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</tbody>
</table>
WHO’S WHO IN THE EDUCATION DEPARTMENT

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Castleton Education Department
Mission Statement

Castleton’s Education Program promotes four central tenets: inquiry and critical thinking, praxis between theory and practice, reflective and research-based methodology, as well as collaboration and social justice. We believe these pillars support future teachers in the public sector as educational advocates in both local communities and the world at large.

INTRODUCTION

The purpose of this handbook is to present an overview of the Teacher Education Program at Castleton University. The Teacher Education Program establishes the policies and procedures to be met by all teacher education candidates. Any questions concerning the information and materials presented in this handbook should be directed to the Chair of the Education Department (802-468-1358) or the Director of Education (802-468-1234) located in the Stafford Academic Center.

IT IS THE RESPONSIBILITY OF THE INDIVIDUAL CANDIDATE TO MEET THE REQUIREMENTS OF THE TEACHER EDUCATION PROGRAM.
CASTLETON UNIVERSITY
TEACHER EDUCATION
GUIDING PRINCIPLES, STANDARDS & GOALS

The Guiding Principles

The Teacher Education Program at Castleton University continues to meet, as it has in the past, the high expectations set forth by the:

- Vermont Subject Area endorsement requirements,
- InTASC teaching standards
- Results Orientated Program Approval-Revised (ROPA-R)
- Common Core Standards
- Vermont Core Teaching Standards

Ten InTASC Standards

Castleton University’s Teacher Education Program prepares high quality teachers who exemplify:

The Learner and Learning

Standard #1: Learner Development
Standard #2: Learning Differences
Standard #3: Learning Environments

Content Knowledge

Standard #4: Content Knowledge
Standard #5: Application of Content

Instructional Practice

Standard #6: Assessment
Standard #7: Planning for Instruction
Standard #8: Instructional Strategies

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
Standard #10: Leadership and Collaboration
**Goals of the Program**

The Castleton University Teacher Education Program ensures that the teacher education candidate:

- Has knowledge and skills in the content area of his or her endorsement(s);
- Understands how individuals learn and grow;
- Recognizes multiple influences on students and schools such as cultural, social, political and economic factors.
- Implements, adapts, and revises, when necessary, creates curriculum based on knowledge of subject matter, individual student needs and interests and state and professional standards.
- Creates a classroom climate that encourages respect for self and others;
- Grows professionally through collaborative approaches to improve professional practice;
- Integrates current technologies in instruction, assessment, and evaluation.

**CASTLETON UNIVERSITY**

**Teacher Education Program Conceptual Framework**
InTASC and Vermont Core Teaching Standards

InTASC and VT Core Teaching Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC and VT Core Teaching Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC and VT Core Teaching Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC and VT Core Teaching Standard #4: Content Knowledge
The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC and VT Core Teaching Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC and VT Core Teaching Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

InTASC and VT Core Teaching Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC and VT Core Teaching Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC and VT Core Teaching Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC and VT Core Teaching Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
UNDERGRADUATE AND GRADUATE LICENSURE PROGRAMS

Castleton University offers the following programs approved by the Vermont Standards Board for Professional Educators:

**Undergraduate Licensure Programs:**
Elementary Education, grades K-6  
Elementary Education, grades K-6 and Special Education, grades K-8  
Secondary Education, grades 7-12 and Special Education, grades 7–age 21  
Modern and Classical Language: Spanish, grades 7-12  
Art, grades PreK-12  
Theater Arts, grades 7-12  
Music PreK-12

Additional Endorsements may be added to the license in:  
Middle Level Education

A minor in Special Education is also offered.

**ELEMENTARY EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1012</td>
<td>Education Inquiries</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2011</td>
<td>Reading/Writing: Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2012</td>
<td>Special Education: Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3011</td>
<td>Elementary Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 4031</td>
<td>Educational Collaborations</td>
<td>5</td>
</tr>
<tr>
<td>EDU 4871</td>
<td>Directed Student Teaching I</td>
<td>6</td>
</tr>
<tr>
<td>EDU 4872</td>
<td>Directed Student Teaching II</td>
<td>6</td>
</tr>
<tr>
<td>EDU 4720</td>
<td>Student Teaching Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1050, 2110, or 3265</td>
<td></td>
<td>3 credits</td>
</tr>
</tbody>
</table>

SECONDARY EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1012</td>
<td>Education Inquiries</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2031</td>
<td>Disciplinary Literacies: Secondary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2032</td>
<td>Special Education: Secondary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3012</td>
<td>Secondary Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>
SECONDARY EDUCATION PROGRAM-Cont’d

EDU 4031  Educational Collaborations  5 credits
EDU 4871  Student Teaching I  6 credits
EDU 4872  Student Teaching II  6 credits
EDU 4720  Student Teaching Seminar  3 credits
PSY 1050, 2110, or 3265  3 credits

35 credits

MIDDLE LEVEL EDUCATION CERTIFICATION
Elementary or Secondary students may add additional certification to their teaching license specific to teaching and learning at the Middle School Level by taking the following courses:

EDU 2610  Middle Grades Curriculum  3 credits
EDU 3620  Middle Grades Organization  3 credits
EDU 3630  Middle Grades Embedded Literacy  3 credits
PSY 3265  Child and Adolescent Development  3 credits

12 credits

SPECIAL EDUCATION PROGRAM
In addition to licensing in elementary or secondary education, students may add a minor in special education by completing the following sequence of courses:

EDU 2140  Cognitive Difference/Emotional Challenges  3 credits
EDU 3130  Learning and Attention Differences  3 credits
EDU 3380  Collaboration/Special Education Law  3 credits
EDU 3370  Models of Special Education  4 credits
PSY 2210  Applied Behavioral Analysis I  3 credits
PSY 3060  Child Psychopathology  3 credits
PSY 4020  Psychological Testing  3 credits
SOC 2240  The Changing Family  3 credits

25 credits

Students with a Multidisciplinary Studies major may choose to use Special Education Licensure courses as their twelve credit curricular emphasis.
**Additional Requirements:**

In addition to completing a course of study, the following requirements are essential to successful completion of the education program. Failure in any area may lead to dismissal from the program and preclude recommendation for licensure.

1. Maintain an overall GPA of 3.0.
2. Earn an education GPA of 3.0.
3. Successfully complete state teacher examinations: Core Academic Skills Test for Educators.
4. Successfully complete the electronic portfolio.
5. Exemplify in conduct and attitude the maturity, judgment, ethical standards, and dedication that are vital in the teaching profession. These qualities are assessed by education and liberal arts faculty and by mentors in K-12 schools.

*Recommended that you complete the Praxis Subject Assessments test prior to the completion of the program. (Note- The Education Department cannot make a recommendation for licensure if you have not passed the Praxis Subject Assessments test).*

**Graduate Programs:**

The Castleton Education Department offers the following for graduate level programs:

**CASTLETON EDUCATOR PREPARATION PROGRAM**

The Theoretical Basis for Education-

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6550</td>
<td>Foundations and Current Issues in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 5080</td>
<td>Child and Adolescent Development: Exceptionality and Learning</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDU 5090</td>
<td>Curriculum, Instruction, and Assessment</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total: 10 credits

Theory into Practice-

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5050</td>
<td>Developmental Literacy K-6: Multiple Perspectives or</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 5370</td>
<td>Reading and Writing in the Content Areas</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 6420</td>
<td>Models of Elementary Teaching <strong>or</strong></td>
<td>4 credits</td>
</tr>
<tr>
<td>EDU 5270</td>
<td>Models of Secondary Teaching</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDU 6090</td>
<td>Pedagogical Content Knowledge</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Total: 11 credits

The Professional Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6851</td>
<td>Student Teaching I</td>
<td>6 credits</td>
</tr>
<tr>
<td>EDU 6852</td>
<td>Student Teaching II</td>
<td>6 credits</td>
</tr>
<tr>
<td>EDU 5740</td>
<td>Student Teaching Seminar</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total: 15 credits

**TOTAL CORE CREDITS: 36**
THE CASTLETON INSTITUTE FOR SCHOOL LEADERS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6815</td>
<td>Internship and Mediated Achievement Plan</td>
<td>9</td>
</tr>
<tr>
<td>EDU 6610</td>
<td>Supervision, Evaluation, and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6403</td>
<td>Managing Change: School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6402</td>
<td>Managing Change: School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6530</td>
<td>The Larger Context: Community, Policy and Partnerships</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5560</td>
<td>Leading with Integrity</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6022</td>
<td>Establishing a Culture of Care &amp; High Performance for All Students</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5215</td>
<td>Managing the Learning Environments</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5540</td>
<td>Creating a Vision of an Inclusive Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5510</td>
<td>Transformative School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5530</td>
<td>Reculturing the Meaning of Learning in Your School</td>
<td>2 (36)</td>
</tr>
</tbody>
</table>

**Requirements for Completion of Programs in Education**

The curriculum leading to a Bachelor’s degree requires a minimum of 122 credits through three areas of study: General Education, Elementary and Secondary Education, and the Liberal Arts/Sciences. A minimum cumulative GPA of 3.0 in all course work is needed in order to student teach and to receive a licensure recommendation from Castleton University.

**General Education:**

42 to 45 credits in courses that meet the General Education goals are required for all students for a Bachelor’s degree. The goal of the General Education program is to prepare students to search for the meaning of a good life; to develop an awareness of the interaction between personal and societal values; to foster an appreciation of the interconnectedness of all things; to stimulate intellectual curiosity and promote life-long learning. The required courses help students to develop and learn to apply a variety of skills, including reading, writing, speaking, listening, critical thinking, using the library, and practical computing. Courses that are required both in the students’ major and in the General Education requirements satisfy both areas.
Elementary Education Programs:
All education majors seeking initial licensure in Elementary Education must complete one of two designated options:

A. The Multidisciplinary Studies Major (Refer to Appendix A & B).
B. A concentration in literature, history, mathematics, or the natural sciences. Students electing this option are recommended to take the Praxis Subject Assessments test for Elementary Education.
(Note- The Education Department cannot make a recommendation for licensure, if you have not passed the Praxis Subject Assessments test).

Note: Students seeking licensure in Elementary Education have the option to seek an endorsement in Special Education K-8 after completing additional coursework and fieldwork.

Secondary Education Programs:
All students seeking licensure in Secondary Education must take a liberal arts or science major in Art, Biology, Chemistry, Geology, History, Literature, Mathematics, Spanish, Music, Environmental Science, Social Studies, Social Sciences by Contract, or Theater Arts.

Note: Students seeking licensure in Secondary Education have the option to seek an endorsement in Special Education 7 to age 21 after completing additional coursework and fieldwork.

Declaration of Major:
All undergraduates declare a major when they apply to the University. When students decide to change their major, a Change of Academic Program (CAP) form is completed with their advisor. Students will also complete this form when adding a licensure program.
**General Education Program**

Forty two to forty five credits in courses that meet the General Education goals are required of all students for a Bachelor’s degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR SEMINAR (FYS)</strong></td>
<td>3</td>
</tr>
<tr>
<td>(Required of students with less than</td>
<td></td>
</tr>
<tr>
<td>12 previously earned credits.)</td>
<td></td>
</tr>
<tr>
<td><strong>SOUNDINGS INT 1051/1052</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>GENERAL REQUIREMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FULFILLED BY:</strong></td>
<td></td>
</tr>
<tr>
<td>EDU-1012 <em>Education Inquiries</em></td>
<td>3</td>
</tr>
<tr>
<td>(computer requirement)</td>
<td></td>
</tr>
<tr>
<td>ENG-1061 <em>English Composition</em></td>
<td>3</td>
</tr>
<tr>
<td>(writing standard)</td>
<td></td>
</tr>
<tr>
<td>ENG-1070 <em>Effective Speaking</em></td>
<td>3</td>
</tr>
<tr>
<td>(oral communication)</td>
<td></td>
</tr>
<tr>
<td>ENG-2260 <em>Touchstones of Western Literature</em></td>
<td>3</td>
</tr>
<tr>
<td>AESTHETIC UNDERSTANDING &amp; ACTIVITIES (2 Subjects)</td>
<td>6</td>
</tr>
<tr>
<td><strong>SCIENTIFIC &amp; MATHEMATIC</strong></td>
<td></td>
</tr>
<tr>
<td>UNDERSTANDING (no more than 2 courses in the same subject)</td>
<td>10</td>
</tr>
<tr>
<td><strong>WORLD VIEWS: CULTURAL, HISTORICAL, &amp; PHILOSOPHICAL</strong> (2 subjects)</td>
<td>6</td>
</tr>
<tr>
<td><strong>SOCIAL &amp; BEHAVIORAL</strong></td>
<td></td>
</tr>
<tr>
<td>UNDERSTANDING (2 subjects)</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL 45 CREDITS</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**
1. No frame of reference may be satisfied by courses having all the same prefix.
2. Some of the courses in the frames of reference might satisfy the requirements for the education/MDS/or liberal arts majors.
3. A course may be used to satisfy only one frame of reference.
ADVISING & REGISTRATION

Castleton students are assigned their First Year Seminar instructors as their initial advisors. Education students should maintain both an education advisor and a liberal arts advisor throughout their years at Castleton. Each student is expected to assume major responsibility for course planning and registration. When meeting with your advisor:

* Make an appointment to meet with your advisor(s) each semester prior to registration. Advisors can assist in everything from course selection to electronic registration.

* Analyze your online program evaluation through VSC’s Portal. This document outlines both the requirements you have completed and those yet to be completed in order to help you plan your schedule and to track your educational progress.

* Plan ahead. Be prepared with alternatives by checking the course descriptions in the Castleton Undergraduate Catalogue to determine the prerequisites (if any) for each course and the semester(s) in which the course is offered.

* Keep a folder with copies of all documents filled out by your advisor and/or sent to you from the registrar’s office. Also include any transfer evaluations. Bring your folder with you to your appointment with your advisor.
BECOMING A TEACHER

PROFESSIONAL STANDARDS
Teaching is a profession that encourages your individuality within the demands of a position of influence and ethical standards. Your preparation to enter the profession requires that you acquire the knowledge, skills, and professional dispositions of successful teaching professionals. A teacher is a role model for students, parents, and other professionals and that is a serious responsibility.

PROFESSIONAL INVOLVEMENT
Teacher licensure candidates are encouraged to become professionally and personally involved in campus organizations such as the Student Education Association (SEA) and the International Honor Society in Education, Kappa Delta Pi (KDP). You should plan to participate in your profession through volunteer activities such as America Reads; youth coaching; youth mentoring/tutoring; tutoring for your peers at the Academic Support Center; Civic Engagement initiatives aligned with Education and other University courses; the Special Olympics; and many other volunteer programs. You can contact the Director of Community Service and Internships, Chrispin L. White by visiting the Robert T. Stafford Center for the Support and Study of the Community located in the Moriarty house or the Castleton Downtown office located in Rutland, VT. Chrispin can assist with your participation in community service and civic engagement activities and projects.

ATTENDANCE
Attendance in your professional courses and field experiences is mandatory. Consider that you will expect the same standard of your students.

ATTIRE
Teacher licensure candidates will need professional attire for all fieldwork, and/or volunteering. For all in-class teaching and participation in other professional environments, professional attire is necessary.
Navigating the Teacher Education Program

The Education Department, in collaboration with liberal arts and local K-12 faculty, created and implemented a teacher education program that has as its foundation extensive development of content specific learning, pedagogical application, and enhanced field practitioner experience.

Assessment:
The Vermont Standards Board for Professional Educators and Agency of Education has mandated that recognized institutions must have an on-going assessment policy to evaluate candidates in teacher education programs. The assessment benchmarks for the Teacher Education Program at Castleton University are:

Portfolios:
Teacher candidates will develop a 3 part electronic portfolio throughout their education program, which faculty will review. (See Appendix A of this document for more information). During Student Teaching, University supervisors, mentor teachers and the Student Teaching seminar instructor(s) will review these final submissions.

Gateways:
Students must satisfy the requirements of Gateway I:

It is expected that most students will complete Gateway I by the end of their second semester.

- Receive a positive recommendation encouraging continuation in the program;
- Earn a cumulative GPA of 3.0;
- Select education and liberal arts faculty advisors;
- Identify a liberal arts major;
- Complete and submit the Change of Academic Program form (CAP);
- Make progress toward completion of General Education Program;
- Pass Core Academic Skills Test for Educators. Create an account and enroll at [www.ets.org](http://www.ets.org) The testing center for VT is Prometrics Testing Center, which is located in Williston, VT.
Upon completion of general education requirements and a liberal arts major, students must satisfy the requirements of Gateway II.

- Pass the first section of their electronic portfolio,
- Earn a cumulative GPA of 3.0
- Receive a recommendation from their education and liberal arts faculty to continue in the teacher education program.
  *Recommended to take the Praxis Subject Assessments test.
  (Note- The Education Department cannot make a recommendation for licensure, if you have not passed the Praxis Subject Assessments test).

The “Professional Year” occurs during the final two semesters of the undergraduate experience as students register for

- EDU 4031 Educational Collaborations 5 credits
- EDU 4871 Directed Student Teaching I 6 credits
- EDU 4872 Directed Student Teaching II 6 credits
- EDU 4720 Student Teaching Seminar 3 credits

During the final semester the student teacher is registered for EDU 4871, EDU 4872 and EDU 4720 as they work full time in a local school setting with a mentor teacher, with support from colleagues in schools, and with their Education and Liberal Arts professors.

**Note:** A teacher candidate may be denied permission to student teach, or may be advised out of the student teaching experience at any time, if, in the professional judgment of the University supervisor, the Education Department Chair, cooperating teacher, and the Education / Liberal Arts faculty, the candidate does not possess the Professional Dispositions and Competencies.

**Gateway III**

To be recommended for licensure to teach in Vermont the student must:

- Complete all University and departmental course requirements,
- Pass both the Core Academic Skills Test for Educators and the Praxis Subject Assessments test,
- Exemplify in conduct and attitude the maturity, judgment, ethical standards, and dedication expected in the teaching profession,
- Receive a grade of “B” or better in EDU 4871, EDU 4872 and a “Pass” in EDU 4720,
- Complete all coursework with a cumulative GPA of 3.0,
- Submit Licensure Portfolio and appropriate application materials for review by the Castleton Licensure Committee.
Applying for Student Teaching:

Initial Application

During Educational Collaboration, the application process for student teaching will occur. Because the student intern is currently placed in an area school, for most students, this process will include structuring their student teaching experience in the same school/district.

Students will complete an application form, **AND**

A. Complete a resume
B. Obtain a letter of recommendation from a liberal arts professor in the candidate’s major.
C. Complete a one-page placement that includes both goals for student teaching and the type of classroom the candidate desires to work in.
D. Be recommended to student teach by Educational Collaboration faculty and the student intern’s mentor teacher.

Prerequisites for Student Teaching

Several state and University regulations must be met in order to be eligible to student teach through Castleton’s program. The state and University have developed these criteria to ensure that teacher candidates have the skills and knowledge to assume the role of a teacher. To be eligible, undergraduate students must successfully complete Gateway II.

**Please note:** The Agency of Education and Castleton University regulations require that all student teachers have at least a 3.0 cumulative grade point average or "written certification and substantiation of intellectual competence by the academic dean" prior to student teaching. If you do not meet this standard, you will not be permitted to student teach.

Appeals to Eligibility Requirements

The School Director / Director at Schools will accept appeals only if the following criteria have been met:

A. Your GPA is 2.9 or higher.
B. You have obtained a GPA of 3.0 or better in the last three semesters.
C. Your content area grades are strong.
D. Additional Requirements may be at the discretion of the Director of Education.

Please Note: If your appeal for student teaching is approved by the Academic Dean, you must have a 3.0 by the end of the student teaching and/or graduation in order to be recommended for licensure. There are no exceptions – this is a State of Vermont regulation.

Length of Student Teaching Experience(s)

In order to satisfy Castleton's student teaching requirements, you must teach for 14 consecutive weeks. This period of time is sometimes split into two separate 7-week student teaching experiences within the same semester for these candidates seeking an endorsement in Special Education. Under certain circumstances the student teaching experience may exceed 14 weeks; however, it may not be less than 14 weeks.
Withdrawing from Student Teaching
If decided that you do not wish to student teach after you have registered, please notify the Director of Education in writing of your change in plans. In addition, complete all other University paperwork necessary for withdraw from student teaching.

Removal from Student Teaching
Castleton University is grateful to be allowed to place its aspiring teachers in a public school setting. As a teacher training institution we understand and support the commitment that local schools have made to quality and safety. Therefore, if at any time the behavior of one of our student teachers threatens the health and safety of students or disrupts the academic program, whether by unprofessional behavior, lack of professional skills, or personal immaturity, the student will be removed from student teaching for the remainder of the semester. The decision to remove the student will be made jointly by the University supervisor, the cooperating teacher, and the Director of Education. The decision whether to place the student in another setting will be made by the University supervisor and the Director of Education. Students who have been removed from a student teaching experience may appeal to the Academic Dean.

Student Teacher Intervention Policy
Student teaching is the most significant part of a student’s professional preparation program. It is essential to every student teacher that they receive timely and appropriate feedback from the cooperating teacher and the University supervisor. In situations where a student teacher is not demonstrating the skills and attitude necessary to be a successful professional teacher, the Education Department must ensure fair and appropriate interventions for each student teacher.

POLICY:

A. The University supervisor is responsible for maintaining clear and consistent weekly communication with the student teacher and the cooperating teacher. This may be documented in the form of weekly observation reports and notes of meetings.

B. If the cooperating teacher has concerns about the student teacher’s work, s/he should bring them to the attention of the University supervisor. If the University supervisor has concerns about the student teacher’s work, s/he should bring them to the attention of the cooperating teacher. Such conversations should be documented.

C. The University supervisor should set up a conference with the student teacher, the cooperating teacher and the supervisor to discuss the concerns with the student teacher:
   a. The student teacher must be given clear expectations for improvement.
   b. A timeline for expected improvements must be stated.
   c. The student teacher must be given an opportunity to identify types of helpful support.
   d. A written summary of the meeting must be completed by the University supervisor and distributed to the cooperating teacher and the student teacher, and a copy must be submitted to the Director of Education.
   e. The student must be informed of any action that may be taken if improvement is not observable. Such action may result in extending the student teaching experience, removing the student teacher to an alternate placement, or removing the student teacher from student teaching.
D. If the student teaching concerns are not satisfactorily addressed, the student teacher, the cooperating teacher or the University supervisor may request a meeting with the Chair of the Education Department. Minutes of this meeting will be kept and copies will be distributed to each participant.

E. If the behavior of the student teacher poses a health or safety threat to the students, or if the students’ academic progress is jeopardized by the action of the student teacher, or if the student teacher fails to demonstrate confidentiality or breaches professionalism, the University supervisor may immediately remove the student teacher from the school.

F. A student who has been removed from student teaching may appeal to the Academic Dean of the University.

**Student Teaching Placement and Preparation**

**Choice of Placement**
On the Student Teaching application, each candidate will be asked to indicate preferences for placement. Whenever possible and appropriate, we will honor these requests. Several factors may make placement in any of the preferred schools impossible. The teacher candidate should not try to make their own arrangements regarding school placements.

**Distance from Castleton**
Student teaching placements typically occur within 35 miles by road of the University. This allows University supervisors to both teach classes and provide intense supervision for student teachers. Requests for exceptions to this rule must be in writing, addressed to the Director of Education, and explain all the reasons for the request. The Director of Education, in consultation with the education department, may approve exceptions.

**Out of State Placement**
Traditionally, the University has placed students in Vermont and New York schools within 35 miles by road of the University. As noted earlier, exceptions to this rule must be put in writing, addressed to the Director of Education.

**Contact with Schools**
*Please do not contact area schools until you receive written verification of your placement from our Placement Coordinator.* At that time teacher candidates should contact their placement school and teacher. This is also the time when fingerprinting needs to be initiated by the candidate, through the placement school/district.

**School Interview**
After teacher candidates are notified of your student teaching placement, each candidate will be asked to arrange a visit to their host school. Many schools, in fact, require that candidates interview with the principal and the cooperating teacher before being accepted as a student teacher. Even if an interview is not required, candidates should plan to meet with their cooperating teacher, tour the school, and speak with the school principal.

Ask for copies of the curriculum and textbooks that the teacher candidate will be using in the classroom.

Be aware that some schools may not have the resources to be able to do this, while others may not wish to give materials until the teacher candidate actually begins to teach.
School Interview- cont’d
Remember when visiting your school site, first impressions are crucial. Dress and act professionally, and let the staff at the school know that you are the kind of person with whom they will be able to work. Be prepared to answer some in depth questions about your philosophy of education, learning theories, literacy, classroom management issues, and assessment.

Preparing Your Student Teaching Portfolio
Your preparation for student teaching is a process that has been under way since you took your first education course. However to illustrate what your accomplishments have been so far, it will be beneficial for you to begin work on your electronic portfolio through Taskstream prior to student teaching. Anything that you can get done in advance on your electronic portfolio will save you much time, energy and stress later when you are busy with student teaching. You should at least:

A. Create an organized system in an electronic format.

B. Find and sort through the documents from your liberal arts and education courses to find your best work and have them readily available for use in your e-folio. Reflect upon why this work is important to your growth as a pre-service teacher.

C. Find lessons plans and unit plans from other teaching experiences that you have had and select the best examples of your work. Have these also available, along with reflections on your learning and on the impact that your learning may have on student learning.

D. Begin to develop a resume. Set up an appointment with the Director of Career Development to get expert guidance. The Career Development office is located in the Student Life office area in the Campus Center.

E. Reflect on your philosophy of education. Review your “This I Believe…” presentation from Education Inquiries. Answer some simple questions: What do you believe are the purposes of education? What is the role of the teacher? Of parents? Of schools? Of the student? Have any beliefs changed since Education Inquiries? If so, how and why did they change?

Most candidate work will be housed on Taskstream. Electronic portfolios have strong potential for both meaningful integration of technology and powerful presentation of candidate ability. Furthermore, electronic portfolios may facilitate portfolio production for students, provide technology practice, and promote technology use in teaching and learning.

The Role of Cooperating Teacher(s)
Your cooperating teacher fills a variety of roles as you train to become a teacher. He or she is your mentor, your immediate supervisor, your teacher, and a role model. It is important to develop good communication and a close working relationship with your cooperating teacher so that you can learn as much as possible from this very valuable person.

During the first week or so of your student teaching experience, your cooperating teacher will orient you to the policies, procedures and practices of the school, introduce you to staff and students, provide you with copies of classroom schedules and handbooks, brief you on the students with whom you will be working, give you an opportunity to observe the class in action and assign you tasks based on his or her perception of your readiness.

The Role of Cooperating Teacher(s)-cont’d
Your cooperating teacher has specific responsibilities, which should include daily observations of your teaching, giving you feedback about your progress, evaluating your lesson planning, communicating with your University supervisor, and keeping the building principal informed of your progress. Finally, your cooperating teacher is expected to make at least one written observation each week, and to participate in the final grading of your teaching experience. Please note that some cooperating teachers prefer to remain in the classroom during the time you are student teaching. This is not an indication that you are not trusted; many teachers like to take this opportunity to co-teach with you or to spend time with individual students. The needs of the students in the classroom are the primary focus for all of us.

The Role of University Supervisor (Professor)
Your University supervisor is responsible for liaison between the school and Castleton. All University supervisors from Castleton are experienced teachers and all have experience as teacher supervisors. Your University supervisor will observe you at least once every full week of school, will advise you about student teaching policy, confer with you and your cooperating teacher about your progress, review your planning, provide feedback and assist you with your portfolio preparation. Your University supervisor, in consultation with your cooperating teacher, is responsible for grading your student teaching experience.

Grading
Although student teaching lasts for 14 weeks, each seven-week session is considered a separate experience. Therefore Student Teaching I (the first seven weeks) and Student Teaching II (the second seven weeks) each receive a separate grade. Your University supervisor in consultation with your cooperating teacher gives these grades.

Please note: In order to be recommended for licensure by Castleton University you must receive a grade of "B" or better in each of your student teaching experiences (Student Teaching I and Student Teaching II), and a “Pass” in Student Teaching Seminar. Your licensure portfolio will be a compilation of your best work throughout your program and will be addressed extensively throughout the first semester of your Professional Year.

Starting Dates
Student teaching for each semester normally begins on the first day of classes for each University semester. Those who are student teaching in the fall should plan to begin with the opening meetings for teachers in his/her placement school. If you wish to start earlier or later than these dates, you must have the permission of your University supervisor, the principal and the cooperating teacher.

Professional Dress
While there is no formal dress code for student teaching, students are expected to dress in a professional manner. Be aware that expectations for "professional" dress will vary from school to school and even from grade to grade in the same school. When you meet your cooperating teacher for the first time, it is a good idea to ask about how you will be expected to dress.

Working Hours
You are expected to work the same hours as your cooperating teachers.
You should plan to attend the same meetings and after school functions that your cooperating teacher attends, including faculty meetings, after school or in-service day workshops, after school and evening meetings, PTA meetings, open houses and public performances. In addition, you may attend other meetings that you feel will help out your host school or which will further your professional development. Any meetings that will take you away from the classroom during the school day will require prior approval of both your University supervisor and your cooperating teacher.
Participation in University Sports and Extra Curricular Activities
As a student teacher you may participate in sports and other University extra curricular activities so long as:
   A. You acknowledge that student teaching comes first.
   B. Agree to drop the activity if the University supervisor feels it is adversely affecting your teaching.

Enrolling in Other University Classes
Student teaching is very time consuming and the workload is heavy, consequently you should not plan to take courses during student teaching. The Director of Education and the education department faculty will make exceptions to this rule jointly.

Substitute Teaching While Student Teaching or during EDU 4031 Practicum
While you are student teaching you may substitute teach and get paid for it so long as:
   A. The principal and cooperating teacher agree,
   B. You understand that you are under no obligation to substitute teach if you do not wish to do so.
   C. You will only substitute for your cooperating/mentor teacher,
   D. You will substitute no more than 5 days in a semester, (2 days during EDU 4710),
   E. The principal or another professional will accept responsibility for monitoring your classroom,
   F. You will notify your University supervisor or EDU 4031 instructor in advance that you will be substitute teaching.

Absences
You are permitted three (3) "excused" absences. Excused absences include personal illness and death in the immediate family. Absences of more than three days or unexcused absences will have to be made up at the end of the student teaching experience. If you must be absent from your student teaching position, you are expected to follow the school policy for teacher absences. This usually involves calling the school principal or his or her designee. In addition, you are also required to call your cooperating teacher and your University supervisor. If you cannot reach your University supervisor, call the staff assistant of the education department at Castleton University (468-1220) and leave a message for your University supervisor.

Holidays and Vacations
You will observe the same vacations and holidays as the school in which you are teaching.

School Cancellations
Please notify your University supervisor whenever your school is closed for unscheduled events, such as inclement weather or building emergencies. This will prevent your supervisor from making unnecessary trips. If you cannot reach your University supervisor, call the staff assistant of the education department at Castleton University and leave a message for your University supervisor.

Confidentiality
As a student teacher you will have access to a surprising amount of information about children in your class and school. Much of this information, such as student records, test results, and the reports of outside specialists, will be formal information, while other information will be the result of conversations with other teachers or even gossip from the teachers' room.

*All student information should be treated as confidential and never repeated outside of the school.*
Preparing for the student teacher

Guidelines for the Cooperating/Mentor Teacher

Selection of Cooperating Teachers
Your school principal (or designee) made your selection as a cooperating teacher in consultation with one or more members of the Castleton education faculty. Your selection as a cooperating teacher means that you have at least three years of teaching experience and that you exemplify the professional qualities that distinguish master teachers. Such qualities include superior teaching performance, leadership, and the ability to mentor adults as well as children, positive professional attitude, a genuine respect for teaching, and a commitment to excellence in education for all.

Role of the Cooperating Teacher
As the cooperating teacher you play a vital role by giving the student teacher a meaningful teaching experience. A cooperating teacher plays a critical role as a mentor. A key trait is the ability to utilize observation to share recommendations for improvement in a way that is understood by the student teacher. It is important to utilize the skill of constructive criticism when communicating with student teachers. As both a mentor and guide to the student teacher, you can assist the student teacher in applying the lessons learned in the University classroom to the reality of the public school.

There are several ways in which you can help the student teacher transition from their practicum experience to student teacher during their professional year. Please note that these are suggestions rather than rules and should serve as guideposts as you move through the process. If you have questions about your student teacher's readiness, please consult with the University supervisor.

Preparing for the student teacher

1. Prepare your class for the arrival of the student teacher by explaining his or her role in the class.
2. Become familiar with the student teacher handbook and other materials from Castleton.
3. Meet with the student teacher prior to the start of the student teaching experience to explain your program and your expectations to help relieve any anxiety on his or her part.
4. Provide a workspace for the student teacher for lesson planning, materials, storage, etc. Make sure he or she has copies of all the textbooks and instructional materials used in the classroom.

Orienting the student teacher

1. Familiarize the student teacher with school policies and procedures regarding the facilities, records and reports, and discipline. Provide a school handbook, if available.
2. Introduce the student teacher to the students, emphasizing the status of the student teacher.
3. Provide the student teacher with a class schedule and class roster; familiarize the student teacher with students’ names, interests, and special needs.
4. Introduce the student teacher to the other teachers, school staff, and to the school administrator(s).

Orienting the student teacher- cont’d

Various federal and state laws regulate who has access to student information, and how that information may be used. Local schools are required to have policies, which support these laws. These laws may vary from district to district. It is important, therefore, to check with your cooperating teacher and principal about the regulations protecting confidentiality in your building and especially about your access to student information.
5. Show the student teacher where various reference/instructional materials, copy and duplicating machines, audio-visual equipment, and teaching supplies are housed.

6. Explain your teaching philosophy and teaching routines, including management techniques used in the classroom.

Guiding the student teacher

1. Recommend and model the use of various teaching strategies and materials.
2. Demonstrate strategies for successful classroom discipline and rapport.
3. Guide the student teacher in the development of his/her own style of teaching.
4. Oversee the writing of detailed lesson plans.
5. As appropriate, follow the schedule below in allowing the student teacher to carry a full teaching and planning load.

Assisting the student teacher in lesson planning

1. Use cooperative planning during the initial stages of student teaching.
2. Acquaint the student teacher with your long-range goals and plans, and with both prior and future plans outside the student teaching assignment.
3. Review the student teacher's lesson plans and offer written suggestions prior to the actual lesson(s).
4. Assist the student teacher in the development of differentiated plans to meet the learning styles and needs of all students.
5. Help the student teacher evaluate lesson plans and teaching strategies following the actual teaching of a particular lesson.
6. Assist the student teacher in the consultation with other teachers, administrators, and parents.
7. Allow the student teacher to participate in and supervise extra-curricular activities.

Observation of the student teacher

1. Initially, try to observe at least two classes per day taught by the student teacher.
2. Make written comments to use in discussions with the student teacher and share recommendations for improvement judiciously.
3. If possible videotape or audiotape lessons taught by the student teacher, which he/she can use for self-evaluation.
4. Meet with the student teacher daily and allow for periodic conference time with the University supervisor.
5. Consider growth, not evaluation per se, as the real purpose for assessing the student teacher.
6. Utilize constructive criticism to improve lesson planning and curriculum delivery observed.

Observation of the student teacher- cont’d
7. Provide for additional time for the mid-term and final evaluation conference with University supervisor.

8. Complete and send to/ give to the University supervisor the necessary weekly responses for assessing the student teacher and the student teaching experience.

Professional development of the student teacher

1. Respect the student teacher as a partner in the responsibility for his/her professional growth.

2. Share with and, when possible, involve the student teacher in various professional experiences, such as meetings, staffing, conferences, and workshops.

3. Help the student teacher develop a broader sense of the role and responsibility of educators in society.

Typical Schedules for Student Teachers
As you would expect, student teachers enter our profession with various backgrounds. It is important that the cooperating teacher, the University supervisor and the student teacher adjust the rate at which a student assumes responsibility in a classroom to the individual skills of the student. The following time lines for student teacher involvement are guidelines, which may be adapted to the individual needs of the student. It is likely that many student teachers will proceed at a much faster rate than is suggested here keeping in mind the extensive practicum experience Castleton’s students come to the student teaching experience with.

If you have questions about the progress of your student teacher, please communicate with the University supervisor.

Suggested timeline for elementary student teachers
Please note that these suggestions are guidelines only. Some student teachers may assume teaching responsibilities earlier or later than others. The main factor in making decisions about assumption of teaching responsibilities should be the needs of the students in your classroom. If you have any questions or concerns about these guidelines, please consult the University supervisor.

**Week One**
- Allow the student teacher to observe the classroom paying particular attention to the interactions between children and between you and the children. If they were not in this building during EDU 4031 then they should have the opportunity to explore the school building, and to familiarize themselves with the routines of class and school.
- Give the student teacher tasks, such as excusing pupils, supervising playground games, collecting work, etc. Assist the student teacher in building a foundation of respect so students will feel he/she is really another teacher.
- Allow the student teacher to begin working with small groups of children, gradually expanding responsibility to larger groups. Early activities might include such tasks as dictating spelling words, correcting arithmetic papers, or supervising seatwork in reading. Assist the student teacher in becoming acquainted with the children and their individual needs.
- The student teacher should attend all meetings (if appropriate) that you attend.

**Week Two**
- Allow the student teacher to assume responsibility for one or more groups as you teach a
lesson. For example the student teacher can work with children during a science experiment, work with a reading group, or help with a special report.

- Gradually give greater responsibility for more difficult teaching tasks involving the whole class, for example in handwriting, art, and health.
- By the end of the week allow greater opportunities for management, working with groups of students away from the classroom or taking charge of the class for brief periods if you are called out of the room.

**Weeks Three and Four**

- The student teacher should assume responsibility for the entire class in several subjects.
- If the student teacher is ready, give him or her responsibility for the entire class for part or all of the school day, while you remain in the room.

**Week Five and Beyond**

- Student teacher should assume full responsibility for all teaching and classroom duties. The cooperating teacher and the University supervisor will judge the student teacher’s readiness for this phase.

**Suggested timeline for secondary student teachers**

Please note that these suggestions are guidelines only. Some student teachers may assume teaching responsibilities earlier or later than others. The main factor in making decisions about assumption of teaching responsibilities should be the needs of the students in your classroom. If you have any questions or concerns about these guidelines, please consult the University supervisor.

**Week One**

- Allow the student teacher to observe the classroom paying particular attention to the interactions between children and between you and the children. If they were not in this building during EDU 4031 then they should have the opportunity to explore the school building, and to familiarize themselves with the routines of class and school.
- Give the student teacher opportunity to learn about organizational duties, administrative procedures, school rules, departmental curriculum and extra-curricular activities.
- The student teacher may teach parts of lessons at your discretion.
- The student teacher should attend all meetings (if appropriate) that you attend.

**Week Two**

- Student teacher assumes responsibility for one or two classes, initially using your lesson plans, but eventually taking this responsibility as well.
- The student teacher continues to assist in regular classroom responsibilities.

**Week Three**

- Student teacher plans individual lessons as assigned by cooperating teacher with increasing frequency.
- Demonstration lessons by the cooperating teacher at appropriate times will be helpful.

**Weeks Four and Five**

- Student teacher assumes responsibility for all classes.
- All lessons or units have been designed by the student teacher with your approval.

**Week Six and Beyond**

- Student teacher assumes full responsibility for all teaching and classroom duties as deemed
appropriate by you.

Remuneration

As a cooperating teacher you will receive a check for $100 for each seven-week experience you supervise.

Paperwork Requirements

We have tried to reduce the paperwork requirements for cooperating teachers. However, some paperwork is inevitable if the business of preparing and evaluating student teachers is to be done in an equitable way. Cooperating teachers are responsible for three types of paperwork:

1. Weekly Observation Form. This form is a written response to a formal observation that you have made of the student teacher. This form is important because it gives the student more formal feedback about his or her day-to-day performance and because it may become part of the student's final portfolio. Emailed observation responses to the supervising professor are gladly accepted, and modes and numbers of responses may be negotiated with the supervising professor as well.

2. Final Evaluation Form. This form is completed at the middle and end of the student teaching experience. If you have a student teacher for seven weeks, you should fill out one copy of this form at the end of that experience. If you have a student teacher for a full 14 weeks, please fill one form out after approximately seven weeks and another at the end of the experience. This evaluation form is important since it forms the basis for the grade we will give the student.

3. Reimbursement for Services Form. The University, near the end of each mentoring experience, will mail this form to you. Please sign this form and return it promptly since no payment can be made without it.

Role of the Cooperating Principal

Principals of our “partner” schools play a vital role in the training of student teachers. For the teacher intern/student teacher, the principal is an important resource person, the educational leader of the school, and an on-the-spot supervisor. For the University, the principal assists in the selection of cooperating teachers and provides the University with valuable feedback on the student teaching program.

Guiding the Student Teacher

* Provide a positive school atmosphere that permits a quality student teaching experience.
* Take time to observe and confer with the student teacher as necessary.
* Provide a handbook on school policies and rules and/or other informational resources pertinent to the student teacher.
* Include the student teacher in the entire school community opportunities.

Professional Development of the Student Teacher

* Work closely with the University supervisor to ensure the best possible student teaching experience.
* Encourage an atmosphere of academic excellence, innovation and creativity.
PROCEDURE TO OBTAIN
LICENSE TO TEACH

Recommendation procedures for licensure will not be processed until satisfactory completion of student teaching, the initial licensure portfolio, and all licensure requirements for graduation have been completed.

The Licensure Officer and the Castleton University’s Licensing Committee make recommendations to the Agency of Education Office of Licensing and Professional Standards. The procedure for making recommendation for licensure is as follows:

1. Complete and receive a passing grade on the entire initial Licensure Portfolio.
2. Complete part I of the Castleton Licensure Application and the transcript release form and submit by date of graduation.
3. The Licensure Officer will meet with a representative from the Registrar’s Office to determine completion of requirements as specified by the teacher candidate’s degree audit statement or transcript.
4. The Castleton Licensure Committee will meet to act upon the recommendation of the Licensure Officer.
5. “Recommendation for licensure” will be affixed to a candidate’s online application.
6. The teacher candidate needs to complete an application for initial Vermont Educator License through the Agency of Education Office of Licensing and Professional Standards. A sealed envelope with the student’s University transcript including “recommendation for licensure” will be sent directly from Castleton University to the Agency of Education after the University licensure committee meets. It is the student’s responsibility to follow up with the Agency of Education to assure they have received the official transcript with recommendation before submitting their online application. Current fees for applying for initial licensure amount to $200.00 and may increase.

*Note- Educational Testing Services (ETS) will send your official Praxis score report to the state, per your request. Castleton University Education Department is unable to forward your Praxis scores. The teacher candidate should contact the Agency of Education to verify that they have the most recent Praxis scores on file.*
Appendix A:

Level I Licensure Portfolio
(Vermon State Agency of Education)

Why do you need a portfolio?
The Level I Licensure Portfolio plays an important role in the preparation of educators for Vermont’s schools. Portfolio development should be a dynamic process that allows candidates to grow in their understanding of themselves as professional educators and in their understanding of student as learners. As a licensure requirement, the portfolio also provides candidates with the opportunity to demonstrate to their institution their qualifications for becoming licensed beginning teachers.

What is a portfolio and how does it relate to licensure?
While at Castleton, education students’ courses/experiences will need to be linked to specific portfolio parts required by the Agency of Education. Following the written directions for these specific portfolio parts, and guidance from education faculty, students will build evidence and the reflective pieces that need to be included in the licensure portfolio. It is the student’s responsibility to maintain an electronic presentation of their work and documentation that will be finalized into an e-portfolio using Taskstream software. In order to be recommended for teacher licensure in Vermont, a completed e-portfolio will provide evidence that each student can perform the teaching requirements according to state standards. Each student should be sure to keep copies of all evaluations.

What are the main parts?
The Level I Licensure Portfolio requires an introductory section followed by three parts.

The Core Teaching Standards Level I Licensure Portfolio

Instructions for the Implementation of the Vermont Licensure Portfolio

The Portfolio, aligned with the Core Teaching Standards for Vermont Educators, has three Parts, which can be completed over the course of a pre-service educator’s experience in a Vermont Educator Preparation Program. Unlike the previous portfolio, which was task-driven, this Portfolio is evidence-based. That is, pre-service educators will collect evidence of their practice while in their preparation program. That evidence will show proficiency of meeting the Core Teaching Standards. The Portfolio then requires the pre-service educator to critically analyze and reflect on that evidence. The Portfolio is designed to be both formative and summative:

- Part I – Learning, Learners and Content - aligns to Core Standards 1-4 and is completed prior to the student teaching experience (formative)
- Part II – Curriculum Design, Instruction and Assessment – aligns to Standards 5-8 and is completed during the student teaching experience (summative)
- Part III – Professional Development and Responsibility - aligns to Core Standards 9-10; completed during and/or after the student teaching experience (summative)

All Vermont Educator Preparation Programs will be required to follow the Portfolio directions, rubrics and scoring guides. Part II will have common pieces of evidence that all preparation programs will implement. These common elements are: a unit plan, lessons plans, student work from those lesson plans, a supervisor evaluation of practice, and a video of classroom instruction. Further, Part II will be calibrated and evaluated across Educator Preparation Programs to ensure inter-rater reliability and validity across institutions.
Part I Theme: Learning, Learners, and Content

The candidate demonstrates the ability to thoughtfully examine, critically analyze, and insightfully reflect upon his/her readiness to use an understanding of learning theory, learner differences, and content pedagogy for the design of effective learning experiences in a variety of settings with diverse learners.

Overview:

Part I focuses on your foundational understanding of learning, learners, and content. To complete this part of the portfolio, you will study the Performance Criteria listed below, review literature related to learning theory, learner differences, and content pedagogy, select performance-based evidence from your program assignments, and critically analyze how well the evidence demonstrates your achievement of the Performance Criteria. As well, you will construct a narrative reviewing the Part I Theme, reporting on your analysis, and reflecting on your emerging professional identity.

Part I addresses the following Performance Criteria of the Core Teaching Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progression 1.0.

Performance Criterion 1.1: The candidate uses an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design developmentally appropriate and challenging learning experiences.

Performance Criterion 2.1: The candidate uses an understanding of individual and population group differences to design inclusive learning experiences that maintain high expectations for all learners.

Performance Criterion 3.1: In collaboration with others, the candidate uses an understanding of learning to design routines for a positive climate marked by respect, rights, and responsibilities.

Performance Criterion 3.2: The candidate uses an understanding of active learning to design approaches that engage learners.

Performance Criterion 4.1: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Performance Criterion 4.2: The candidate uses an understanding of content pedagogy to design learning experiences that make the discipline accessible and meaningful for learners.

Components:

Part I includes an Evidence Chart and a Narrative.

Evidence:

See the Part I Evidence Chart for directions on identifying evidence and connecting this evidence to the Performance Criteria listed above.
The required evidence for Part I:

Each program will determine and assign specific evidence for Part I.

Narrative:

For the narrative, you are to demonstrate your ability to use three types of writing: description, analysis, and reflection. In a formally written and structured report, concisely address the three components listed below. Your narrative must adhere to common standards for academic writing including grammar, usage, and mechanics (see the VT State Rubric for Writing Conventions), format (headings, spacing, pagination, etc.), and style (citations, quotes, and references). As a report of your professional performance, it is acceptable to use first person and active voice. Use pseudonyms throughout.

The Description is about your experience: What did you do to study the theme? The Analysis is about your evaluation of your learning per each Performance Criterion: So what did you learn about your profession? The Self-Reflection is about how your personal perception has been affected, and your vision for your emerging professional identity: Now what does this mean for you?

Describe: The purpose of the Description is to develop an interpretation of the theme, to illuminate the meaning of the theme, and to pose thoughtful questions or ideas related to the theme for further study. Consider the context and setting in which the evidence was collected, the process you used to determine the suitability of the evidence to serve as artifacts for the Performance Criterion, and how this process helped you develop a meaningful view of the theme.

Write an organized overview that concisely describes your approach to collecting and organizing evidence (the assignments you completed) including the setting and context, the individuals involved (use pseudonyms), the problems or features you encountered, and experiences that were particularly significant. Describe how this process enabled you to examine the theme.

Describe the meaning of the theme.

Specific details can be helpful to the reader, but you must be concise (an essential skill for professional educators). Assume that the reader is a professional in your field of study but someone outside your preparation program. (Estimated word range: 600-900 words.)

Analyze: The purpose of the Analysis is demonstrate your ability to critically evaluate your performance as an emerging professional. To do so, you will construct a critical evaluation of your achievement of each Performance Criterion for this part of the portfolio (listed above). This narrative should use four elements to analyze each Performance Criterion.

- Study the Performance Criterion to determine its meaning. Look for key words and phrases. Be careful to assure that you interpret the Performance Criterion accurately.
- Review educational literature related to the Performance Criterion, or refer to your program theme*. Read thoughtfully to assure that the literature informs your understanding of the Performance Criterion, or the program theme, as it relates to the Performance Criterion.
• Select 1-2 pieces of salient evidence from the Evidence Chart that supports the Performance Criterion. Be sure the selected artifact is directly related to the Performance Criterion.

• Use these three elements to evaluate how well you achieved the Performance Criterion. Judge the degree of correspondence between the meanings of the Performance Criterion, the recommendations or findings revealed by the literature, and the data evident in the artifact. To evaluate your performance critically, means to use the first three elements to assess your performance, to render a judgment about the achievements of your performance, and identify the aspects that were missing or in need of improvement. (Estimated word range: 500-600 per Criterion words)

Reflect:
The purpose of the Reflection is to engage in a review of your personal learning, as drawn from experiences related to this part of the portfolio, toward the ongoing construction of a vision for your professional identity. Write a short essay in which you examine specific incidents and the points of learning that emerged from them, think about your first and new impressions of the Performance Criteria and theme, pose enduring questions, and/or reconsider long-standing perceptions that were challenged or affirmed. Establish a plan for ongoing learning in this area. (Estimated word range: 600-900 words)

*Program theme can also include the theme of the institution in which one does fieldwork.

Scoring:
Part I will be assessed using the attached rubric for the Core Teaching Standards Level I Licensure Portfolio: Part I. In order to earn a PASS on Part I, the majority of scored items must achieve the targets listed in the third column, none can be scored in the first column.

Two qualified reviewers will score each part of the portfolio independently. Reviewers will discuss split outcomes and determine the need for a third reviewer. In order to pass the portfolio, candidates must pass each part in a reasonable amount of time, as determined by the program.

Part II Theme: Instructional Practice:
The candidate demonstrates the ability to thoughtfully examine, critically analyze, and insightfully reflect upon h/h use of assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning in the content area.

Overview:
Part II focuses on your implementation of effective instructional practices. To complete this part of the portfolio, you will study the Performance Criteria listed below, review literature related to assessment, standards-based planning, instructional practice, and evaluation using student performance, select performance-based evidence from your program assignments, and critically analyze how well the evidence demonstrates your achievement of the Performance Criteria. As well, you will construct a narrative reviewing the Part II Theme, reporting on your analysis, and reflecting on your emerging professional identity.

Part II addresses the following Performance Criteria of the Core Teaching Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progression 1.0.
Performance Criterion 5.1: The candidate uses perspectives from varied disciplines to engage learners in real-world problems.

Performance Criterion 5.2: The candidate uses strategies for critical thinking, creativity, collaboration, and communication appropriate to the content area to engage learners in authentic local or global issues.

Performance Criterion 6.1: The candidate uses multiple methods of assessment to document, monitor, and guide learner progress toward learning goals and objectives.

Performance Criterion 6.2: The candidate uses self-assessment to engage learners in their own growth.

Performance Criterion 6.3: The candidate uses ethical considerations to implement and adapt assessments, minimizing bias.

Performance Criterion 7.1: The candidate uses rigorous learning objectives based on content standards to plan and adjust learning experiences and performance tasks.

Performance Criterion 7.2: The candidate uses information from formative and summative assessments to plan and adjust instruction.

Performance Criterion 7.3: The candidate uses collaboration with colleagues, specialists, community resources, families, and learners to plan and adjust instruction.

Performance Criterion 8.1: The candidate uses a variety of instructional strategies to create accessible and effective learning experiences.

Performance Criterion 8.2: The candidate uses advanced strategies to construct an environment for deep understanding of content knowledge.

Components:

Part II includes an Evidence Chart and a Narrative.

Evidence:

See the Part II Evidence Chart for directions on identifying evidence and connecting this evidence to the Performance Criteria listed above.

Part II is to demonstrate your instructional performance during Student Teaching or the summative portion of your Internship. The required evidence includes:

1. A complete unit of instruction representative of your endorsement area that includes
   a. Five standards-based lessons, with assessments aligned to standards;
   b. An accommodations outline that demonstrates how you will use multiple strategies to address a range of learners and students with special needs.
2. Samples of student work from a formative assessment and a culminating assessment.
3. An analysis of student learning using formative and summative assessment data.
4. A supervisor’s evaluation.
5. An unedited video of 12-15 minutes of you instructing that represents your typical instructional mode; with at minimum, 5 minutes representing summative work for your program; with analytic annotations.
Narrative:

For the narrative, you are to demonstrate your ability to use three types of writing: description, analysis, and reflection. In a formally written and structured report, concisely address the three components listed below. Your narrative must adhere to common standards for academic writing including grammar, usage, and mechanics (see the VT State Rubric for Writing Conventions), format (headings, spacing, pagination, etc.), and style (citations, quotes, and references). As a report of your professional performance, it is acceptable to use first person and active voice. Use pseudonyms throughout.

The Description is about your experience: What did you do to study the theme? The Analysis is about your evaluation of your learning per each Performance Criterion: So what did you learn about your profession? The Self-Reflection is about how your personal perception has been affected, and your vision for your emerging professional identity: Now what does this mean for you?

Describe: The purpose of the Description is to develop an interpretation of the theme, to illuminate the meaning of the theme, and to pose thoughtful questions or ideas related to the theme for further study. Consider the context and setting in which the evidence was collected, the process you used to determine the suitability of the evidence to serve as artifacts for the Performance Criterion, and how this process helped you develop a meaningful view of the theme.

Write an organized overview that concisely describes your approach to collecting and organizing evidence (the assignments you completed) including the setting and context, the individuals involved (use pseudonyms), the problems or features you encountered, and experiences that were particularly significant. Describe how this process enabled you to examine the theme. Describe the meaning of the theme.

Specific details can be helpful to the reader, but you must be concise (an essential skill for professional educators). Assume that the reader is a professional in your field of study but someone outside your preparation program. (Estimated word range: 600-900 words.)

Analyze: The purpose of the Analysis is demonstrate your ability to critically evaluate your performance as an emerging professional. To do so, you will construct a critical evaluation of your achievement of each Performance Criterion for this part of the portfolio (listed above). This narrative should use four elements to analyze each Performance Criterion.

- Study the Performance Criterion to determine its meaning. Look for key words and phrases. Be careful to assure that you interpret the Performance Criterion accurately.
- Review educational literature related to the Performance Criterion, or refer to your program theme*. Read thoughtfully to assure that the literature informs your understanding of the Performance Criterion, or the program theme, as it relates to the Performance Criterion.
• Select 1-2 pieces of salient evidence from the Evidence Chart that supports the Performance Criterion. Be sure the selected artifact is directly related to the Performance Criterion.

• Use these three elements to evaluate how well you achieved the Performance Criterion. Judge the degree of correspondence between the meanings of the Performance Criterion, the recommendations or findings revealed by the literature, and the data evident in the artifact. To evaluate your performance critically, means to use the first three elements to assess your performance, to render a judgment about the achievements of your performance, and identify the aspects that were missing or in need of improvement. (Estimated word range: 500-600 per Criterion words)

**Reflect:**

The purpose of the Reflection is to engage in a review of your personal learning, as drawn from experiences related to this part of the portfolio, toward the ongoing construction of a vision for your professional identity. Write a short essay in which you examine specific incidents and the points of learning that emerged from them, think about your first and new impressions of the Performance Criteria and theme, pose enduring questions, and/or reconsider long-standing perceptions that were challenged or affirmed. Establish a plan for ongoing learning in this area. (Estimated word range: 600-900 words)

*Program theme* can also include the theme of the institution in which one does fieldwork.

**Scoring:**

Part II will be assessed using the attached rubric for the Core Teaching Standards Level I Licensure Portfolio: Part II. In order to earn a PASS on Part II, the majority of scored items must achieve the targets listed in the third column, none can be scored in the first column.

Two qualified reviewers will score each part of the portfolio independently. Reviewers will discuss split outcomes and determine the need for a third reviewer. In order to pass the portfolio, candidates must pass each part in a reasonable amount of time, as determined by the program.

**Part III Theme: Professional Responsibility:**

The candidate demonstrates the ability to thoughtfully examine, critically analyze, and insightfully reflect upon h/h readiness for professional responsibility.

**Overview:** Part III focuses on your readiness to perform as a professional. To complete this part of the portfolio, you will study the Performance Criteria listed below, review literature related to the legal and ethical codes and practices for the profession, avenues for effective professional development, licensure requirements, leadership and collaboration, and action research, select performance-based evidence from your program assignments, and critically analyze how well the evidence demonstrates your achievement of the Performance Criteria. As well, you will construct a narrative reviewing the Part III Theme, reporting on your analysis, and reflecting on your emerging professional identity.

Part III addresses the following Performance Criteria of the Core Teaching Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progression 1.0.
Performance Criterion 9.1: The candidate is prepared for self-directed, continuous professional learning.

Performance Criterion 9.2: The candidate is prepared to collect and analyze evidence to evaluate his/her practice and make adjustments to meet learners’ needs.

Performance Criterion 9.3: The candidate is prepared to practice in a professional, legal, and ethical manner.

Performance Criterion 10.1: The candidate is prepared to collaborate with learners, families, colleagues, other school professionals, and community members.

Performance Criterion 10.2: The candidate is prepared to advance the profession.

Components:

Part III includes an Evidence Chart and a Narrative.

Evidence:

See the Part III Evidence Chart for directions on identifying evidence and connecting this evidence to the Performance Criteria listed above.

The required evidence for Part III:

Each program will determine and assign specific evidence for Part III.

Narrative:

For the narrative, you are to demonstrate your ability to use three types of writing: description, analysis, and reflection. In a formally written and structured report, concisely address the three components listed below. Your narrative must adhere to common standards for academic writing including grammar, usage, and mechanics (see the VT State Rubric for Writing Conventions), format (headings, spacing, pagination, etc.), and style (citations, quotes, and references). As a report of your professional performance, it is acceptable to use first person and active voice. Use pseudonyms throughout.

The Description is about your experience: What did you do to study the theme? The Analysis is about your evaluation of your learning per each Performance Criterion: So what did you learn about your profession? The Self-Reflection is about how your personal perception has been affected, and your vision for your emerging professional identity: Now what does this mean for you?

Describe: The purpose of the Description is to develop an interpretation of the theme, to illuminate the meaning of the theme, and to pose thoughtful questions or ideas related to the theme for further study. Consider the context and setting in which the evidence was collected, the process you used to determine the suitability of the evidence to serve as artifacts for the Performance Criterion, and how this process helped you develop a meaningful view of the theme.
Write an organized overview that concisely describes your approach to collecting and organizing evidence (the assignments you completed) including the setting and context, the individuals involved (use pseudonyms), the problems or features you encountered, and experiences that were particularly significant. Describe how this process enabled you to examine the theme. Describe the meaning of the theme.

Specific details can be helpful to the reader, but you must be concise (an essential skill for professional educators). Assume that the reader is a professional in your field of study but someone outside your preparation program. (Estimated word range: 600-900 words.)

**Analyze:** The purpose of the Analysis is demonstrate your ability to critically evaluate your performance as an emerging professional. To do so, you will construct a critical evaluation of your achievement of each Performance Criterion for this part of the portfolio (listed above). This narrative should use four elements to analyze each Performance Criterion.

- Study the Performance Criterion to determine its meaning. Look for key words and phrases. Be careful to assure that you interpret the Performance Criterion accurately.
- Review educational literature related to the Performance Criterion, or refer to your program theme*. Read thoughtfully to assure that the literature informs your understanding of the Performance Criterion, or the program theme, as it relates to the Performance Criterion.
- Select 1-2 pieces of salient evidence from the Evidence Chart that supports the Performance Criterion. Be sure the selected artifact is directly related to the Performance Criterion.
- Use these three elements to evaluate how well you achieved the Performance Criterion. Judge the degree of correspondence between the meanings of the Performance Criterion, the recommendations or findings revealed by the literature, and the data evident in the artifact. To evaluate your performance critically, means to use the first three elements to assess your performance, to render a judgment about the achievements of your performance, and identify the aspects that were missing or in need of improvement. (Estimated word range: 500-600 per Criterion)

**Reflect:** The purpose of the Reflection is to engage in a review of your personal learning, as drawn from experiences related to this part of the portfolio, toward the ongoing construction of a vision for your professional identity. Write a short essay in which you examine specific incidents and the points of learning that emerged from them, think about your first and new impressions of the Performance Criteria and theme, pose enduring questions, and/or reconsider long-standing perceptions that were challenged or affirmed. Establish a plan for ongoing learning in this area. (Estimated word range: 600-900 words)

*Program theme* can also include the theme of the institution in which one does fieldwork.
Scoring:

Part III will be assessed using the attached rubric for the Core Teaching Standards Level I Licensure Portfolio: Part III. In order to earn a PASS on Part III, the majority of scored items must achieve the targets listed in the third column, none can be scored in the first column.

Two qualified reviewers will score each part of the portfolio independently. Reviewers will discuss split outcomes and determine the need for a third reviewer. In order to pass the portfolio, candidates must pass each part in a reasonable amount of time, as determined by the program.