal sections, are exempt from taking the Praxis I exam.

Praxis II

On October 1, 2001, Vermont began requiring passing scores on the Praxis II Subject Assessment for several endorsement areas. These endorsement areas are: Mathematics (7-12), Social Studies (7-12), English (7-12), Science (7-12) and Elementary Education. As of October 1, 2004, applicants for initial licensure or additional endorsement in the areas of Art, Music and Physical Education must successfully complete Praxis II exams in those areas. The focus of these tests is content knowledge, not pedagogy.

Additional Information about Praxis I and II

Praxis registration booklets are available on campus at the JSC Advising and Career Services Office in Dewey Campus Center and the Education Department in McClelland Building. This booklet provides information about registering online, by phone or through the mail. **Please note: When registering it is important that you identify Johnson State College as a recipient of your scores.** The Vermont Department of Education will automatically receive them directly from ETS.

Johnson State College and a number of other places in various regions of the state have been identified as testing centers. For more information about the Praxis Examinations and test dates for the 2009-2010 academic year, visit the Educational Testing Centers website at www.ets.org/praxis. The dates are the same for all sites. **Registration for the Praxis tests must be received by ETS about one month prior to the testing date requested by the applicant.**

The computerized version of the Praxis I test (PPST) is available at the Testing Center in Williston. In order to register for this, you do not use the standard registration form and it may be scheduled at various times. Appointments for this version (Praxis I only) may be made by telephone (802-872-0251).

Field Placement Cooperating Teacher Agreement

Department Of Education
Johnson State College
Johnson, Vermont

I have received a copy of the Johnson State College *Student Teaching Handbook* and have read description of the specific roles which relate to the student teaching process. I accept those responsibilities that are outlined as expectations for the Cooperating Teacher. In recognition for my service, I will receive a certificate from the Education Department of Johnson State College that will outline the services I rendered while mentoring the JSC student teacher. The certificate can serve as documentation towards meeting my goals identified in my Individual Professional Development Plan.

Cooperating Teacher (Print): _____

Cooperating Teacher (Signature): _____

Date: _____

School: _____

Student Teacher's Name: _____

Please remove and return this form to the Education Office at JSC.

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Introduction

Student teaching provides prospective teachers with those essential learning experiences which enable them to establish a meaningful understanding of the relationship between educational theory and practice. Under the thoughtful direction of professionals who have several years of successful teaching experience, aspiring teachers have the opportunity to apply their own unique perspectives to those tried and true techniques that are current best practice in the field of education.

The current policies and practices of the elementary, middle level and secondary teacher education programs at Johnson State College are presented in this Handbook. The intent of this Handbook is not only to set the parameters for the student teacher experience, but also to provide the structure through which Johnson State College's prospective teachers gain the knowledge, insight, skills, wisdom and caring that will enable them to enrich the lives of their students and enhance the teaching profession.

We appreciate the opportunity to work closely with those outstanding professionals who have accepted the responsibility for educating Vermont's children, and are willing to share their skills and wisdom with Vermont's future teaching force. We could not offer this valuable and rich educational experience without the help and cooperation of many talented educators in our public schools throughout Vermont.

Program Theme

“Engaged in Creative Teaching and Learning”

Each teacher education institution in Vermont has a theme that serves to define and guide its teacher education programs. Our theme at Johnson State College, “Engaged in Creative Teaching and Learning,” expresses our belief in active learning and creative productivity. Based on educational research and the works of Goodlad, Sizer, Renzulli, Gardner, and others, it makes a connection between teaching and learning, especially learning as a lifelong activity. Creativity is a lifelong process as well, one to be developed and honored in teachers as well as in students.

JSC Mid-term Evaluation

Date _____

Dear _____,

It would be helpful if you provide me with some feedback concerning your student teacher's progress in your classroom so far this semester. Getting input at this point in the semester is important because it allows us to make any necessary interventions while there is still ample time in the semester for the student teacher to make alterations in his or her practice. The table below uses the categories that are important for student teachers to master and are generally a part of their final evaluation.

Thank you for your time in completing this form and for your continued support of the Johnson State College education students.

Sincerely,

Competency Area	Showing progress in this area as appropriate for the first third of the semester?	Specific strengths in this area?	Any recommendations for changes needed in this area?
Professional responsibilities			
Observational skills			
Planning skills			
Instructional skills			
Evaluation			

Student Teaching Evaluation

- Applicants who are placed on academic probation will be declared ineligible for field placement. Since this contingency may arise during a time when it is difficult or impossible to communicate with some students (vacation time), these applicants will be expected to understand that their field placement has been cancelled.

If a student's application for field placement is denied for any reason, an initial appeal should be directed to the Chairperson of the Education Department. The sequence for further appeals is as follows:

- Undergraduate: 1) Academic Status Committee
 2) Academic Dean
 3) President
- Graduate: 1) Graduate Committee
 2) Academic Dean
 3) President

C. Placement

In consultation with the College Supervisors, the Coordinator of Field Placement will sort the applications with the following considerations in mind.

- The applicant's choice of grade level or subject matter in the order of his or her first, second and third choice as noted in the Application for Field Placement.
- The applicant's choice of geographical area in the order of his or her first, second and third choice as noted in the Application for Field Placement. (NOTE: Practicum I placements will usually be limited to Professional Development School sites which are Stowe and Wolcott Elementary Schools).
- The availability of acceptable Cooperating Teachers at the desired grade level or subject matter area in the schools requested.
- The availability of placements within the normal instructional workload of each College Supervisor.
- The reasonable distribution of students enrolled for student teaching among College Supervisors.
- The Coordinator of Field Placement or a College Supervisor will arrange a tentative placement for each student. No placement will be finalized until the candidate has had a personal interview with the prospective Cooperating Teacher and/or Principal.
- Any candidate for field placement who makes direct contact with school personnel for the purpose of securing a placement without the specific consent of his or her College Supervisor or the Coordinator of Field Placement may be eliminated from the placement process.
- In the event that a tentative placement is not finalized for any reason, a second tentative placement will be arranged. If no placement is finalized after three (3) tentative placements are arranged, the candidate will be eliminated from the placement process for that semester.

Student Teacher _____

Dates of Practicum: From _____ To _____ Grade Levels/Subjects _____

School and Location _____

Cooperating Teacher _____ Principal _____

College Supervisor _____

ATTENTION: Reference Writers Consistent with the provisions of the Family Educational Rights and Privacy Act of 1974 and Johnson State College Policy, students shall have the right to inspect and review any and all official records ...directly related "to themselves" and intended for school use or to be available to parties outside school. This shall include personal recommendations. The act became effective January 1, 1975.

Please evaluate the student teacher's skills in relation to the following competencies. In the space before each competency, give one of the following ratings: N/O (Not Observed), 5 (Excellent), 4 (Very Good), 3 (Average), 2 (Below Average), 1 (Poor).

- The student teacher creates a positive learning climate which includes an appreciation of and respect for others.
___ A. Facilitates group activities where students are comfortable communicating with teachers and peers.
___ B. Encourages and supports acceptance of student differences.
- The student teacher provides an interesting, stimulating and safe physical learning environment for learning.
___ A. Gives attention to physical condition of room.
___ B. Contributes to an attractive and stimulating learning environment that includes a variety of meaningful learning opportunities for students (i.e., learning centers, student displays, etc.).
- The student teacher provides opportunities for the students to think creatively and critically.
___ A. Uses a variety of techniques to promote problem solving and problem solving behavior.
___ B. Provides for appropriate variation in lessons.
- The student teacher provides opportunities for students to develop creative expression in all areas of the curriculum.
___ A. Accepts the importance of creative expression for all students.
___ B. Provides for the exposure of students to a variety of mediums.
___ C. Encourages creative productions from his/her students.
- The student teacher assesses students' interests, attitudes, learning styles, strengths and weaknesses.
___ A. Inventories students' interests, learning styles and skill development.
___ B. Develops a variety of assessment tools.
___ C. Interprets and applies standardized test data.
- The student teacher plans instructional programs to meet the students' individual needs.
___ A. Demonstrates current knowledge of the subject matter.
___ B. Develops clear purposes for lessons and units.
___ C. Plans for lesson conclusions that include summaries and assessment activities.
___ D. Organizes lessons logically.
___ E. Plans for the integration of subject areas.
- The student teacher implements a program which provides learning opportunities for all students.
___ A. Gives evidence of understanding the students' learning processes.
___ B. Provides for active participation in lessons.
___ C. Allows some lessons to develop from responses of the students.
___ D. Maintains an appropriate pace in teaching.
___ E. Uses a variety of materials and techniques.

Competency Examinations

The Praxis I: Academic Skills Assessments replaces the writing and mathematics competency examinations that have previously been prerequisites for matriculation and student teaching. However, the college writing competency examination remains as a Johnson State College graduation requirement.

Therefore, as a prerequisite to matriculation as an education major and as a prerequisite to any Practicum/Student Teaching placement, students must complete the Praxis I examinations in reading, writing and mathematics, and meet the passing scores established by the Vermont State Board of Education. When registering for the Praxis Exams, be sure JSC is listed as an institution to which scores should be sent.

Matriculation Interview Requirement

Education Department, Policy Statement

The Johnson State College Education Department requires the successful completion of a matriculation interview as a prerequisite to matriculation as an education major and/or entrance into student teaching. This interview assesses those necessary oral speaking skills for effective teaching and job placement. Students will be notified at the Student Teaching Application Meeting held each semester as to when the interviews will be taking place, and appointments for individual interviews will be scheduled.

The interviews are conducted by members of the Education Department faculty and sometimes members of the wider public educational system. Students are asked to discuss their reasons for teaching and some of their specific experiences with teaching. They are also expected to bring their beginning professional portfolios and/or samples of their work for review at this interview.

Students will be notified of the results of their interview with a letter that must be retained for inclusion in the student's professional portfolio. Any students having perceived problems with the oral speaking competency will be asked to meet with a member of the Education Department faculty to clarify any concerns.

Insurance Coverage and Requirements

The college shall provide, at its own expense, current liability insurance coverage for faculty and students assigned to the agency pursuant to appropriate statutes and such faculty and students shall remain college employees for the purpose of the statute. Such coverage shall not apply to activities on the part of employees or students that are not part of or are beyond the scope of the educational program.

Agency shall maintain professional and general liability insurance coverage and shall provide a copy of the certificate of insurance including workers' compensation coverage, to the college. All agencies participating in our educational program must include a volunteer endorsement within their coverage. The agency liability and workers' compensation coverage will apply if an accident occurs involving the student at the agency site, while performing education-related duties at the agency.

Workers' compensation coverage by the agency can be, but is not necessarily dependent on, wages paid to the student for coverage. Claims coverage includes lost wages for an injury but more importantly would provide coverage for medical claims arising from a workplace injury even if there were no wages paid.

If applicable, all students originally licensed to practice in their field shall maintain current professional liability insurance throughout the educational experience.

Prescription

Dear _____:

As a result of my observations and my discussion with you and your Cooperating Teacher during your student teaching, please register for the following courses. These courses and/or recommendations will serve to strengthen your competence in the areas indicated, thus making for a more successful Senior Internship.

Successful completion of these courses and/or experiences is prerequisite to your enrollment in EDU 4820. It is still your responsibility to meet all other general graduation requirements and your major/specialization requirements.

Courses (# and Titles) and/or Experiences:

- 1.
- 2.
- 3.

College Supervisor

Date

I have received a copy of this letter and understand that my failure to complete the above requirements will jeopardize my certification and my graduation. Furthermore, I understand that I am to make no substitutions for the items listed above without the written permission of my EDU-3811 College Supervisor.

Student

Date

copy: Coordinator of Field Placement

Additional comments relating to the student's potential career as a teacher: (Please attach a separate sheet if more space is needed.)

Recommended letter grade _____

Submitted by: _____ Date _____
Signature

Name: _____ Title _____
(Type or print)

Address: _____

Student Teaching

As you read the following descriptions of the student teaching experience, please remember that there is no single model for a good field experience. Teachers differ, classrooms differ, student teachers differ, and so do college supervisors. People learn in a variety of ways and while we do have specific expectations regarding the student teaching experience, we also recognize the impact of individual differences.

Before a student teaching placement is confirmed all students must meet with the Principal and/or the Cooperating Teacher. It is only after this interview process has taken place that a placement can be finalized.

The College Supervisor will visit the student teacher regularly, at least once every ten teaching days. The Supervisor will determine the amount and frequency of direct observation and interaction that is appropriate to the progress of each student teacher. Part of each visit may include a conference with the Cooperating Teacher and/or the Principal.

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Students will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the Supervisor. The College provides rating forms which the College Supervisor and Cooperating Teacher will use as a guide in assigning grades. Supplementary materials such as narrative evaluations are welcomed. Students will be invited to take part in their own evaluation as a part of this experience.

Student copies of the rating forms, observation forms and narrative evaluations need to be retained by the student for inclusion in his/her professional portfolio.

Although we endeavor to group students in cooperating schools where carpooling is possible, transportation, housing arrangements, and any other expenses incurred during the student teaching period are the responsibility of the student.

Recognizing the time commitment required for student teaching, a course load not to exceed fifteen (15) credits is strongly recommended for each student teaching semester. This experience plays an important role in the professional development of the prospective teacher and should be given first priority in terms of time and effort. As demonstration of this commitment and for the student's own benefit we strongly recommend that the student not hold other jobs while student teaching.

Student Teachers: Working as Substitute Teachers or Aides

Policy Statement

Student Teaching I

Student Teachers enrolled in Student Teaching I will not work as a substitute teacher or as a teacher's aide. They can neither work as substitute teachers or aides in their student teaching placements nor be pulled out to substitute or work as aides in another classroom. The student teaching experiences must be structured so that the student teacher is working under the direction of a qualified teacher. The student teacher should assume instructional responsibilities according to a timeline that has been jointly planned by the cooperating teacher and the college supervisor.

Student Teaching II

When it is determined by the student, cooperating teacher and college supervisor that substitute teaching is an appropriate educational experience for the student, the Student Teaching II student will be permitted to substitute teach for a maximum of three days during the semester. These three days of substitute teaching will be arranged by the student and cooperating teacher with the approval of the college supervisor. The Student Teacher must be paid for substituting.

Student teachers enrolled in Student Teaching II will not work as a teacher's aide during this experience.

This policy is effective Spring semester 1988.

Student Teaching I: Elementary (EDU-3811)

Description

Students are placed in a Professional Development School site for this semester long student teaching experience. In addition to enrolling in the 6 credit experience, students are enrolled concurrently in three methods courses that are taught at the PDS site. (This experience may vary for students enrolled in the External Degree Program. Additional information is available from the Coordinator of Student Teaching.)

The general format of this experience consists of an initial period of observation with the student assuming other professional responsibilities as soon as the College Supervisor and the Cooperating Teacher feel it is appropriate.

Prerequisites for EDU-3811

To be eligible for EDU -3811 Student Teaching I the student must have:

1. successfully completed the Education Department matriculation interview including a review of his/her portfolio;
2. attained Junior class membership (60 credits);
3. completed a minimum of 60 clock hours of field experience;
4. demonstrated intellectual competence as attested by an overall B average, a B average in the field of major studies or written certification and substantiation of intellectual competence by the Academic Dean;
5. successfully completed Praxis I exams in Reading, Math and Writing or qualify for an exemption of Praxis I.
6. completed EDU-2040 Child Development, EDU-2080 Literacy Instruction in the Elementary School I and EDU-2110 Introduction to Exceptional Populations with a grade of B- or higher;
7. enrolled concurrently in or have completed EDU-3010 Social & Natural Science Methods for Elementary Teachers, EDU-3030 Methods & Materials for Teaching Elementary School Mathematics, and EDU-3040 Literacy Instruction in the Elementary Classroom II with a grade of B- or higher.
8. have a grade point average of 3.0 or higher.

Expectations for EDU-3811

During this student teaching experience the student is expected to:

1. maintain the elementary school calendar within the Johnson State College semester. Any variation of this policy must be approved by the end of the second week of the student teaching semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student may be required to "make up" days at the end of the semester.
3. attend staff meetings, school inservice and other professional activities that coincide with his/her schedule. Documentation of these activities should be maintained for later use in the student's professional portfolio.
4. participate in extra curricular activities when appropriate. Again, documentation of these activities will be useful for the portfolio.
5. maintain strict confidentiality according to Johnson State College Education Department guidelines.
6. attend any regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
7. provide the College Supervisor with his/her schedule indicating teaching and observation times.
8. record observations, activities, teaching ideas, tests used and/or developed in a reflective journal throughout the semester.
9. develop case studies on two students in the classroom. (Further information about this assignment will be available from your supervisor.)
10. observe and write up a description of the classroom management system.
11. write lesson plans which include behavioral objectives relating to the Grade Level Expectations and Vermont Framework of Standards and Learning Opportunities. It is the student's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lessons. These plans will also need to be available for the College Supervisor when he/she visits the classroom.
12. plan a complete resource unit that involves an integration of various subject areas. Parts of this unit may become a component of your portfolio.
13. provide a description of the classroom which includes a floor plan, as well as materials and equipment available.

Student Teaching I Evaluation

Student Teacher _____

Dates of Practicum: From _____ To _____ Grade Levels/Subjects _____

School and Location _____

Cooperating Teacher _____ Principal _____

College Supervising Teacher _____

ATTENTION: Reference Writers Consistent with the provisions of the Family Educational Rights and Privacy Act of 1974 and Johnson State College Policy, students shall have the right to inspect and review any and all official records...directly related "to themselves" and intended for school use or to be available to parties outside school. This shall include personal recommendations. The act became effective January 1, 1975.

Please evaluate the student teacher's skills in relation to the following competencies by indicating on the line to the left: N/O (Not Observed), 5 (Excellent), 4 (Very Good), 3 (Average), 2 (Below Average), 1 (Poor), N/A (Not Applicable).

1. **Professional Responsibilities:** As a beginning professional the student
 A. maintains schedule and attendance expectations.
 B. attends professional and extra curricular events.
 C. fulfills expectations regarding confidentiality.
 D. accepts suggestions and critiques in a professional manner.
 E. Implements suggestions for improvement.
 F. demonstrates initiative and responsibility.
 G. accepts expectations of the community in relation to dress, behavior, and punctuality.
2. **Observational Skills:** As a result of classroom observations the student can both orally and in writing describe and discuss
 A. the physical condition of the learning environment.
 B. the social interaction in the learning environment.
 C. the system for managing student behavior.
 D. the developmental characteristics of the students.
3. **Planning Skills:** As part of the preplanning and planning process the student
 A. identifies, becomes familiar with, and utilizes available resources.
 B. becomes familiar with the curriculum of the classroom, or discipline being taught.
 C. identifies the students' individual differences and needs.
 D. develops effective, well organized plans (including objectives, materials, procedure, and evaluation).
 E. creates interesting, effective materials.
4. **Instructional Skills:** While implementing lesson and unit plans the student will
 A. consider and effectively utilize the physical facilities and arrangement of the leaning enviroment.
 B. include all phases of effective instruction (setting stage, motivation, varied activities, closure).
 C. maintain a desirable pace.
 D. provide students with positive feedback.
 E. effectively utilize materials and equipment.
 F. manage group and individual behavior to insure optimum learning
5. **Evaluation:** In this area the student will
 A. utilize on-going, formative evaluation strategies.
 B. conduct informal assessments relating to lesson outcomes.
 C. use information obtained to modify instruction.

Unit Plan Overview

Students should follow the format for developing units outlined in the *Johnson State College Student Teaching Handbook*. Connections to the *Vermont Framework of Standards and Learning Opportunities* and *Grade Level Expectations* must be clearly identified.

Essential elements will include:

- Introduction that includes:
 - The context (grade level, where the unit fits into the year-long curriculum, any other relevant information)
 - Rationale for teaching this topic (why this topic is important for students to learn)
 - Brainstorm/web of all ideas generated for the unit (even if not all ideas are used)
- Enduring Understandings/Essential Questions
- VT Standards/GEs that will be addressed
- Goals/Objectives/Purposes (both cognitive and affective/attitudinal)
- Introductory activities that include:
 - Motivational hooks
 - Necessary background information for students
 - Expectations for students
- Developmental activities that are:
 - Logically organized
 - Differentiated (allow for student choice, accommodate differences in student readiness levels, provide anchor and enrichment activities)
 - Integrated (literacy, mathematics, science, and social studies)
- Closure activities that
 - Pull all the pieces together
 - Allow students to revisit the big ideas (EUs and EQs)
- Formative and summative assessment plan whereby:
 - Prior knowledge/student interest is pre-assessed
 - Student work is assessed on an on-going basis throughout unit
 - Students have opportunities to self-assess
 - Students' knowledge/skills are assessed summatively
- Articulated evaluation system so students know expectations and the criteria that will be used to evaluate their work (rubrics/checklists)
- List of resources that includes
 - Printed materials used accessible to various readiness levels and learning styles
 - A/V and computer
 - Human (guest speakers, etc.)

14. create a variety of teaching materials throughout the semester.
15. become familiar with and use the technology and audio/visual equipment which is available within the school.
16. experience some whole class teaching responsibilities midway through the experience. The amount of time spent in whole class teaching will be determined by the Cooperating Teacher and the College Supervisor.
17. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.

Prescription

Near the end of the EDU-3811 Student Teaching I the College Supervisor will confer with the Cooperating Teacher and the student regarding a Prescription. The Prescription (see Appendix for sample form) consists of coursework and/or experiences which relate to identified non-strengths of the student. The intent of the Prescription is to provide skill development activities which will lead to a successful Student Teaching II. Any coursework and/or experiences which the Supervisor subsequently prescribes for the student must be successfully completed before enrollment in Student Teaching II (EDU-4820).

Evaluation

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Students will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. The student's copies of these forms must be included in his/her professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

Student Teaching II: Elementary (EDU-4820)

Description

Following EDU-3811 Student Teaching I, with perhaps a semester of coursework between, the student will spend a full semester student teaching in an elementary classroom. If this experience is scheduled for the Fall semester, the student is expected to attend orientation and inservice sessions prior to the beginning of the school year. In all instances the student will maintain attendance and time schedules of the Cooperating Teacher.

Although there may be an initial period of observation, the Student Teaching II student is expected to assume teaching responsibilities at a faster rate than the EDU-3811 Student Teaching I person.

Prerequisites

Prior to enrolling in EDU-4820 Student Teaching II the student must have successfully completed:

1. EDU-3020 Educational Psychology with a grade of B- or higher.*
2. EDU-3811 Student Teaching I (and all prerequisites for EDU-3811) with a grade of B- or higher.*
3. EDU-3010, 3030 and 3040 with grades of B- or higher.*
4. each course required by his/her Prescription within the designated grade range, if assigned.

*A Grade Point Average of 3.0 or the recommendation of the Academic Dean is also a requirement for Student Teaching II placements.

Expectations

During the Student Teaching II experience the student is expected to fulfill the responsibilities identified for EDU-3811 Student Teaching I students as listed below:

1. maintain the elementary school calendar within the Johnson State College semester. Any variation of this policy must be approved by the end of the second week of the student teaching semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student may be required to "make up" days at the end of the semester.
3. participate in extra curricular activities when appropriate.
4. maintain strict confidentiality according to Johnson State College Education Department guidelines.
5. attend the regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
6. provide the College Supervisor with his/her schedule indicating teaching and observation times.
7. provide a description of the classroom which includes a floor plan, as well as materials and equipment available.
8. observe and write up a description of the classroom management system.
9. become familiar with and use the technology and audio/visual equipment which is available within the school.
10. create a variety of teaching materials throughout the semester.
11. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.
12. continue to develop his/her professional portfolio including additional entries that relate to Analyzing the Learning Environment, Accommodating Students Identified as Having Special Needs, Collegueship and Advocacy, Teaching Episodes, Teaching Over Time, and Reflection.

Lesson Plans

Objectives (Purpose) - Each objective should communicate pupil behavior and NOT teacher behavior. Each objective should explain what the pupils will learn or be able to do as a result of the lesson. Objectives should be observable and/or measurable. Each objective needs to be assessed to ensure that the instructional objective was mastered.

EXAMPLE: After this lesson students will be able to label a diagram of the circulatory system.

Standards - Connections to the Grade Level Expectations and *Vermont Framework of Standards and Learning Opportunities* need to be identified.

Procedures - This section provides a step-by-step description of the lesson as you expect to teach it. The first step usually is intended to motivate students to learn, refer to previous learning or provide background information. Subsequent steps should outline learning activities and end with a summary or conclusion. The procedures should be detailed enough that another teacher could take your plan and reasonably replicate the lesson as you designed it.

Adaptations for Diverse Learners - How will you differentiate instruction for students who possess multiple learning needs? What strategies will be used to address those who may require more support to reach the educational objectives and for those students who are highly able learners?

Materials and Resources - This section is a list of material, equipment, and resources needed for the lesson.

Timing - An estimate of how much time will be necessary to complete each segment of the lesson should be made.

Assessment - How will you assess students' learning? The assessment MUST be relevant to the objectives. What strategies will be used to assess learning?

Analysis and Reflection - What parts of the lesson were successful and/or unsuccessful? What changes would you make in the lesson if it were repeated? What were some learning outcomes that were not anticipated? How did this lesson connect to other parts of the curriculum? Many other reflective questions are possible.

In addition, the Student Teaching II student is expected to:

1. attend staff meetings, school inservice and other professional activities required of the Cooperating Teacher.
2. record observations, activities, and teaching ideas in a reflective journal throughout the semester.
3. write lesson plans which include instructional objectives relating to the Grade Level Expectations and Vermont Framework of Standards and Learning Opportunities. These will be done more independently and will utilize a wider variety of resources than during previous experiences. It is the student's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lesson. These plans will also need to be available for the College Supervisor when he/she visits the classroom.
4. develop and teach a resource unit plan which involves the integration of subject areas.
5. plan, organize and set up a Learning/Enrichment Center in the classroom.
6. assume some whole class teaching responsibilities by the second week of the semester.
7. assume primary responsibility for the classroom including the development and implementation of lesson plans for a minimum of 10-12 days.
8. participate in both formal and informal assessment procedures and the maintenance of written records.
9. collaborate with the Cooperating Teacher when communicating with parents and other professionals.

Evaluation

Grades for Student Teaching II are assigned by the College Supervisor in consultation with the Cooperating Teacher. Students will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. Student copies must be included in the student's professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

A grade of B or higher for Student Teaching II is a requirement for a teacher licensure recommendation.

Art Student Teaching (EDU-4812)

Description

This experience involves a full semester of student teaching in Art and participation in frequent seminars which focus on techniques, materials and technology pertinent to teaching art in an elementary/secondary school. After some initial observation, students gradually proceed to assuming the full role and responsibilities of the art teacher. In all instances the student teacher will maintain attendance and time schedules of the Cooperating Teacher.

Prerequisites

Prior to enrollment in an Art Practicum, the licensure candidate must have:

1. achieved at least Junior class membership (60 credits).
2. completed a minimum of 60 clock hours of field experience.
3. demonstrated intellectual competence as attested by an overall B average (GPA of 3.0 or higher), a B average in the field of major studies or written certification and substantiation of intellectual competence by the Academic Dean.
4. successfully completed the Praxis I Test (Reading, Math and Writing) and the Education Department Matriculation Interview.
5. completed EDU-2040 Child Development and/or EDU-2170 Adolescent Development with a grade of B- or higher.
6. completed EDU-2110 Introduction to Exceptional Populations with a grade of B- or higher.
7. completed EDU-3020 Educational Psychology with a grade of B- or higher.
8. completed EDU-3240 Literacy Instruction in the Content Areas (recommended) with a grade of B- or higher.
9. completed ART-3120 Elementary Art Education Methods and/or ART-3140 Secondary Art Methods with a grade of B- or higher.
10. received a recommendation certifying academic competence from the department of his/her concentration or major. Students should seek advice from their major advisor and/or the Chairperson of the Fine and Performing Arts Department regarding specific requirements for this.

Expectations

During student teaching the student is expected to:

1. maintain the public school calendar within the Johnson State College semester. Any variations of this policy must be approved by the end of the second week of the student teaching semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student will be required to "make up" days at the end of the semester.
3. attend staff meetings, school inservice and other professional activities required of the Cooperating Teacher.
4. participate in the extra curricular activities when appropriate.
5. maintain strict confidentiality according to Johnson State College Education Department guidelines.
6. attend the regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
7. provide the College Supervisor with his/her schedule indicating teaching and observation times.
8. record observations, activities, and teaching ideas in a reflective journal throughout the semester.

Student Teaching Confirmation Form

This form is to be returned by the end of the second week of the semester to the:
Coordinator of Field Placement, Education Department, Johnson State College,
McClelland Building, 337 College Hill, Johnson, VT 05656

NAME: _____ Student ID#: _____

PRESENT ADDRESS: _____ Phone: _____

_____ Email: _____

PROGRAM:

_____ Elementary _____ Secondary _____ Middle Level _____ K-12 Licensure

Liberal Arts Major/Concentration: _____

This is to confirm my Practicum placement.

Practicum I. _____ Practicum II. _____ Graduate Internship _____

School: _____

Address: _____

Principal: _____ Phone: _____

Grade or Subject: _____

Cooperating Teacher(s): _____

College Supervisor: _____

S/T Signature

Date



9. provide a description of the classroom which includes a floor plan, as well as materials and equipment available.
10. observe and write up a description of the classroom management system.
11. become familiar with and use the technology and audio/visual equipment which is available within the school.
12. write lesson plans which include instructional objectives relating to the Grade Level Expectations and Vermont Framework of Standards and Learning Opportunities. It is the student teacher's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lessons. These plans will also need to be available for the College Supervisor when he/she visits the classroom.
13. create a variety of teaching materials throughout the semester.
14. experience some whole class teaching responsibilities early in the semester.
15. assume primary responsibility for the classroom including the development and implementation of lesson plans for a minimum of 10--12 days.
16. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.
17. participate in both informal and formal assessment procedures, and in the maintenance of written records.
18. collaborate with the Cooperating Teacher when communicating with parents and other professionals.
19. continue to develop his/her professional portfolio including entries that relate to Analyzing the Learning Environment, Accommodating Students Identified as Having Special Needs, Collegueship and Advocacy, Teaching Episodes, Teaching Over Time, and Reflection.
20. complete any additional activities required by his/her College Supervisor.

Evaluation

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Student teachers will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. The student's copies of these forms must be included in his/her professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

A grade of B or higher for the Student Teaching is a requirement for licensure recommendation.

Music Student Teaching (EDU-4830)

Description

This experience involves a full semester of student teaching in Music and participation in frequent seminars which focus on techniques, materials and technology pertinent to teaching music in a public school. After some initial observation, students gradually proceed to assuming the full role and responsibilities of the music teacher. In all instances the student teacher will maintain attendance and time schedules of the Cooperating Teacher.

Prerequisites

Prior to enrollment in Music Student Teaching the licensure candidate must have:

1. achieved at least Junior class membership (60 credits).
2. completed a minimum of 60 clock hours of field experience.
3. demonstrated intellectual competence as attested by an overall B average (GPA of 3.0 or higher), a B average in the field of major studies or written certification and substantiation of intellectual competence by the Academic Dean.
4. successfully completed the Praxis I Test (Reading, Math and Writing) and the Education Department Matriculation Interview.
5. completed EDU-2040 Child Development and EDU-2170 Adolescent Development with a grade of B- or higher.
6. completed EDU-2110 Introduction to Exceptional Populations with a grade of B- or higher.
7. completed EDU-3020 Educational Psychology with a grade of B- or higher.
8. completed EDU-3240 Literacy Development in the Content Areas (recommended) with a grade of B- or higher.
9. completed MUS-3160 Elementary School Music Methods and MUS-3210 Secondary School Music Methods with a grade of B- or higher.
10. received a recommendation certifying academic competence from the department of his/her concentration or major. Students should seek advice from their major advisor and/or the Chairperson of the Fine and Performing Arts Department regarding specific requirements for this.

Expectations

During student teaching the student is expected to:

1. maintain the public school calendar within the Johnson State College semester. Any variations of this policy must be approved by the end of the second week of the student teaching semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student will be required to "make up" days at the end of the semester.
3. attend staff meetings, school inservice and other professional activities required of the Cooperating Teacher.
4. participate in the extra curricular activities when appropriate.
5. maintain strict confidentiality according to Johnson State College Education Department guidelines.
6. attend the regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
7. provide the College Supervisor with his/her schedule indicating teaching and observation times.
8. record observations, activities, and teaching ideas in a reflective journal throughout the semester.

Appendix

9. provide a description of the classroom which includes a floor plan, as well as materials and equipment available.
10. observe and write up a description of the classroom management system.
11. become familiar with and use the technology and audio/visual equipment which is available within the school.
12. write lesson plans which include instructional objectives relating to the Grade Level Expectations and Vermont Framework of Standards and Learning Opportunities. It is the student teacher's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lessons. These plans will also need to be available for the College Supervisor when he/she visits the classroom.
13. create a variety of teaching materials throughout the semester.
14. experience some whole class teaching responsibilities early in the semester.
15. assume primary responsibility for the classroom including the development and implementation of lesson plans for a minimum of 10--12 days.
16. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.
17. participate in both informal and formal assessment procedures, and in the maintenance of written records.
18. collaborate with the Cooperating Teacher when communicating with parents and other professionals.
19. continue to develop his/her professional portfolio including entries that relate to Analyzing the Learning Environment, Accommodating Students Identified as Having Special Needs, Collegueship and Advocacy, Teaching Episodes, Teaching Over Time, and Reflection.
20. complete any additional activities required by his/her College Supervisor

Evaluation

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Student teachers will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. The student's copies of these forms must be included in his/her professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

A grade of B or higher for the Student Teaching is a requirement for licensure recommendation.

Physical Education Student Teaching (EDU-4835)

Description

This full-semester course involves student teaching in physical education and participation in frequent seminars which focus on techniques, materials and technology pertinent to teaching physical education in an elementary and/or secondary school. After some initial observation, the student teacher should gradually proceed to assuming the full role and responsibilities of a classroom teacher under the direction of the Cooperating Teacher.

Prerequisites

Prior to enrollment in Physical Education Student Teaching, the licensure candidate must have:

1. achieved at least Junior class membership (60 credits).
2. completed a minimum of 60 clock hours of field experience.
3. demonstrated intellectual competence as attested by an overall B average (GPA of 3.0 or higher), a B average in the field of major studies or written certification and substantiation of intellectual competence by the Academic Dean.
4. successfully completed the Praxis I Test (Reading, Math and Writing) and the Education Department Matriculation Interview.
5. completed EDU-2040 Child Development and/or EDU-2170 Adolescent Development with a grade of B- or higher.
6. completed EDU-2110 Introduction to Exceptional Populations or PED-3030 Physical Activity for the Challenged Learner with grades of B- or higher.
7. completed EDU-3020 Educational Psychology with a grade of B- or higher.
8. completed EDU-3240 Literacy Development in the Content Areas with a grade of B- or higher.
9. completed EDU-3120 Methods in Health and Physical Education For Elementary School Teachers and/or PED-3140 Methods of Teaching Secondary Physical Education with grades of B- or higher.
10. received a recommendation certifying academic competence from the department of his/her concentration or major. Students should seek advice from their major advisor and/or the appropriate Department Chairperson regarding any specific physical education requirements.

Expectations

During the physical education practicum experience the student is expected to:

1. maintain the elementary/secondary school calendar within the Johnson State College semester. Any variations of this policy must be approved by the end of the second week of the student teaching semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student will be required to "make up" days at the end of the semester.
3. attend staff meetings, school inservice and other professional activities required of the Cooperating Teacher.
4. participate in the extracurricular activities when appropriate.
5. maintain strict confidentiality according to Johnson State College Education Department guidelines.
6. attend the regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
7. provide the College Supervisor with his/her schedule indicating teaching and observation times.
8. record observations, activities, and teaching ideas in a reflective journal throughout the semester.

Creates opportunities for students to collaboratively design and implement scientific investigations, and to present and discuss the results of their investigations

Conducts investigations according to safe scientific procedures

Integrates mathematical, scientific, and technological tools appropriate to students' ages and abilities in order to facilitate scientific inquiry

Conveys to students how the development of scientific and mathematical theory and understanding is a historical process with continuous creation of new knowledge and refinement or rejection of "old" knowledge

Demonstrates sensitivity to inequities in science and mathematics teaching and careers by incorporating specific instructional strategies that promote equity

Additional Requirements:

Experiential placements at both the primary and upper elementary instructional levels. One placement shall be student teaching and the other a practicum.

1. e.g., Standards for Reading Professionals (International Reading Association, 1998); Every Child Reading: A Professional Development Guide (Learning First Alliance, 2000); Standards for the English Language Arts (International Reading Association/National Council of Teachers of English, 1996)
2. e.g. The Mathematical Education of Teachers (Conference Board of the Mathematical Sciences, 2001), Principles and Standards for School Mathematics (National Council of Teachers of Mathematics, 2000)

Educational Competencies for Other Subject / Content Areas:

As one can see by receiving the Elementary Competencies above, the Knowledge and Performance Standards are extensive. Similar competencies exist for all other licensure areas. For the competencies for specific content areas on-line, follow the instructions below:

- Go to Vermont DOE website - www.education.vermont.gov.
- Click on "Educator Licensing" on the left side of the page.
- Under the second bullet "Resources for Licensing and Profession Standards" click on "Regulations and Endorsements"
- Scroll down to "Subject Area Endorsements" and click on the appropriate subject area for which licensure is being sought.

Performance Standards - Mathematics, History and the Social Sciences, and Science:

Implements mathematics, history/social sciences, and science curricula that integrate skills and content and enable conceptual development and development of the habits of mind that support inquiry within each discipline. Specifically, the educator:

Mathematics

Anticipates, elicits, and corrects typical misconceptions in mathematical reasoning

Models the habits of mind of flexibility and perseverance that support mathematical learning

Employs a range of instructional activities and resource materials to support the development of early numeracy concepts, and to reveal the application of mathematics to everyday life

Designs and incorporates mathematical tasks/activities that capitalize upon children's intuitive insights and language and that enable students to investigate, explore, and discover structures and relationships; create and use mathematical models; apply informal strategies to solve mathematical problems; formulate and solve problems individually and collaboratively; and justify and communicate their conclusions orally and in writing

Communicates mathematical ideas using appropriate mathematical language and representations, and teaches students to use both to communicate about mathematical ideas

Uses required mathematics scoring guides and benchmarks to evaluate student work and teaches students to use both to evaluate their own work

Integrates appropriate manipulatives and technological tools to facilitate mathematical problem solving and communication

History and the Social Sciences

Models how historians, geographers, and other social scientists view, analyze, and interpret the world

Incorporates activities that enable children to make connections between themselves and the larger world, including sharing and experiencing different cultures and traditions, and exploring the relationship between people and their environments

Designs and implements activities that use children's own stories as a way to introduce the chronological thinking essential to historical thinking

Provides opportunities for students to examine and interpret historical and contemporary events and issues through active learning strategies such as research, role-play, debate, and discussion

Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local historical resources

Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources, identify webs of cause and effect, and differentiate between fact, opinion, and interpretation

Provides opportunities for students to use historical, geographical, and social science research methods, tools, and technologies

Science

Anticipates and elicits the naive scientific ideas, emerging concepts, and/or misconceptions that students are likely to have prior to instruction

Models the skills and habits of mind inherent in scientific inquiry

Provides opportunities for students to raise questions, become aware of the scientific nature of their questions, and to investigate their questions using the scientific method

Designs a variety of activities that allow students to build on their own intuitive explanations of how things work as they acquire more sophisticated scientific understandings

9. provide information about equipment and instructional materials available.
10. observe and write up a description of the system to manage student behavior.
11. become familiar with and use the technology and audio/visual equipment which is available within the school.
12. write lesson plans which include instructional objectives relating to the Grade Level Expectations and Vermont Framework of Standards and Learning Opportunities. It is the student teacher's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lessons. These plans will also need to be available for the College Supervisor when he/she visits the classroom.
13. create a variety of teaching materials throughout the semester.
14. experience some whole class teaching responsibilities early in the semester.
15. assume primary responsibility for leading instruction including the development and implementation of lesson plans for a minimum of 10--12 days.
16. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.
17. participate in both informal and formal assessment procedures, and in the maintenance of written records.
18. collaborate with the Cooperating Teacher when communicating with parents and other professionals.
19. continue to develop his/her professional portfolio including entries that relate to Analyzing the Learning Environment, Accommodating Students Identified as Having Special Needs, Collegueship and Advocacy, Teaching Episodes, Teaching Over Time, and Reflection.
20. complete any additional activities required by his/her College Supervisor.

Evaluation

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Student teachers will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. The student's copies of these forms must be included in his/her professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

A grade of B or higher for the Student Teaching is a requirement for licensure recommendation.

Secondary Education Student Teaching (EDU-4850)

Description

This experience involves the student in a secondary classroom on a full time basis for a whole semester. If this experience is scheduled for the Fall semester, the student is expected to attend orientation and inservice sessions for the school. After some initial observation, students should gradually proceed to assuming the full role and responsibilities of a classroom teacher under the direction of the Cooperating Teacher.

Prerequisites

Prior to enrollment in a Secondary Education Student Teaching, the secondary education licensure candidate must have:

1. achieved at least Junior class membership (60 credits).
2. completed a minimum of 60 clock hours of field experience.
3. demonstrated intellectual competence as attested by an overall B average (GPA of 3.0 or higher), a B average in the field of major studies or written certification and substantiation of intellectual competence by the Academic Dean.
4. successfully completed the Praxis I Test (Reading, Math and Writing) and the Education Department Matriculation Interview.
5. completed EDU-2170 Adolescent Development with a grade of B- or higher.
6. completed EDU-2110 Introduction to Exceptional Populations with a grade of B- or higher.
7. completed EDU-3020 Educational Psychology with a grade of B- or higher.
8. completed EDU-3240 Literacy Development in the Content Areas (recommended) with a grade of B- or higher.
9. completed a methods course in the appropriate content area with a grade of B- or higher.
10. received a recommendation certifying academic competence by the department of his/her concentration or major. (Specific requirements for this recommendation will vary by department. Students should seek advice from their major advisor and/or the appropriate Department Chairperson regarding this.)

Expectations

During student teaching the student is expected to:

1. maintain the public school calendar within the Johnson State College semester. Any variations of this policy must be approved by the end of the second week of the student teaching semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student will be required to "make up" days at the end of the semester.
3. attend staff meetings, school inservice and other professional activities required of the Cooperating Teacher.
4. participate in the extra curricular activities when appropriate.
5. maintain strict confidentiality according to Johnson State College Education Department guidelines.
6. attend the regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
7. provide the College Supervisor with his/her schedule indicating teaching and observation times.
8. record observations, activities, and teaching ideas in a reflective journal throughout the semester.
9. provide a description of the classroom which includes a floor plan, as well as materials and equipment available.

Performance Standards - English Language Arts:

Implements a language arts curriculum that fosters interest and growth in all aspects of oral and written literacy in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the educator:

Literacy Development through Literature and Media-Uses a wide variety of fiction and non-fiction textual materials, including some of students' own selection, to increase students' motivation to read independently for information, pleasure and personal growth

Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature Employs a range of instructional strategies to support emergent and early literacy

Uses active instructional strategies to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation

Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications

Implements strategies to include parents as partners in the literacy development of their children

Models and teaches the elements of effective verbal and non-verbal communication

Language and Word Study- Uses a variety of explicit and interactive approaches to teach key aspects of word study such as phonemic awareness, print concepts, and decoding

Teaches students to use syntactic, semantic, and graphophonemic cues to identify and spell words

Employs effective instructional strategies for the development of a broad vocabulary

Reading Comprehension and Fluency - Provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive strategies to understand, analyze, and interpret a variety of types of texts

Employs a range of instructional approaches to support comprehension across the content areas

Uses instructional strategies to build or strengthen fluency

Written Expression - Provides multiple opportunities for beginning writers to learn and practice that print carries meaning (e.g., by demonstrating for children the connections between their illustrations and words), to use writing purposefully, and to explore sound-symbol relations

Organizes and implements a writing portfolio program that promotes high quality writing by including a variety of instructional strategies and topics to teach purposes, structures, and composition

Uses required writing rubrics and benchmarks for assessing student writing and teaches students to use these to analyze their own writing

Models and teaches appropriate grammar, usage, and mechanics

Implements strategies to build fluency, accuracy, and automaticity in handwriting to support composition

Assessment and Adaptation of Literacy Instruction - Uses a variety of valid assessment strategies (including records of oral reading) to regularly evaluate students' progress in all of the individual dimensions of literacy development

Uses the results of literacy assessments to adjust and/or target instruction, to flexibly group students, when needed, and to appropriately match students with reading material

Knowledge Standards - English Language Arts, Mathematics, History/Social Sciences, and Science:

English Language Arts

Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective literacy instruction, as delineated in current national professional standards¹ and reflected in *Vermont's Framework of Standards and Learning Opportunities*. Specifically, the educator understands and/or knows:

Development of Oral Language and Literacy - Processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the development of emergent and early literacy; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in language and literacy development; the elements of effective verbal and non-verbal communication

Literature and Media - A wide variety of quality, age-appropriate literature across genres, eras, cultures, and subcultures; literary elements and strategies for textual analysis

Language and Word Study - The purposes of language and approaches to analyzing language; the pronunciation of English phonemes and their graphemes; the developmental progression of phonological awareness; vocabulary development and its relationship to literacy acquisition; the developmental stages of spelling and morphological analysis.

Reading Comprehension and Fluency - Reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, including typical features of beginner texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency of beginning and developing readers

Written Expression - Writing as symbolic representation and the stages of early writing development, including drawing; the composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios and benchmarks and standards for various age/grade levels

Assessment and Adaptation of Literacy Instruction - The importance of individualizing the literacy program to address the needs and strengths of learners; a variety of valid and efficient language arts assessments appropriate for different purposes; the observable characteristics of a variety of reading and writing difficulties; strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELLs)

Mathematics

Demonstrates knowledge of mathematical content, concepts, and skills delineated in current national professional standards² and in *Vermont's Framework of Standards and Learning Opportunities* including:

National Council of Teachers of Mathematics (NCTM) process skills as vehicles for acquiring and using mathematics content knowledge

Essential early numeracy concepts and their development, and typical misconceptions in mathematical reasoning held by early primary to early adolescent students

Specific content in the areas of number and operations; algebra and functions; geometry and measurement; and, data analysis, statistics, and probability, recommended for elementary and middle grades teachers in *The Mathematical Education of Teachers* (2001, Conference Board of the Mathematical Sciences)

History and the Social Sciences

Demonstrates knowledge of historical and social science content, concepts, and skills in the areas of development of students' historical thinking; history; cultural geography; diversity, unity, identity, and interdependence; and citizenship as delineated in current national professional standards³ and in *Vermont's Framework of Standards and Learning Opportunities*.

Science

Demonstrates knowledge of scientific content, concepts, and skills in the areas of development of students' scientific thinking; the scientific inquiry process; life sciences; physical sciences; Earth, environmental, and atmospheric sciences; and living and non-living systems, as delineated in current national professional standards⁴ and in *Vermont's Framework of Standards and Learning Opportunities*.

10. observe and write up a description of the classroom management system.
11. become familiar with and use the technology and audio/visual equipment which is available within the school.
12. write lesson plans which include instructional objectives relating to the Grade Level Expectations and Vermont Framework of Standards and Teaching Opportunities. It is the student teacher's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lessons. These plans will also need to be available for the College Supervisor when he/she visits the classroom.
13. create a variety of teaching materials throughout the semester.
14. experience some whole class teaching responsibilities early in the semester.
15. assume primary responsibility for the classroom including the development and implementation of lesson plans for a minimum of 10--12 days.
16. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.
17. participate in both informal and formal assessment procedures, and in the maintenance of written records.
18. collaborate with the Cooperating Teacher when communicating with parents and other professionals.
19. continue to develop his/her professional portfolio including entries that relate to Analyzing the Learning Environment, Accommodating Students Identified as Having Special Needs, Collegueship and Advocacy, Teaching Episodes, Teaching Over Time, and Reflection.
20. complete any additional activities required by his/her College Supervisor.

Evaluation

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Student teachers will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. The student's copies of these forms must be included in his/her professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

A grade of B or higher for student teaching is a requirement for licensure recommendation.

Graduate Internship (EDU-6850 Elementary)

Description

This experience involves a full semester of student teaching in an elementary classroom with frequent seminars which focus on improving the student's classroom teaching skills. If this experience is scheduled for the Fall semester, the student is expected to attend orientation and inservice sessions for the school. In all instances the student will maintain attendance and time schedules of the Cooperating Teacher.

Prerequisites

Prior to enrollment in a Graduate Internship, the elementary teacher licensure candidate must have:

1. completed the Graduate Program matriculation process and been formally accepted into the M.A. in Education Program.
2. demonstrated intellectual competence as attested by an overall B average (GPA of 3.0 or higher), a B average in the field of major studies or written certification and substantiation of intellectual competence by the Academic Dean.
3. successfully completed the Education Department Matriculation Interview.
4. completed a child development course with a grade of B- or higher.
5. completed EDU-6220 Special Education Law & Models of Intervention, EDU-6540 Advanced Studies in Learning Theory, and Instructional Components I, II and III (EDU-6141, 6142, and 6143 with grades of B- or higher).

Expectations

During the Internship experience the student is expected to:

1. maintain the elementary school calendar within the Johnson State College semester. Any variations of this policy must be approved by the end of the second week of the Internship semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student will be required to "make up" days at the end of the semester.
3. attend staff meetings, school inservice and other professional activities required of the Cooperating Teacher.
4. participate in the extra curricular activities when appropriate.
5. maintain strict confidentiality according to Johnson State College Education Department guidelines.
6. attend the regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
7. provide the College Supervisor with his/her schedule indicating teaching and observation times.
8. record observations, activities, and teaching ideas in a reflective journal throughout the semester.
9. provide a description of the classroom which includes a floor plan, as well as materials and equipment available.
10. observe and write up a description of the classroom management system.
11. become familiar with and use the technology and audio/video equipment which is available within the school.
12. write lesson plans which include instructional objectives relating to the Grade Level Expectations and Vermont Framework of Standards and Learning Opportunities. It is the student teacher's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lessons. These plans will also need to be available for the College Supervisor when he/she visits the classroom.
13. create a variety of teaching materials throughout the semester.

Elementary Education Competencies

The holder is authorized to teach grades K-6.

In order to qualify for this endorsement, the candidate shall demonstrate that he/she meets the knowledge and performance standards for professional knowledge of elementary education as well as the knowledge and performance standards for the four major content areas of the elementary curriculum as follows:

Knowledge Standards - Professional Knowledge:

Demonstrates a thorough understanding of the developmental nature and needs of children ages 5-12, and of ways to structure the learning environment and organize, implement, and assess curriculum and instruction to maximize students' learning and development. Specifically, the educator understands:

The progression of typical early childhood through early adolescent growth and development within each domain (i.e., cognitive, linguistic, social, physical, and emotional), including the wide variation in how students learn and typically develop, and the variety of economic, social, and cultural influences which affect each student's life.

The characteristics and signs of atypical development and the challenges these present to teaching and learning.

How to work cooperatively and respectfully with all families to support students' learning and development.

Ways to organize the learning environment in order to promote children's holistic development.

Curricular design and instructional techniques that engage the unique intellectual and psychosocial nature and needs of elementary students, including embedded literacy strategies that promote the reading and writing skill development of all students across the content areas.

Music, drama, and the visual arts as expressions of human emotion and culture; powerful forms of communication; and vehicles for enhancing learning opportunities across the curriculum.

Performance Standards - Professional Knowledge:

Elementary educators draw upon their knowledge of child and early adolescent development and learning theory; the interests, needs, and backgrounds of their students; and their knowledge of subject matter, integrative curriculum, and assessment to design and implement developmentally appropriate learning experiences that enable students to explore challenging concepts and issues and develop essential foundational skills in purposeful and engaging ways. Specifically, the educator:

Uses proactive, collaborative strategies to promote parent-teacher and parent-child communication about student learning and development.

Provides an appropriate learning environment that promotes the developmental needs of children in the areas of self-awareness and respect for self and others.

Develops and implements curricula that explore themes and concepts that transcend the disciplines and/or grades, and that help students understand how the subjects they study can be used to explore issues in their lives and in the world around them.

Implements curriculum using a variety of instructional strategies to ensure that all students learn the central concepts in each content area, are engaged in active learning, and to promote individual development and social cooperation.

Integrates the visual and performing arts within the curriculum and facilitates and encourages children's creative expression through a variety of media.

Incorporates embedded literacy strategies throughout all instruction.

C. The Northeast Regional Credential

The Northeast Regional Credential (NRC) is a credential that may be obtained by educators certified in any one of the participating jurisdictions listed below. Holders of the NRC may immediately accept a teaching position in any of the other participating jurisdictions. Employment under an NRC is valid for up to two years in Massachusetts, New Hampshire, New York, Rhode Island, or Vermont; and up to one year in Maine and Connecticut. During this time, persons employed under an NRC must satisfy any unmet requirements for certification in the jurisdiction where they are employed. For more information and/or an application, you should contact either the Vermont Licensing Office or the NRC Specialist at: Learning Innovations at WestED, 91 Montvale Avenue, Stoneham, MA 02180. (781-481-1109 or 800-347-4200, ext. 1109)

14. experience some whole class teaching responsibilities early in the semester.
15. assume primary responsibility for the classroom including the development and implementation of lesson plans for a minimum of 10--12 days.
16. develop and teach a resource unit plan which involves the integration of subject areas.
17. plan, organize and set up a Learning/Enrichment Center in the classroom.
18. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.
19. participate in both informal and formal assessment procedures, and in the maintenance of written records.
20. collaborate with the Cooperating Teacher when communicating with parents and other professionals.
21. continue to develop his/her professional portfolio including entries that relate to Analyzing the Learning Environment, Accommodating Students Identified as Having Special Needs, Collegueship and Advocacy, Teaching Episodes, Teaching Over Time, and Reflection.
22. complete any additional activities required by his/her College Supervisor.

Evaluation

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Student teachers will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. The student's copies of these forms must be included in his/her professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

A grade of B or higher for the Internship is a requirement for licensure recommendation as well as for graduate credit.

Graduate Internship (EDU-6830 Secondary)

Description

This experience involves a full semester of student teaching in a secondary classroom on a full time basis with regularly scheduled seminars which focus on improving the student's classroom teaching skills. If this experience is scheduled for the Fall semester, the student is expected to attend orientation and inservice sessions for the school. In all instances the student will maintain attendance and time schedules of the Cooperating Teacher.

Prerequisites

Prior to enrollment in a Graduate Internship, the secondary teacher licensure candidate must have:

1. completed the Graduate Program matriculation process and been formally accepted into the M.A. in Education program.
2. demonstrated intellectual competence as attested by an overall B average (GPA of 3.0 or higher), a B average in the field of major studies or written certification and substantiation of intellectual competence by the Academic Dean.
3. successfully completed the Education Department Matriculation Interview.
4. completed an Adolescent Development course with a grade of B- or higher.
5. completed EDU-6220 Special Education Law & Models of Intervention, EDU-6540 Advanced Studies in Learning Theory, EDU-5250 Literacy Development in the Content Areas and EDU-5270 Seminar for Secondary Certification with grades of B- or higher.
6. received a recommendation certifying academic competence by the department of his/her prospective endorsement area. (Specific requirements for this recommendation will vary by department and content area. Students should seek advice from their advisor and/or the appropriate Department Chairperson regarding this.)

Expectations

During the Internship experience the student is expected to:

1. maintain the public school calendar within the Johnson State College semester. Any variations of this policy must be approved by the end of the second week of the Internship semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student will be required to "make up" days at the end of the semester.
3. attend staff meetings, school inservice and other professional activities required of the Cooperating Teacher.
4. participate in the extra curricular activities when appropriate.
5. maintain strict confidentiality according to Johnson State College Education Department guidelines.
6. attend the regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
7. provide the College Supervisor with his/her schedule indicating teaching and observation times.
8. record observations, activities, and teaching ideas in a reflective journal throughout the semester.
9. provide a description of the classroom which includes a floor plan, as well as materials and equipment available.
10. observe and write up a description of the classroom management system.

Teacher Licensure

A. Application

Graduates of Johnson State College who have completed all requirements of one of the JSC teacher education programs, have a Grade Point Average (GPA) of 3.0 or above, have successfully completed the required Praxis tests, and have an approved licensure portfolio are eligible to apply for Vermont Teacher Licensure through the "approved program" procedures as outlined below.

1. Students may obtain "Application for Licensure" forms from the Education Office in McClelland building or the Department of Education in Montpelier.
2. The Office of Educator Licensing and Professional Standards at the Vermont Department of Education has provided extensive information/directions for you as you complete the application process. Please read these materials carefully. The completed application, a notarized oath, a current resume, a child support statement/tax certification form, a check or money order, a copy of your testing scores for the required Praxis I and Praxis II tests, official transcripts, and criminal record check information must all be mailed to the Licensing Office.

For the official transcript you will need to file a "Request for Transcript" form at the Registrar's Office. It must be in a sealed envelope and you will need to mail it with your application for license. Please ask if the recommendation for licensure has been stamped on the transcript before you obtain it. This recommendation cannot be put on the transcript until your program is complete, all grades are recorded, your portfolio has been approved by Education faculty, and passing scores for the required Praxis tests are on file at JSC.

A Level I License will be mailed directly to the applicant by the State Teacher Licensing Unit. This license is valid for a two-year period. Renewal requires a recommendation from a Local or Regional Standards Board if employed in a public school district of the State. If not employed or employed in the private education sector, renewal requests must be submitted to the Licensing Office.

B. Reciprocity

Vermont is a signatory of the National Association of State Directors of Teacher Education and Certification (NASDTEC) interstate reciprocity contract. This agreement enables graduates of state approved preparation programs to receive initial licensure in the receiving state if the candidate applies for licensure within five years of their graduation. Other states may have additional requirements and students who are considering teaching in another state are urged to contact the Department of Education of that state for more information.

For the latest Reciprocity information, go to the NASDTEC website at www.nasdtec.org and click on the "Interstate Agreement"

Code of Ethics for Vermont Educators: A Statement of Beliefs

(Adopted by the Vermont Standards Board for Professional Educators, May 15, 2001)

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 a 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.

11. become familiar with and use the technology and audio/video equipment which is available within the school.
12. write lesson plans which include instructional objectives relating to the Grade Level Expectations and Vermont Framework of Standards and Learning Opportunities. It is the student teacher's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lessons. These plans will also need to be available for the College Supervisor when he/she visits the classroom.
13. create a variety of teaching materials throughout the semester.
14. experience some whole class teaching responsibilities early in the semester.
15. assume primary responsibility for the classroom including the development and implementation of lesson plans for a minimum of 10--12 days.
16. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.
17. participate in both informal and formal assessment procedures, and in the maintenance of written records.
18. collaborate with the Cooperating Teacher when communicating with parents and other professionals.
19. continue to develop his/her professional portfolio including entries that relate to Analyzing the Learning Environment, Accommodating Students Identified as Having Special Needs, Colleagueship and Advocacy, Teaching Episodes, Teaching Over Time, and Reflection.
20. complete any additional activities required by his/her College Supervisor.

Evaluation

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Student teachers will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. The student's copies of these forms must be included in his/her professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

A grade of B or higher for the Internship is a requirement for licensure recommendation as well as for graduate credit.

Graduate Internship (EDU-6820 Middle Grades)

Description

This experience involves a full semester of student teaching in a classroom on a full time basis with regularly scheduled seminars which focus on improving the student's classroom teaching skills. If this experience is scheduled for the Fall semester, the student is expected to attend orientation and inservice sessions for the school. In all instances the student will maintain attendance and time schedules of the Cooperating Teacher.

Prerequisites

Prior to enrollment in a Graduate Internship, the Middle Grades licensure candidate must have:

1. completed the Graduate Program matriculation process and been formally accepted into the M.A. in Education program.
2. demonstrated intellectual competence as attested by an overall B average (GPA of 3.0 or higher), a B average in the field of major studies or written certification and substantiation of intellectual competence by the Academic Dean.
3. successfully completed the Education Department Matriculation Interview.
4. completed a Young Adolescent Development course with a grade of B- or higher.
5. completed EDU-6220 Special Education Law & Models of Intervention, EDU-6540 Advanced Studies in Learning Theory, EDU-5160 Organization and Structure of the Middle School, EDU-5250 Literacy Development in the Content Areas and EDU-6230 Middle Level Curriculum: Instruction and Assessment with grades of B- or higher.
6. completed a minor or its equivalent in one of the core content areas (Language Arts, Mathematics, Science, or Social Studies).

Expectations

During the Internship experience the student is expected to:

1. maintain the public school calendar within the Johnson State College semester. Any variations of this policy must be approved by the end of the second week of the Internship semester.
2. maintain attendance as scheduled. If ill, it is the student teacher's responsibility to report the illness to both the Cooperating Teacher and the College Supervisor. If absences exceed the usual sick leave allowance (one day per month), the student will be required to "make up" days at the end of the semester.
3. attend staff meetings, school inservice and other professional activities required of the Cooperating Teacher.
4. participate in the extra curricular activities when appropriate.
5. maintain strict confidentiality according to Johnson State College Education Department guidelines.
6. attend the regularly scheduled seminars planned by the College Supervisor and the Coordinator of Field Placement.
7. provide the College Supervisor with his/her schedule indicating teaching and observation times.
8. record observations, activities, and teaching ideas in a reflective journal throughout the semester.
9. provide a description of the classroom which includes a floor plan, as well as materials and equipment available.
10. observe and write up a description of the classroom management system.
11. become familiar with and use the technology and audio/video equipment which is available within the school.
12. write lesson plans which include instructional objectives relating to the Grade Level Expectations, Vermont

Confidentiality

As students from the Department of Education at Johnson State College move into the professional arena for any of the student teaching experiences, it is necessary that they develop a strong sense of confidentiality as it relates to the teaching profession. The requirements of the Buckley Amendment (on the Privacy Rights of Parents and Students) make it clear that any information that relates to students with whom student teachers are working is confidential. Student teachers must under no circumstances discuss the educational programs or records of their students with individuals other than those who are directly or indirectly involved in the educational programming of those students (the classroom teacher must be consulted in all matters relating to the sharing of student information). Student teachers must under no circumstances discuss the students with whom they are working in such establishments as restaurants, bars, grocery stores, or on street corners, etc.

Confidentiality Statement

It is the responsibility of those entrusted with the education of our students to protect the confidentiality of all personally identifiable information. Personally identifiable information might include the following:

- a. The name of the student and/or the name of the student's parents or other family member(s).
- b. The address of the student.
- c. A specific personal identifier, such as the student's social security number or student number.
- d. A list of personal characteristics or other information which would make it possible to identify the student with reasonable certainty.

"We believe that the keeping of accurate and appropriate records on students is a necessary part of a sound educational program. Furthermore, we believe that the information contained in students' education records belongs primarily to the students and/or their parent, parents or guardians. The school, as trustee of this information, maintains these records for educational purposes to serve the interests of its students" (Vermont Policy and Procedures for Education Records, 1984).

The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure and destruction of education records. Education records entrust information to others and as such obligate others to safeguard and to protect the confidentiality of any personally identifiable information.

BUCKLEY AMENDMENT REGULATIONS
PRIVACY RIGHTS OF PARENTS AND STUDENTS
(34 CODE OF FEDERAL REGULATIONS PART 99)

Portfolio Development

As students progress through the teacher education program at Johnson State College, the development of a professional (licensure) portfolio is required. This portfolio is developed to meet the guidelines approved by the Vermont Standards Board for Professional Educators and demonstrates how the teacher candidate meets the Five Standards for Vermont Educators, the Sixteen Principles and the competencies for the candidate's endorsement area.

In developing the portfolio the teacher candidate must provide artifacts or documentation of competency in six areas. The areas, referred to as entries, are entitled: (1). Analyzing the Learning Environment, (2). Accommodating Students Identified as Having Special Needs, (3). Collegueship and Advocacy, (4). Teaching Episodes, (5). Teaching Over Time, and (6). Analysis and Reflection. Preceding the six entries, the candidate will provide an Introduction that will include a resume, transcript, philosophy statement, reference to the JSC Education Department's theme, child study (JSC requirement), Letters of Recommendation, and records showing completion of the Praxis Examination requirements.

Many of the documents for portfolio entries will be produced in courses, but entries will be completed or finalized during student teaching. Seminars providing information on the construction of the portfolio are held each semester for student teachers. The JSC supervisor can serve as a resource to help candidates with questions and issues concerning the portfolio. An approved licensure portfolio is a prerequisite for licensure recommendation from Johnson State College. Samples of exemplary portfolios created by former students are being collected as they become available and can be viewed through the Licensure Officer at Johnson State College. The portfolios are due for submission the first Monday in December for fall placements and the first Monday in May for spring placements.

Endorsement Competencies

Student teachers must document that they have met the Knowledge and Performance Standards defined by the State of Vermont. Competency in child/adolescent development, classroom organization, curriculum development, implementation of instruction, and designing assessment strategies must be demonstrated. Also, teacher candidates must be proficient in the content they aspire to teach as delineated in the current professional standards and reflected in the Grade Level Expectations, Vermont Framework of Standards and Learning Opportunities.

Framework of Standards and Learning Opportunities. It is the student teacher's responsibility to make these plans available to the Cooperating Teacher prior to the teaching of the lessons. These plans will also need to be available for the College Supervisor when he/she visits the classroom.

13. create a variety of teaching materials throughout the semester.
14. experience some whole class teaching responsibilities early in the semester.
15. assume primary responsibility for the classroom including the development and implementation of lesson plans for a minimum of 10--12 days.
16. arrange for periodic conferences with the Cooperating Teacher and the College Supervisor to clarify expectations and receive feedback.
17. participate in both informal and formal assessment procedures, and in the maintenance of written records.
18. collaborate with the Cooperating Teacher when communicating with parents and other professionals.
19. continue to develop his/her professional portfolio including entries that relate to Analyzing the Learning Environment, Accommodating Students Identified as Having Special Needs, Collegueship and Advocacy, Teaching Episodes, Teaching Over Time, and Reflection.
20. complete any additional activities required by his/her College Supervisor.

Evaluation

Grades are assigned by the College Supervisor in consultation with the Cooperating Teacher. Student teachers will be advised of their progress at a mid-semester evaluation conference and at other times during the semester as determined by the College Supervisor. Evaluation forms which relate to expectations and competencies are provided. These forms which are completed by both the Cooperating Teacher and the College Supervisor may become part of the student's placement file. The student's copies of these forms must be included in his/her professional portfolio. Supplementary materials such as narrative evaluations are welcomed also.

A grade of B or higher for the Internship is a requirement for licensure recommendation as well as for graduate credit.

Description of Roles

The Role of the Student Teacher

The student teacher is expected to function according to the guidelines established for professionals in the school. It is appropriate to consider the student teaching experience as divided into three types of activities: orientation, observation and participation, and actual teaching. It is expected that these types of activities would blend into each other and that the level of student teaching (I or II) as well as individual student teacher differences would affect the time spent in each activity. For example, the EDU-3811 student teacher would typically need more time for orientation and observation than the EDU-4820/4850/6850/6830 student teacher.

At the orientation level the student teacher will be responsible for the following:

1. acquainting himself/herself with the students and staff of the cooperating school.
2. becoming familiar with the physical environment of the building.
3. establishing a working relationship with school personnel.
4. becoming familiar with the students as well as the instructional materials used by the Cooperating Teacher.
5. becoming familiar with the cooperating school program and policies as well as regulations such as those concerning school calendar, teachers' schedules, faculty meetings, and appropriate dress.
6. abiding by all cooperating school policies and regulations that apply to student teachers.
7. developing and projecting a professional image.
8. recording impressions and observations in a reflective journal.

In the area of observation and participation the student teacher will observe the Cooperating Teacher and gradually increase participation in teaching and other professional activities. The rate of involvement will depend upon the individual's level of experience and ability and is at the discretion of the Cooperating Teacher and the College Supervisor.

Activities for this level include:

1. observing various teaching-learning situations (perhaps even with another teacher or grade).
2. developing the interpersonal skills necessary for working effectively with pupils and adults.
3. developing techniques of sound classroom management based on those used by the Cooperating Teacher.
4. working with individual children or small groups.
5. performing tasks which are normally the responsibility of a classroom teacher (creating bulletin boards; correcting papers; keeping records; operating instructional equipment; etc.)
6. maintaining a reflective journal of observations, teaching ideas, discipline techniques, etc.

The third area of responsibility for the student teacher, actual teaching, should begin on a "one to one" or small group basis. Teaching duties then increase gradually until the student assumes primary responsibility for the classroom. The specific time and length of this teaching period will be determined by the Cooperating Teacher and the College Supervisor. Responsibilities for this phase will include:

1. writing daily lesson plans for classes taught and submitting these to the Cooperating Teacher prior to teaching the lesson. Sufficient time needs to be allowed for the Cooperating Teacher to critique the lessons and give feedback.
2. planning and/or teaching at least one complete unit of study.
3. using a variety of teaching techniques/approaches such as panel discussions, visual, auditory, kinesthetic, manipulatives, simulations, games, computer assisted instruction, peer tutoring, cooperative grouping, etc.
4. arranging for at least weekly conferences with the Cooperating Teacher for planning and feedback purposes.
5. planning for the needs of individual students.
6. following the discipline/classroom management procedures used by the Cooperating Teacher.

The Role of the Cooperating Teacher

A delineation of the role of the Cooperating Teacher assumes that this key person operates in a school climate which fosters optimum development of the student teacher.

The Cooperating Teacher

1. initiates the student teacher by assigning specific responsibilities.
2. orients the student teacher to the school and its staff.
3. serves as a model of successful teaching.
4. performs supervisory functions.
5. maintains open communication with the student teacher.
6. works with the student teacher as a professional trainee.
7. plans with the student teacher.
8. helps the student teacher evaluate his/her teaching.
9. develops a supportive relationship with the student teacher.
10. arranges a variety of learning experiences for the student teacher that will add depth to his/her practicum.
11. communicates directly with the College Supervisor in all matters relating to the student teaching experience.
12. provides feedback to help improve the teacher education program.

The Role of the College Supervisor

The College Supervisor serves as the official link between the teacher preparation program and the Cooperating Teacher.

The College Supervisor

1. clarifies for students the responsibilities and expectations of the student teaching experience.
2. visits the student teacher and Cooperating Teacher at least once every ten teaching days.
3. assists Cooperating Teachers in understanding and performing their role in the teacher preparation program.
4. conducts regularly scheduled conferences and seminars for student teachers.
5. reviews evaluation feedback from the Cooperating Teacher and evaluates the on-going progress of the student teacher.
6. assist the student with issues concerning the licensure portfolio
7. provides the student with a mid-semester performance evaluation.
8. maintains open lines of communication by conferring regularly with the Cooperating Teacher and the student.
9. serves as a resource person to both the student teacher and the Cooperating Teacher.
10. maintains practices consistent with the protocol of the cooperating school.
11. assigns the final grade after consultation with the Cooperating Teacher.