



SAINT MICHAEL'S COLLEGE

GUIDE TO TEACHER EDUCATION PROGRAMS & LICENSURE

Education Department
Saint Michael's College
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further revisions.

GUIDE TO TEACHER EDUCATION PROGRAMS & LICENSURE

PREFACE

This ***Guide*** represents an authoritative source of information about policies and common practices associated with undergraduate elementary and secondary teacher education programs at Saint Michael's College. Degree requirements, licensure requirements, criteria for placements in schools, and suggestions are included here so that the prospective teacher can plan her/his course-of-study. **It is the prospective student's responsibility to be familiar with the rules and policies described herein so that ultimately her/his teaching license is not jeopardized.** It is also the student's responsibility to keep a current address in the Education Office so that crucial communications are not delayed.

Policies in this edition of the Guide pertain to students who enroll in Saint Michael's College after the fall of 2006 and subsequent years, and they replace existing policies.

Saint Michael's College has program approval from the Vermont State Department of Education to recommend students for a Level I license (valid for two years). Each license approves endorsement in one of the following areas:

1. Elementary Education (grades K-6). Candidates for elementary licensure **MUST** complete a major in one of the liberal arts (only Journalism and Business are **NOT** accepted.)
2. Secondary Content areas: English, Modern and Classical Languages (French, Spanish, Latin), Mathematics, Science (Biology, Chemistry, Physics), History/Social Studies, and Theater Arts (Grades 7-12).
3. Elementary and Secondary areas: Art (Grades K-6, 7-12, and K-12).

All Education courses at Saint Michael's College have been aligned with *Vermont's Framework of Standards and Learning Opportunities and Five Standards for Vermont Educators: A Vision for Schooling*.

According to Federal Title II mandates, Saint Michael's College must publish the percentage of those students who are recommended for licensure. To be recommended for licensure, students must successfully complete our programs by meeting all GPA, course, portfolio and testing requirements. Based on these criteria, we have recommended 100% of our program completers for licensure.

A very careful perusal of this ***Guide*** is necessary because of the vital information it contains.

MEMO:

TO: Students Entering Teacher Education Programs at Saint Michael's College

FROM: The Faculty of the Education Department

Your growth as a teacher begins with your first course in Education and continues through your professional development here at Saint Michael's College, as well as during your professional career.

Candidates for an elementary teaching license must also complete a Bachelor's Degree in one of the liberal arts or sciences. In addition to the content-area major, you will choose between a program (38 credits) or a major in Elementary Education (43 credits). **IT WILL BE YOUR RESPONSIBILITY TO KEEP ON TRACK IN BOTH DISCIPLINES AND TO MAKE SURE ALL REQUIREMENTS ARE MET.**

Candidates for a secondary license must complete a Bachelor's degree in one or more of the liberal arts or sciences (e.g., mathematics, English, or social studies). In addition, all required education courses and student teaching must be completed satisfactorily.

It is important to us that Education students maintain the highest standards of academic integrity in their coursework. Education students are expected to abide by the Saint Michael's College Academic Integrity Policy.

After successful completion of all the requirements, the Education faculty will make a recommendation to the Vermont Department of Education that the student be granted an elementary or secondary teaching license. Only the State Department of Education can grant licensure.

You are responsible for submitting the Application for the Initial Vermont Educator License or other state applications. When applying for licensure in another state, you are responsible for contacting the Department of Education to verify requirements that may differ from those completed for the SMC program and the State of Vermont -- i.e., additional test(s). A number of states require additional Praxis II tests for elementary education and secondary education. Massachusetts requires passing the Massachusetts Tests for Educator Licensure and New York requires passing the NY State Teacher Certification Exam. The above is true regardless of the reciprocity agreements between states.

The Saint Michael's Education Department does NOT accept a composite score or SAT scores in lieu of Praxis I.

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THEME AND PHILOSOPHY

"AWAKENING AND SUSTAINING THE SPIRIT OF TEACHING AND LEARNING"



The Saint Michael's College Department is committed to awakening and sustaining the spirit of teaching and learning through nurturing the following characteristics in ourselves and in our students:

DIGNITY AND DIVERSITY - We are committed to a deep respect for the dignity and inherent worthiness of each person. We honor all dimensions of human development and emphasize the distinct gifts, needs, and interests of each learner. We are also committed to the inclusion of diverse cultural values and knowledge. As a result, we embrace and model varied learning and teaching methodologies.

CHARACTER AND COMMUNITY - We view teaching as an ethical calling through which we and our students can nurture the moral dimensions of our lives, including our sense of social responsibility and our leadership qualities within a context of compassionate relationships. The qualities we strive to promote include the development of integrity, a commitment to peace and justice, empathy, humility, and the courage to act on one's principles in pursuit of both educational and social change.

KNOWLEDGE AND WISDOM - Our search for knowledge and wisdom is strongly grounded in the liberal arts tradition, which incorporates mastery of a discipline, interdisciplinary perspectives, and an increasing sense of responsibility for one's own learning. The habits of mind we most value include the application of intellectual curiosity and persistence, critical thinking, self-reflection, and imagination to challenges within schools and the larger culture.

To awaken and sustain the spirit of teaching and learning, Saint Michael's College students must demonstrate their abilities to...

<p>DIGNITY & DIVERSITY</p>	<ol style="list-style-type: none"> 1. Include (accepting, honoring, and celebrating) diverse cultural values and knowledge. Examples: (a) creating multi-cultural curriculum; (b) spending and documenting time with diverse or immigrant communities; (c) spending time abroad studying or learning from another culture; (d) joining MLK Society; (e) taking courses that study diverse cultures or cultural paradigms. 2. Honor all dimensions of human development by meeting social, emotional, physical, aesthetic, and cognitive needs. 3. Emphasize the distinct gifts, needs and interests of each learner by providing a variety of learning opportunities and assessment techniques as well as tutoring/teaching experiences working with students with disabilities.
<p>CHARACTER & COMMUNITY</p>	<ol style="list-style-type: none"> 1. Act on one's principles in pursuit of both educational and social change, with a commitment to peace and justice. Example: be part of a MOVE volunteer program. 2. Assume leadership roles. Examples: (a) assume leadership role on campus and in community and (b) participate in community action and advocacy organizations. 3. Act on qualities of character, including empathy, humility, and integration. Examples: (a) being prepared, on time, enthusiastic; (b) welcoming suggestions that allow skills and knowledge to grow—take criticism; (c) following Saint Michael's College integrity policies; (d) working well with peers and cooperating teacher.
<p>KNOWLEDGE & WISDOM</p>	<ol style="list-style-type: none"> 1. Incorporate mastery of a discipline and interdisciplinary perspectives. Examples: (a) GPA in major and Education courses; (b) papers, projects and experiences that demonstrate interdisciplinary perspective. 2. Take responsibility for their own learning. Examples: (a) coming to class prepared, being able to raise pertinent and relevant questions; (b) applying instructor feedback; (c) meeting with instructors about papers; (d) composing individual professional development plan. 3. Show intellectual curiosity and persistence. 4. Promote imagination and creative process in learning environments. Examples: (a) include active participation and facilitating assignments designed for expressive interpretations of understanding; (b) include diverse strategies—visual, performance, creative writing—to present content area. 5. Apply knowledge, wisdom and respect for diversity to meet challenges within schools and cultures. Example: participate actively on school action team.

LICENSURE REQUIREMENTS

Candidates for elementary licensure must complete a Bachelor's degree in one of the liberal arts or sciences. In addition, they must complete either a second major in elementary education or a program of 36 credits. Candidates for secondary licensure must qualify for a Bachelor of Arts degree with a major in the subject area they plan to teach. For the requirements of the Degree of Bachelor of Arts or Sciences, see the Saint Michael's College Catalog. Following are licensure requirements from our accrediting agency, the State Department of Education from Vermont.

- 5230 General Requirements For All Applicants For Professional License: Sections 5231 through 5235 are the general requirements for all initial licenses.
- 5231 Except as otherwise noted by this section, the applicant shall hold a baccalaureate degree from a regionally accredited or state-approved institution and shall have successfully completed a major, or its equivalent in the liberal arts and sciences, or in the content area of the endorsement sought.
- 5232 Documentation of the specified content knowledge and performance standards and additional requirements, if any, for the endorsements(s) being sought.
- 5233 Evidence of at least twelve consecutive weeks of student teaching, or an equivalent learning experience as determined by the Vermont Standards Board for Professional Educators (VSBPE) policy or by the requirements of the endorsements.
- 5234 Demonstrated ability to communicate effectively in speaking, writing, and other forms of creative expression and the ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills.
- 5235 Demonstrated competency as specified in the following requirements.
- Principle 1: The educator has knowledge and skills in the content area(s) of his or her endorsement at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities*.
- Principle 2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.

- Principle 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.
- Principle 4: The educator uses a variety of instructional strategies to provide opportunities for students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities*.
- Principle 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.
- Principle 6: The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.
- Principle 7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure continuous intellectual, social, physical, and emotional development of every student.
- Principle 8: The educator integrates students with disabilities into appropriate learning situations.
- Principle 9: The educator integrates current technologies in instruction, assessment, and professional productivity.
- Principle 10: The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, or national origin, and takes proactive steps to address discrimination.
- Principle 11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, and agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.
- Principle 12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.
- Principle 13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.
- Principle 14: The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.

Principle 15: The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.

Principle 16: The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

In addition to these 16 principles for all educators, each endorsement area has specific competencies which must be met. Following are the competencies for specific endorsement areas.

Vermont Department of Education
State Board of Education Manual of Rules and Practices

Licensing Endorsements

Elementary Education and Secondary Education Subject Area Endorsements

5440-00 ELEMENTARY EDUCATION -- *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:

1. 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.
2. The characteristics and signs of atypical development and the challenges these present to teaching and learning
3. How to work cooperatively and respectfully with all families to support students' learning and development
4. Ways to organize the learning environment in order to promote children's holistic development
5. 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
6. 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:

1. Uses proactive, collaborative strategies to promote parent-teacher and parent-child communication about student learning and development
2. Provides an appropriate learning environment that promotes the developmental needs of children in the areas of self-awareness and respect for self and others
3. 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
4. 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
5. Integrates the visual and performing arts within the curriculum and facilitates and encourages children's creative expression through a variety of media
6. Incorporates embedded literacy strategies throughout all instruction

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 standards ¹ 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 (ELL's)

Mathematics

Demonstrates knowledge of mathematical content, concepts, and skills delineated in current

national professional standards ² 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 standards ³ 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 standards ⁴ and in *Vermont's Framework of Standards and Learning Opportunities*.

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–

1. 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
2. Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature
3. Employs a range of instructional strategies to support emergent and early literacy
4. Uses active instructional strategies to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation
5. Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications
6. Implements strategies to include parents as partners in the literacy development of their children
7. Models and teaches the elements of effective verbal and non-verbal communication

Language and Word Study –

1. Uses a variety of explicit and interactive approaches to teach key aspects of word study such as phonemic awareness, print concepts, and decoding
2. Teaches students to use syntactic, semantic, and graphophonemic cues to identify and spell words
3. Employs effective instructional strategies for the development of a broad vocabulary

Reading Comprehension and Fluency –

1. 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
2. Employs a range of instructional approaches to support comprehension across the content areas
3. Uses instructional strategies to build or strengthen fluency

Written Expression –

1. 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
2. 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
3. Uses required writing rubrics and benchmarks for assessing student writing and teaches students to use these to analyze their own writing
4. Models and teaches appropriate grammar, usage, and mechanics
5. Implements strategies to build fluency, accuracy, and automaticity in handwriting to support composition

Assessment and Adaptation of Literacy Instruction –

1. 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
2. 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

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

1. Anticipates, elicits, and corrects typical misconceptions in mathematical reasoning
2. Models the habits of mind of flexibility and perseverance that support mathematical learning
3. 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
4. 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
5. Communicates mathematical ideas using appropriate mathematical language and representations, and teaches students to use both to communicate about mathematical ideas
6. Uses required mathematics scoring guides and benchmarks to evaluate student work and teaches students to use both to evaluate their own work
7. Integrates appropriate manipulatives and technological tools to facilitate mathematical problem solving and communication

History and the Social Sciences

1. Models how historians, geographers, and other social scientists view, analyze, and interpret the world
2. 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
3. Designs and implements activities that use children's own stories as a way to introduce the chronological thinking essential to historical thinking
4. 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
5. Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local historical resources
6. 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
7. Provides opportunities for students to use historical, geographical, and social science research methods, tools, and technologies

Science

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

2. Models the skills and habits of mind inherent in scientific inquiry
3. 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
4. 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
5. Creates opportunities for students to collaboratively design and implement scientific investigations, and to present and discuss the results of their investigations
6. Conducts investigations according to safe scientific procedures
7. Integrates mathematical, scientific, and technological tools appropriate to students' ages and abilities in order to facilitate scientific inquiry
8. 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
9. Demonstrates sensitivity to inequities in science and mathematics teaching and careers by incorporating specific instructional strategies that promote equity

Additional Requirements:

1. 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)

3. e.g., *National Standards for History* (National Center for History in the Schools, 1996), *Curriculum Standards for Social Studies* (National Council for the Social Studies, 1994), *Geography for Life* (National Geographic Research & Exploration, 1994)

4. e.g. *National Science Education Standards* (National Academy of Sciences, 1996), *Benchmarks for Science Literacy* (Oxford University Press, 1993)

SECONDARY EDUCATION – CONTENT AREAS

5440-02 Art *The holder is authorized to teach art in grades PK-6, 7-12, or PK-12, as specified on the endorsement.*

In order to qualify for this endorsement, the candidate shall demonstrate the following:
Knowledge Standards:

Demonstrates knowledge of art and art education concepts and skills delineated in current national professional standards ¹ and in Vermont's *Framework of Standards and Learning Opportunities* including:

1. The processes and stages of children's and/or adolescents' artistic and aesthetic development
2. The historical development and role of the visual arts in contemporary and past cultures and time periods

3. Art theory, including an understanding of the visual arts as a fundamental expression of human emotion and form of communication
4. Philosophies and methods of art education (e.g., Process Models of art education, Discipline-Based Art Education)
5. Principles, purposes, and design of assessments in the visual arts, including the concepts of critical response and self-assessment
6. The elements and principles of two and three dimensional design (line, shape, color, value, texture, space, form, balance, pattern, rhythm, dominance, contrast, and movement)
7. Expertise in one or more of the visual arts (i.e. architecture, crafts, drawing, painting, photography, printmaking, or sculpture), as demonstrated by presentation and exhibition of one's work
8. Basic command of a variety of arts media (clay, tempura, etc.), including an understanding of the different properties each possesses

PERFORMANCE STANDARDS:

Implements a visual arts curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of art through making, studying, interpreting, and evaluating works of art. Specifically, the educator:

1. Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place
2. Creates, selects, and adapts a variety of resources, materials, and technologies, that support students as they learn through and about art
3. Models the use of the vocabulary of the visual arts to describe and respond to works of art
4. Creates opportunities for students to learn tolerance and respect for others through instruction in the multicultural nature of art history
5. Uses a variety of appropriate methods, including student self-assessment, to assess students' artistic development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum
6. Adapts materials, tasks, etc. to ensure the full access of all students, including special needs students, to a rich visual arts education
7. Integrates classroom curricular themes with the art curriculum (early childhood/elementary)
8. Advocates for a rich visual arts education for all students at the earliest possible age

Additional Requirements:

1. A major in art, or its equivalent in undergraduate and/or graduate coursework
2. Student teaching experience, or its equivalent, at the early childhood/elementary (PK-6) or middle/secondary (7-12) instructional level.
3. To qualify for the full PK-12 authorization, an additional practicum experience shall be required at the instructional level at which the applicant did not do his or her student teaching.

¹ e.g., *National Standards for Arts Education* (1994, Music Educator's National Conference)

5440-05 English -- *The holder is authorized to teach English language arts in grades 7-12.*

In order to qualify for this endorsement, the candidate shall demonstrate the following:

KNOWLEDGE STANDARDS:

Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective literacy instruction, as delineated in current national professional standards ¹ 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 impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in reading, writing, listening, speaking, and representing visually; the elements of effective verbal and non-verbal communication

Literature and Media – A wide variety of quality, age-appropriate literature and non-print media (i.e., film, video) across genres, eras, cultures, and subcultures; literary elements and devices; critical theories and approaches to analysis and interpretation of literature and non-print media (e.g., historical, deconstructionist, New Criticism)

Language and Word Study – The purposes of language and approaches to analyzing language; etymology of the English language; the pronunciation of English phonemes and their graphemes; vocabulary development and its relationship to literacy acquisition

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, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency

Written Expression – 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 (ELL's)

PERFORMANCE STANDARDS:

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,

including exploring personal identity and social relationships, making ethical judgments, and critically evaluating ideas. 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

1. Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature and non-print media
2. Uses active instructional strategies (e.g., debate, dramatization, presentation) to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation
3. Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications
4. Models, fosters, and teaches active listening in order to enable thoughtful, equitable, and respectful classroom discourse
5. Models and teaches the elements of effective verbal and non-verbal communication

Language and Word Study –

1. Teaches students to use syntactic, semantic, and graphophonemic cues to identify and spell words
2. Employs effective instructional strategies for the development of a broad, independent vocabulary

Reading Comprehension and Fluency –

1. 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
2. Employs a range of instructional approaches to support comprehension across the content areas
3. Uses instructional strategies to build or strengthen fluency

Written Expression –

1. 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
2. Uses required writing rubrics and benchmarks for assessing student writing, and teaches students to use these to analyze their own writing
3. Models and teaches appropriate grammar, usage, and mechanics

Assessment and Adaptation of Literacy Instruction –

1. Uses a variety of valid assessment strategies to regularly evaluate students' progress in all of the individual dimensions of reading and writing development
2. 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

ADDITIONAL REQUIREMENTS:

A major in English or Comparative Literature, or its equivalent in undergraduate and/or graduate coursework

1. e.g., *Standards for Reading Professionals* (1998, International Reading Association); *Every Child Reading: A Professional Development Guide* (2000, Learning First Alliance); *Standards for the English Language Arts* (1996, International Reading Association/National Council of Teachers of English)

5440-06 Modern and Classical Languages -- *The holder is authorized to teach modern (including American Sign Language) and/or classical language(s) in grades PK-6, 7-12, or PK-12, as specified on the endorsement.*

In order to qualify for this endorsement, the candidate shall demonstrate the following:

KNOWLEDGE STANDARDS:

Demonstrates knowledge of foreign language and language education concepts and skills delineated in current national professional standards ¹ and in Vermont's *Framework of Standards and Learning Opportunities* including:

1. Proficiency in speaking, reading, writing, and aural comprehension in the target language(s)
2. For American Sign Language:
3. Proficiency in receptive and expressive language
4. The structure, phonetic system, and different socio-linguistic levels of the target language(s)
5. For American Sign Language:
6. The application of concepts of phonology, syntax, morphology, and pragmatics to the teaching of American Sign Language
7. The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)
8. For American Sign Language:
9. Knowledge of the history, social structure, artistic, and literary contributions of the Deaf culture
10. The ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture in American Sign Language-speaking regions
11. The individual and societal advantages of foreign language learning
12. The developmental process of second language acquisition at the early childhood/elementary and/or middle/secondary levels
13. Research-based instructional methods and strategies that develop foreign language communication skills as a process and articulate continuous sequences of instruction across the early childhood/elementary and/or middle/secondary instructional levels

PERFORMANCE STANDARDS:

Implements a foreign language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national professional standards and in Vermont's *Framework of Standards and Learning Opportunities*. Specifically the educator:

1. Applies knowledge of research-based methods and strategies for teaching foreign languages and cultures to the design of developmentally appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds
2. Uses authentic documents and materials (such as music, art, food, literature, or newspapers) in order to develop students' understanding and appreciation of the target culture's history, geographical regions, values, and customs
3. Selects and incorporates instructional media appropriate to foreign language learning, including authentic print and electronic materials from the target culture
4. Focuses teaching on the development of cross-cultural and linguistic competence through critical thinking and communicative activities
5. Integrates classroom curricular themes with the foreign language curriculum (early childhood/elementary)
6. Advocates for all students to learn a foreign language and culture at the earliest possible age

ADDITIONAL REQUIREMENTS:

1. A major in one or more modern or classical languages, or its equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.)
2. Student teaching experience, or its equivalent, at the early childhood/elementary (PK-6) or middle/secondary (7-12) instructional level. To qualify for the full PK-12 authorization, an additional practicum experience shall be required at the instructional level at which the applicant did not do his or her student teaching.

1. e.g., *Standards for Foreign Language Learning: Preparing for the 21st Century* (1999, National Standards in Foreign Language Education Project)

5440-11 Mathematics -- *The holder is authorized to teach mathematics in grades 7-12.*

In order to qualify for this endorsement, the candidate shall demonstrate the following:
Knowledge Standards:

Demonstrates knowledge of mathematical content, concepts, and skills delineated in current national professional standards ¹ 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

Typical misconceptions in mathematical reasoning held by early to late adolescents

Specific content recommended for middle grades and high school teachers in *The Mathematical Education of Teachers* (2001, Conference Board of the Mathematical Sciences) including: *Algebra and Number Theory* – Properties of natural numbers and integers, as well as complex number systems; ways that basic ideas of number theory and algebraic structures underlie rules for operations on expressions, equations, and inequalities; use of algebra to model and reason about real-world situations; use of algebraic reasoning for problem solving and proof in number theory, geometry, discrete mathematics, and statistics

Geometry and Trigonometry – Core concepts and principles of geometry in the plane and in space using Euclidean geometry along with Cartesian coordinate and vector methods, and applications to transformations and problem solving; trigonometry from geometric and graphical perspectives, and applications to problem solving

Functions and Analysis – Equations and formulas associated with each important class of functions and the way that parameters in these representations determine particular cases; logarithmic functions; how to use functions to solve problems in calculus, linear algebra, geometry, statistics, and discrete mathematics

Data Analysis, Statistics, and Probability – Use of surveys to estimate population characteristics, and design of experiments to test conjectured relationships among variables; use of both theory and simulations to study probability distributions, and applications of both theory and simulation in models of real phenomena; conditional probability and independence, and calculation of probabilities associated with these concepts; performance of formal hypothesis tests while applying appropriate statistical testing

Discrete Mathematics and Computer Science – Graphs, trees, and networks; enumerative combinatorics; iteration and recursion; conceptual underpinnings of computer science

PERFORMANCE STANDARDS:

Implements a mathematics curriculum that integrates mathematical inquiry skills and mathematical content, and enables conceptual development and development of the habits of mind that support mathematical inquiry. Specifically, the educator:

1. Anticipates, elicits, and corrects typical errors and misconceptions in mathematical reasoning through the planning and execution of lessons
2. Models the habits of mind of flexibility and perseverance that support mathematical learning
3. Designs and incorporates mathematical tasks/activities that enable students to investigate, explore, and discover structures and relationships; solidify basic mathematical skills; extend and generalize mathematical concepts; create and use mathematical models; apply concrete, formal, and informal strategies to solve mathematical problems; formulate and solve problems individually and collaboratively; and justify and communicate their conclusions orally and in writing
4. Conveys the real world applications of mathematical ideas, and the interconnections among mathematical ideas and between mathematics and other disciplines

5. Communicates mathematical ideas using appropriate mathematical language and mathematical representations, and teaches students to use both to communicate about mathematical ideas
6. Uses required mathematics scoring guides and benchmarks to evaluate student work and teaches students to use both to evaluate their own work
7. Provides opportunities for students to use appropriate technological tools to explore algebraic ideas and representations of information, study individual functions and classes of related functions, conduct geometric investigations, and solve problems
8. Conveys to students how the development of mathematical theory and understanding is a historical process with continuous creation of new knowledge and refinement or rejection of “old” knowledge
9. Conveys to students the roles and responsibilities of mathematicians with respect to social, economic,
10. cultural, and political systems, and provides them with opportunities to actively explore the full scope of career choices available to people in mathematics
11. Demonstrates sensitivity to inequities in mathematics teaching and careers by incorporating specific instructional strategies that promote equity

ADDITIONAL REQUIREMENTS:

A major in the mathematical sciences, or its equivalent in undergraduate and/or graduate coursework in mathematics

1. e.g. *The Mathematical Education of Teachers* (2001, Conference Board of the Mathematical Sciences),
Principles and Standards for School Mathematics (2000, National Council of Teachers of Mathematics)

5440-13 Science -- *The holder is authorized to teach science in grades 7-12.*

In order to qualify for this endorsement, the candidate shall demonstrate the following:
Knowledge Standards:

Demonstrates knowledge of scientific content, concepts, and skills delineated in current national professional standards ¹ and in *Vermont’s Framework of Standards and Learning Opportunities* including:

1. Scientific method; investigatory processes and procedures; the nature of theory; roles and responsibilities of scientists; history of science
2. Typical scientific misconceptions or naïve ideas held by early to late adolescents

Life Sciences – Cell structure and function; anatomy and physiology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy and organization in living systems; behavior of organisms

Physical Sciences – The structure of atoms; structure and properties of matter; chemical reactions; motion and forces; conservation of energy and increase in disorder; interactions of energy and matter

Earth, Environmental, and Atmospheric Sciences – The Earth as an integrated system of chemical, physical and biological processes interconnecting the geosphere, hydrosphere, atmosphere, and biosphere; the origins and evolution of the Earth, solar system, and universe, and forces effecting and shaping them over time

Living and Non-Living Systems – The concept of living and non-living systems as collections of interrelated parts and interconnected systems; continuity and change in living and non-living systems from the micro to the macro scale; how personal and collective actions can affect the sustainability of interrelated systems Performance Standards:

Implements a science curriculum that integrates scientific inquiry skills and scientific content, and enables conceptual development and development of the habits of mind that support scientific inquiry. Specifically, the educator:

1. Anticipates and elicits the naïve scientific ideas, emerging concepts, and/or misconceptions that students are likely to have prior to instruction
2. Models the skills, attitudes, and values of scientific inquiry
3. Asks scientific questions that engage students and helps them to formulate meaningful scientific questions of their own
4. Designs and implements investigations and assessments that engage students in experimental design, data collection, data analysis, and problem solving, and that provide them with frequent interactions with the natural world as a regular part of the science program
5. Teaches students how to create strategies to solve scientific problems of increasing complexity by engaging in metacognitive analysis of their own scientific thinking
6. Creates opportunities for students to collaboratively design and implement scientific investigations, and to present and discuss the results of their investigations
7. Organizes equipment, work, and learning spaces so that scientific investigations are carried out safely in accordance with state and national safety guidelines
8. Teaches forms of scientific communication including how to write clear, well-organized science reports; how to read sources of scientific information; and how to understand and use representation and scientific notation Integrates physical, mathematical, scientific, and technological tools appropriate to students' ages and abilities in order to facilitate scientific inquiry
9. Conveys to students how the development of scientific theory and understanding is a historical process with continuous creation of new knowledge and refinement or rejection of “old” knowledge
10. Conveys to students the roles and responsibilities of scientists with respect to social, economic, cultural and political systems, and provides them with opportunities to actively explore the full scope of career choices available to people in the sciences
11. Demonstrates sensitivity to inequities in science teaching and careers by incorporating specific instructional strategies that promote equity

ADDITIONAL REQUIREMENTS:

A major in one or more of the sciences, or its equivalent in undergraduate and/or graduate coursework

1. e.g. ***National Science Education Standards (1996, National Academy of Sciences), Benchmarks for Science Literacy (1993, Oxford University Press)***

5440-15 Social Studies -- *The holder is authorized to teach history and the social sciences in grades 7-12.*

In order to qualify for this endorsement, the candidate shall demonstrate the following:
Knowledge Standards:

Demonstrates knowledge of historical and social science content, concepts, and skills delineated in current national professional standards ¹ and in Vermont's Framework of Standards and Learning Opportunities including:

1. Methods of historical and social scientific investigation and critical evaluation, including use of evidence, data, and varied perspectives in interpreting historical events and analyzing public issues
2. Students' cognitive development as it relates to the development of abstract conceptual thinking

History – Multiple perspectives on significant eras, developments, and turning points in ancient and modern history; causes and effects in human society; forces of historical and cultural continuity and change

Cultural Geography – An understanding of the world in spatial terms, the physical and human characteristics of places and regions, human systems, the interaction of environment and society

Diversity, Unity, Identity, and Interdependence – Culture, including cultural identity, expressions, and universals; the origins of conflict; consequences of discrimination, stereotyping, and prejudice on individuals and groups

Citizenship – Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of the concepts of equality, justice, freedom, human, and civil rights

Economics – Forms of economic systems; consequences of economic systems on people and environments; government role in economic policy; concept of economic interdependence; principles of micro and macro economics

PERFORMANCE STANDARDS:

Implements a history and social sciences curriculum that integrates historical and social science content, concepts, and inquiry skills, and enables students to view and analyze communities, societies and/or cultures, and events as apprentice historians and social scientists, to interpret social issues, and to participate purposefully toward the common good in society. Specifically, the educator:

1. Chooses developmentally appropriate activities to teach historical/social science concepts and processes

2. Models how historians, geographers, and other social scientists view, analyze, and interpret the world
3. 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
4. Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local resources
5. Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources of all types, identify webs of cause and effect, and differentiate among fact, opinion, and interpretation
6. Provides opportunities for students to use historical, geographical, and social science research methods, tools, and technologies
7. Teaches students how to read and understand historical narratives, issue analyses, and persuasive essays, and how to write well-crafted pieces in these genres, including preparing portfolio pieces
8. Models respect for students' diverse opinions and backgrounds in all classroom interactions, and teaches students how to engage in civil discussions about controversial issues

ADDITIONAL REQUIREMENTS:

A major in history, political science, economics, or geography, or its equivalent in undergraduate and/or graduate coursework

1. e.g., ***National Standards for History (1996, National Center for History in the Schools), Curriculum Standards for Social Studies (1994, National Council for the Social Studies), Geography for Life (1994, National Geographic Research & Exploration)***

5440-37 Theater Arts -- *The holder is authorized to teach theater arts in grades PreK-6, 7-12, or PreK-12, as specified on the endorsement.*

In order to be judged as competent, the candidate must meet the following qualifications:

1. Experience with teaching a performing art to individuals, small groups, and large groups.
2. Demonstrated expertise in acting, directing and the production of live or recorded theatrical performances.
3. Knowledge of dramatic literature from Greek classics to contemporary works, including nonwestern forms; knowledge of theater history including performance styles, playing spaces,
4. audience, and production styles; and knowledge of literary and character analyses.
5. Knowledge of aesthetic theory including an awareness of drama as a fundamental expression of human communication and emotion.
6. Knowledge of: acting styles, theories and techniques; theatrical productions including basic skills associated with physical theater and stagecraft such as set design, costuming, and make-up; and c. the fundamentals of speech such as articulation and production.
7. Knowledge of developmental stages of children and how to apply appropriate teaching methods to help children perceive and express themselves and interpret

their thoughts and feelings through a medium in the performing arts; and to appreciate the role of the performing arts in their lives.

8. An understanding of the divergent approaches essential to fostering the creative process.
9. Ability to motivate students and develop their appreciation of music, dance or drama.
10. Ability to teach, demonstrate and/or practice the following: a. teach dramatic literature and assist in the organization of a comprehensive theater and/or
11. fine arts curriculum in a school system; b. teach acting styles, theories and techniques, as well as the fundamentals of speech; c. teach skills associated with physical theater and stagecraft;
12. d. act, direct and produce; e. organize an academic or non-academic production or program within the school context including planning, promotion, and production.
13. Ability to develop students' unique capabilities through teaching the basic principals of music, dance, or drama, and through rigorous practice in that medium.
14. Ability to arrange and adapt the curriculum and experiences to meet the needs and abilities of students.

STUDY AND INTERNSHIP IN BATH, ENGLAND

Saint Michael's College education students are encouraged to extend their teaching and cultural experiences by spending the Fall or Spring semester of their junior year in the ASE program in Bath, England. One day a week you will be in a classroom that corresponds to your selected age group and subject interests. Complementing the practicum you will actively engage in a seminar on the British educational system further preparing you for this in-school experience. By the end of the semester you will have a portfolio and evaluation from your in-school experience. You will also select from tempting liberal arts courses in literature, history, politics and art to complete your 16 credit program. Many of the seminars are taught by faculty from Oxford University and include field trips. The academic program includes residencies in Stratford and Oxford. During break you will have ample opportunity to travel and take advantage of the many cultural sites throughout the United Kingdom and Europe. For information, please contact: Jonathan Silverman, Education Department ASE Study Abroad Coordinator, Extension. 2306, jsilverman@smcvt.edu.

NINTH SEMESTER OPTION

Students who have completed all requirements for graduation **except** for student teaching and have passed Praxis I and Praxis II, have the option to complete their student teaching during a ninth semester. Students can attend the commencement exercises at the end of their eighth semester, but will be recommended for licensure only after successful completion of student teaching. Students will be charged at the graduate course rate, but will pay the regular cost of room and board. Campus room and board will be offered only after the needs of traditional students have been met. This ninth semester must be completed within one year after graduation. For information, please contact: Mary Beth Doyle, Department Chair, Ext. 2279, mdoyle@smcvt.edu.

PORTFOLIO INFORMATION:

You will create two portfolios during your teacher education program at Saint Michael's College. The first, the Developmental Portfolio, begins with your first course and evolves throughout your course of study. The second is your Licensure Portfolio. You will use some of the artifacts that were included in the Developmental Portfolio, as well as additional artifacts that are specified on the syllabi of upper division courses and student teaching. Both portfolios are defined below.

Developmental Portfolio

This portfolio begins in ED 231 Schools and Society. **You** are responsible for collecting assignments (see below) from classes and putting them in your development portfolio. **You** are responsible for the upkeep and the organization of your developmental portfolio.

The developmental portfolio is arranged in folders depicting the six entries required by the Vermont State Department of Education. These six entries are related to the principles of effective teaching and come from the Vermont Standards. Each Education course that you take lists "portfolio pieces" on the syllabus; these must be placed in the developmental portfolio. You may also add other documents that show your emerging expertise and knowledge. These assignments will demonstrate your development as a teacher. Your up-to-date developmental portfolio must be presented to education professors when you apply for student teaching.

The purpose of this portfolio is to demonstrate the gradual growth of your knowledge and competence as you consider a teaching career. Successful completion of assignments will demonstrate that you understand the importance and complexity of teaching. The developmental portfolio allows you to reflect on how you are becoming aware of appropriate content and methodology in your field. It also allows you to make connections among coursework and experiences in classrooms with children and adolescents. Take pride in the creation of this document that will show you becoming the teacher you want to be.

NOTE: See Appendix A for Developmental Portfolio Requirements

Licensure Portfolio

During your student teaching semester, you will create a licensing portfolio that meets state requirements. Some material from your developmental portfolio may be included in addition to materials from your classroom experience with teachers and children/adolescents.

Secondary educators, your licensing portfolio is created and evaluated as part of ED 417, Reflective Practices. Elementary Educators, your licensing portfolio is created and evaluated through ED 415, Portfolio Development. You will receive detailed instructions and be shown many examples of the approved way to meet criteria expected of beginning teachers eligible for licensure in Vermont.

The purpose of this portfolio is to demonstrate your competence as a beginning teacher. In addition, this portfolio is a requirement from the State Department of Education in Vermont; successful completion is required in order to be recommended for licensure.

GUIDELINES:

1. Students must be aware of, and adhere to, the overall licensure requirements as outlined in the ***College Catalog*** and the ***Guide to Teacher Education Programs and Licensure***. These requirements reflect program and state requirements for licensure (grade point average, English/math proficiency, **portfolio construction**, faculty recommendations, and scores from state-required examinations).
2. The portfolio process reflects our ***Program Theme, the Vermont Department of Education's 16 Principles for Vermont Educators, the Five Standards for Vermont Educators, and other State Department of Education guidelines***.
3. Portfolios need to be organized and neat. Each file folder must have a **TABLE OF CONTENTS** listing pieces found in the file.
4. Portfolio documents **MUST HAVE AN EARNED MINIMUM GRADE OF B IN ORDER TO BE INCLUDED IN THE PORTFOLIO**. Students **MUST REDO AND RESUBMIT ANY REQUIRED PORTFOLIO ITEMS WHICH DO NOT MEET THE STANDARDS SET BY PROFESSORS IN INDIVIDUAL COURSES**.
5. As part of the application to student teach, students are expected to thoughtfully assess and discuss their progress in becoming a caring and competent teacher. Students will need to present their developmental portfolios as part of the student teaching application.
6. **APPEAL PROCEDURE:** The candidate is given written feedback specifying Approved, Conditional Approval, or Denied. Deficient areas are clearly specified, so the candidate can submit missing documents and/or redo and resubmit inadequate documents. These resubmissions will have a specified due date and be limited to one resubmission. The original evaluator will reassess resubmitted documents. The complete appeal procedure appears on page 30.
7. Licensure portfolios must be submitted by the beginning of the spring semester for individuals student teaching during the previous fall semester and by the last day of classes for individuals student teaching during the spring semester.
8. After recommendations for licensure are made, students may claim their portfolios. The Department will keep copies on file of: (1) assessment of student teaching by cooperating teacher and supervisor; (2) copy of Praxis test scores; (3) Liberal Arts Faculty Recommendation; (4) transcript, and (5) Portfolio Assessment Forms.

ELEMENTARY EDUCATION

Students who wish to be licensed as an elementary school teacher in grades K through 6 will follow the sequence of courses as outlined below.

Requirements: Option of Program (38 credits) or Major (43 credits).

Course Requirements for the Program:

- ED 231 Schools and Society (3 credits)
- ED 251 Child Development (3 credits)
- ED 300 Curriculum & Teaching (4 credits)
- ED 325 Teaching Elementary School Mathematics & Science (4 credits)
- ED 331 Teaching Reading and Language Arts (4 credits)
- ED 340 Individual Differences in Learners (4 credits)
- ED 401 Reading Assessment (3 credits)
- ED 421 Elementary Student Teaching I (9 credits)
- ED 415 Portfolio Development (1 credit)
- ED 429 Classroom Management (3 credits)
- To complete the major, the student must have a **3.0** in required Education courses and a **3.0** overall GPA.

AND complete 5 additional education credits, to be approved by the department.
Possible courses include:

- ED 241 Literature for Children and Youth (3 credits)
- ED 271 Adolescent Development (3 credits)
- ED 357 Early Childhood Education (3 credits)
- ED 423 Practicum (1-3 credits)

PROGRESS TOWARD ELEMENTARY TEACHER LICENSURE

Freshman Year:

- Focus on the Liberal Studies Requirements
- Identify Major in one of the liberal arts or sciences
- **Maintain at least a 2.5 overall GPA** *(see note below)
- ED 231: Schools and Society (attain at least a "C") second semester
- Begin Education developmental portfolio

Sophomore Year:

- ED 231: Schools and Society (3) (If you haven't completed it.)
- ED 251: Child Development (3)
- ED 300: Curriculum & Teaching (4)
- ED 325: Teaching Elementary School Mathematics & Science (4)
- Continue with Liberal Studies requirements
- Maintain at least a 2.7 overall GPA *(see note below)
- **Attain a grade of "B" or better in all Education Methods courses.**
- Continue with your major in one of the Arts and Sciences
- Contribute appropriate materials to developmental portfolio
- **SUCCESSFULLY PASS PRAXIS I**

Junior Year:

- ED 331: Teaching Reading and Language Arts (4)
- ED 340: Individual Differences in Learners (4) (Prerequisite: A 3.0 Education GPA prior to registering for ED 340.)
- Continue with major and Liberal Studies requirements
- **Maintain at least a 3.0 overall GPA and a 3.0 Education GPA**
- Contribute appropriate materials to developmental portfolio
- **Attain at least a "B" grade in Education Methods courses.**
- **SUCCESSFULLY PASS PRAXIS II**

Senior Year:

- One semester for student teaching: ED 421: Elementary Student Teaching, ED 401: Reading Assessment, ED 415: Portfolio Development, and ED 429: Classroom Management Seminar are taken concurrently)
- Contribute appropriate materials to licensure file
- Complete Major requirements, general education requirements, and standards for licensure
- Maintain a 3.0 GPA in Education courses

***NOTE:** Students with a GPA under 3.0 need to continue to make significant progress in raising their grades or they will not be allowed to continue in the program.

SECONDARY EDUCATION

Students who wish to be licensed to teach at the secondary level (grades 7-12) may do so in one of the following academic areas: English, Modern & Classical Language (French, Latin, Spanish), Mathematics, Science (Biology, Chemistry, Physics), History/Social Studies and Theater Arts. Art majors obtain licensure for grades PK-6, 7-12, or PK-12. *To qualify for the full PK-12 license, an additional practicum experience must be completed in a grade setting different from the student teaching placement.*

The Education course sequence that constitutes this Secondary Level Program has been designed so that students who successfully complete these requirements will be adequately prepared for employment as Secondary Level teachers. Throughout this Program, students are required to study contemporary learning theories in some depth, with specific emphasis on the areas of learning associated with the specific disciplines. They are required to demonstrate that the methodologies they employ as teachers are research-based (i.e., proven) practices.

Students must satisfy all the requirements to obtain a Major in the subject area. **STUDENTS MUST ATTAIN A 3.0 GPA IN THEIR MAJOR SUBJECT AREA, A 3.0 GPA IN EDUCATION COURSES, A 3.0 OVERALL GPA, AND HAVE SUCCESSFULLY PASSED PRAXIS I AND THE APPROPRIATE PRAXIS II EXAM IN ORDER TO BE PLACED FOR STUDENT TEACHING.** Students must also successfully complete the following course requirements for Secondary Licensure: ED 231, 271, 343, 361, 370, 417, 424, and ED 430. **STUDENTS MUST ATTAIN AT LEAST A "B" IN ALL EDUCATION COURSES AND AT LEAST A "B" IN ED 424.** Other Education courses may be taken according to the needs and interests of the student. **NOTE:** These last three courses (417, 424, 430) are taken concurrently during the student teaching semester.

Secondary Student Teaching

The student teaching semester provides the intensive teaching experience necessary for students to demonstrate mastery in teaching adolescents. In February of the Junior year, the student shall make known her/his intention to student teach the following semester by filling out an application form. The Saint Michael's College placement coordinator will secure an appropriate placement in a local middle or high school. After an interview and a positive decision reached by the cooperating teacher, student teacher, principal, and college supervisor, the placement is finalized.

During the student teaching semester, students enroll in three education courses (15 credits) which constitute a "full semester course load." They are **NOT** permitted to enroll in any other courses. **Students must be present in an assigned student teaching placement for the entire semester, following the daily and vacation schedule of the respective middle or high school.** During this semester, they will meet weekly for the Senior Seminar - Secondary Education (ED 430).

SECONDARY EDUCATION

FALL	SPRING
1ST YEAR	
	ED 231 Schools & Society (3 cr.)
2ND YEAR	
ED 231 Schools & Society (3 cr.) ED 271 Adolescent Development (3 cr.)	ED 271 Adolescent Development (3 cr.) Pass Praxis I (Reading/Writing/Math)
3RD YEAR	
ED 343 Literacy in Secondary Schools (4 cr.) ED 361 Secondary Education (4 cr.)	ED 343 Literacy in Secondary Schools (4 cr.) ED 361 Secondary Education (4 cr.) OR ED 370 Cognition & Individual Diff. (4 cr.) Pass Praxis II
4TH YEAR	
ED 370 Cognition & Individual Diff. (4 cr.) OR ED 417 Reflective Practices (3 cr.) ED 430 Senior Seminar (3 cr.) ED 424 Student Teaching (9 cr.)	ED 417 Reflective Practices (3 cr.) ED 430 Senior Seminar (3 cr.) ED 424 Student Teaching (9 cr.)

ED 343 AND 361 MUST BE TAKEN TOGETHER AS A BLOCK

STUDENT TEACHING SEMESTER – ED417, 424, 430 MAY BE TAKEN EITHER SEMESTER IN THE 4TH YEAR

PLACEMENT/OVERALL LICENSURE REQUIREMENTS

ELEMENTARY

INITIATING LEVEL (End of Sophomore Year)

- Student has read the Guide to Teacher Education Programs & Licensure

• **2.7 OVERALL GPA**

- Portfolio File initiated with appropriate documents

• **"B" OR BETTER IN ALL EDUCATION METHODS COURSES.**

• **A passing score on Praxis I**

QUALIFYING LEVEL (End of Junior Year)

• **3.0 OVERALL GPA; 3.0 GPA IN REQUIRED EDUCATION COURSES**

• **"B" OR BETTER IN ALL EDUCATION METHODS COURSES**

- Portfolio "Approved" by Education Advisor

• Education Faculty Recommendation

• Liberal Arts Advisor recommendation

• **A PASSING SCORE ON PRAXIS II**

LICENSING LEVEL (After Student Teaching)

• **3.0 GPA IN REQUIRED EDUCATION COURSES**

• **2.7 GPA IN LIBERAL ARTS MAJOR**

• **AT LEAST "B" IN STUDENT TEACHING**

- **Portfolio "Approved" by Team at the Licensure Level.**

SECONDARY

INITIATING LEVEL

- Student has read the Guide to Teacher Education Programs and Licensure

• **2.7 OVERALL GPA**

- Portfolio file initiated with appropriate documents

• **"B" OR BETTER IN ALL EDUCATION METHODS COURSES.**

• **A PASSING SCORE ON PRAXIS I**

QUALIFYING LEVEL

• **3.0 OVERALL GPA; 3.0 GPA IN REQUIRED EDUCATION COURSES AND CONTENT AREA**

• **"B" OR BETTER IN ALL EDUCATION METHODS COURSES**

• **3.0 IN ACADEMIC MAJOR**

- Portfolio "Approved" by Faculty Advisor

• Liberal Arts advisor recommendation

• Education Faculty Recommendation

• **A PASSING SCORE ON PRAXIS II**

LICENSING LEVEL

• **3.0 IN REQUIRED EDUCATION COURSES**

• **3.0 IN ACADEMIC MAJOR**

• **AT LEAST "B" IN STUDENT TEACHING**

- **Portfolio "Approved" by team at Licensure Level**

TEACHER LICENSURE DECISION SAINT MICHAEL'S COLLEGE

The Education Department's decision to recommend licensure is based on:

- Successful completion of college course work. THE STUDENT MUST ACCUMULATE AN OVERALL 3.0 AVERAGE, A 3.0 AVERAGE IN REQUIRED EDUCATION COURSES, A 3.0 AVERAGE IN THEIR LIBERAL ARTS MAJOR (SECONDARY), 2.7 (ELEMENTARY) AND MEET THE DEGREE REQUIREMENTS OF THE COLLEGE.
- Demonstrated proficiency during student teaching in an elementary or secondary classroom for at least one semester.
- Statements from the college supervisor and the cooperating teacher that the student meets licensure standards.
- A well documented and approved licensure portfolio. If portfolio is approved at the "Conditional" level, the revised portfolio must be resubmitted within one year of graduation from Saint Michael's College and may only be resubmitted **ONE** time.
- Passing Scores on Praxis I and Praxis II.

APPEAL PROCEDURE

If a student is not recommended by the Education Department for a teaching license as an elementary or secondary teacher and believes that the decision was based on insufficient evidence, s/he can petition the Education Committee of Saint Michael's college to re-examine the evidence.

The process to appeal the decision is as follows:

1. The student shall submit a written request for a re-examination of the decision to the Chair of the Education Department and the Associate Dean of the College.
2. The student must submit additional evidence of her/his ability to teach.
3. The Education Department members, in consultation with the Associate Dean, will meet to review the additional evidence and decide whether to recommend or not recommend the student for licensure. The student will be allowed to speak on her/his own behalf, but will not be part of the final decision.
4. The student will be informed of the decision in writing

APPLYING FOR LICENSURE

When you have successfully met all the criteria for licensure, attend the licensure information meeting scheduled prior to the end of the semester by the Education Department. If you are unable to attend the licensure meeting, the Department of Education Licensure packet and instructions are available from the Education Office in St. Edmund's 319. It is your responsibility to submit the licensure application.

AFTER graduation, ask the Registrar's Office to send a copy of your final transcript (with the notation on it that you have successfully completed Saint Michael's College Teacher Education Program) to the State Department. The Office of Teacher Licensure in Montpelier has many applications to process; so do not be alarmed if you do not receive your license immediately. You may go ahead and apply for jobs, just mention that licensure is "in process." Also, remember that your first license is probationary and only good for two years. **You do not need to apply for a Vermont license if you intend to teach in another state. Reciprocity is based on the recommendation for licensure, not the license itself.**

STATES HAVING RECIPROCITY WITH THE STATE OF VERMONT

Saint Michael's College has Vermont State Department of Education approval of specific teacher education programs. Your completion of Vermont's application for licensure fulfills most requirements for licensure in the following states. Contact the appropriate State Department of Education for requirements and application forms.

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

The transcript carries your institution's recommendation stating that you have completed a NASDTEC, ICC, and State approved program in elementary or secondary education.

The Placement Office of Saint Michael's College, Student Resource Center in Klein Building, will be happy to assist you in realizing the goal of the licensure programs: finding a job. You should create a placement folder several months before you plan to begin actively searching for employment. It is your responsibility to seek letters of recommendation from cooperating teachers and others who would support your desire to teach.

APPENDIX A
DEVELOPMENTAL PORTFOLIO REQUIREMENTS

Please organize colored folders and items within folders in the same order as I-VI below. Complete this form and place on top of folders and secure all with a rubber band and submit with your student teaching application.

PLEASE USE A ✓ TO INDICATE: COMPLETED IP FOR IN PROGRESS NT FOR NOT TAKEN	
ELEMENTARY	SECONDARY
I. ANALYZING THE LEARNING ENVIRONMENT ___ ED 231 Analysis of Environment (practice) ___ ED 325 Analysis of Environment Narrative (complete)	I. ANALYZING THE LEARNING ENVIRONMENT ___ ED 231 Analysis of Environment (practice) ___ ED 361 Analysis of Environment Narrative (complete)
II. ACCOMMODATING STUDENTS IDENTIFIED AS HAVING SPECIAL NEEDS ___ ED 251 Piagetian Tasks ___ ED 325 Math Case Study/Narrative ___ ED 340 Tutoring Case Study ___ ED 340 Laws Quiz/Assignment ___ ED 340 Narrative (complete) ___ ED 340 Portfolio Case Study	II. ACCOMMODATING STUDENTS IDENTIFIED AS HAVING SPECIAL NEEDS ___ ED 271 Case Study (just evaluation sheet) ___ ED 343 Literacy Case Study (just evaluation sheet) ___ ED 370 Case Study/Narrative (just evaluation sheets) ___ ED 370 Laws Quiz/Assignment
III. COLLEAGUESHIP & ADVOCACY ___ ED 231 Teacher Feedback Form ___ ED 251 Reflection on Working with a Peer ___ ED 340 Reflection on Working with a Peer	III. COLLEAGUESHIP & ADVOCACY ___ ED 231 Teacher Feedback Form ___ ED 370 Reflection from Case Study ___ ED 370 Working with Special Educator (optional)
IV. TEACHING EPISODES ___ ED 231 Presentation Lesson Plan & Feedback ___ ED 331 Emergent Literacy Paper ___ ED 340 Differentiated Lesson Plans/Activities	IV. TEACHING EPISODES ___ ED 231 Presentation Lesson Plan & Feedback ___ ED 271 Lesson Plan & Reflection ___ ED 343/ED 361 Teaching Episode Packet for class ___ ED 370 Lesson Plans (just evaluation forms)
V. TEACHING OVER TIME ___ ED 300 Interdisciplinary Unit (just evaluation sheet) ___ ED 325 Small Group Math Instruction ___ ED 331 Novel Plan (just evaluation sheet) & Literacy Exam ___ ED 340 Literacy Quiz ___ ED 340 Four Consecutive Lesson Plans & Reflections	V. TEACHING OVER TIME ___ ED 370 Case Study Lesson Plans (just evaluation sheets) ___ ED 343/361 Unit Plan (just evaluation sheet) & Culminating Reflection on Teaching
VI. SELF-REFLECTION & VISION ___ ED 231 Philosophy ___ ED 251 Final Paper ___ ED 300 Reflection Paper: "My Policy on Classroom Management for Ethical and Academic Growth"	VI. SELF-REFLECTION & VISION ___ ED 231 Philosophy ___ ED 271 Final Reflection from Case Study/Self- Reflection ___ ED 370 Teaching Belief Statement (Philosophy) ___ ED 361 Critical Analysis of Teaching or Thoughts About Teaching and Learning
FOR DEPARTMENT USE ONLY ___ Complete ___ Missing item(s) _____ ___ Revise & resubmit _____	

APPENDIX B

PRAXIS TESTING REQUIREMENTS

Updated from VT DOE Website: 1/09

This handout applies to undergraduate Education students only.

All undergraduate students are required to meet the passing scores established by the Vermont State Board of Education on the Praxis I examinations and on the Praxis II Subject Assessments. **Contrary to information published on the ETS and Vermont Department of Education Websites, the Saint Michael's Education Department will NOT accept a composite score or SAT scores in lieu of passing the Praxis I Series of tests (reading, writing and mathematics).**

TIMELINE:

- ⊙ **PRAXIS I MUST BE TAKEN AND PASSED BY THE END OF THE SOPHOMORE YEAR.**
- ⊙ **PRAXIS II MUST BE TAKEN AND PASSED BY THE END OF THE JUNIOR YEAR.**

ON LINE REGISTRATION: Go to www.ets.org/praxis. When you have completed your on-line registration, print out an E-ticket which is required for admission on test day. ETS no longer mails out admission tickets.

When registering for Praxis I or II Tests, you **MUST** enter the VT Department of Education code #8410 and the SMC code #3757 in the “Designated Score Recipients” area in order for scores reports to be sent directly from ETS to Saint Michael's and the Vermont Department of Education.

PRAXIS I: The *Praxis I Academic Skills Assessments* measure basic reading, writing, and mathematical skills. The assessments are available in two formats, the paper-based Pre-professional Skills Test and the Computerized Pre-professional Skills Test).

PRAXIS I TEST CODES, REQUIRED PASSING SCORES FOR VT DEPT. OF EDUCATION AND FEES				
Must take all 3:	Paper-based PPST		Computerized PPST	
	Test Code	Required Score	Test Code	Required Score
Reading	10710 (1 hr.)	177	5710	177
Writing	20720 (1 hr.)	174	5720	174
Mathematics	10730 (1 hr.)	175	5730	175
Costs	\$50 registration fee + \$40 per test		1=\$80, 2= \$120, 3= \$160; Combined test=\$130	

Test Centers in Vermont:

00479 Essex Junction Educational Center
00489 Castleton, Castleton State College
00485 Johnson, Johnson State College
00493 Lyndonville, Lyndon State College

00490 Middlebury, Middlebury College
00487 Northfield, Norwich University
00467 Woodstock, Woodstock Union High School

The Praxis I Computerized PPST is offered at the **PROMETRIC TESTING CENTER located at Taft's Corners in Williston, VT.** To register and schedule your appointment, call **(802) 872-0251**. You will need a credit card in order to register. **Praxis II is not offered on computer.**

Major & Certification Codes: Elementary Education (202), Art (301), Biology (401), Chemistry (403), Earth Science (405), English (303), French (305), Latin (309), Math (410), Physics (411), Social Studies (611), Spanish (314)

TEST PREPARATION RESOURCES: Materials can be purchased on the ETS website as well as from Barnes & Noble, etc. You might also check with the SMC Student Resource Center in Klein Building for materials they may have available.

Praxis II: These tests focus primarily on content knowledge, rather than pedagogy. All students seeking an initial license must achieve passing scores on the required Praxis II Subject Assessments: Art (PK-6, 7-12, PK-12), Elementary Education (K-6), English (7-12) Mathematics (7-12), Modern & Classical Languages—French, Spanish, Latin (PK-6, 7-12, PK-12), Social Studies (7-12), Science (7-12).

PRAXIS II TEST CODES, REQUIRED PASSING SCORES FOR VT DEPT. OF EDUCATION, AND FEES (Does not include registration fee of \$50.00 per test date)						
Candidates must meet the passing score on the multiple choice OR essay versions. A Passing score on only 1 test is required.						
	Multiple Choice			Essay		
Endorsement Area	Test Code	Required Score	Fee	Test Code	Required Score	Fee
Art	NOT AN OPTION		\$80	20131 (1 hr)	148	\$80
Elementary Ed	10014 (2 hr)	148	\$80	NOT AN OPTION		
English	10041 (2 hr)	172	\$80	OR 20042 (2 hr)	160	\$95
Mathematics	10061 (2 hr)	141	\$80	OR 20063 (1 hr)	154	\$80
Middle Grades English	10049 (2 hr)	154	\$90	NOT AN OPTION		
Middle Grades Math	20069 (2 hr)	161	\$90			
Middle Grades Science	10439 (2 hr)	157	\$90			
Middle Grades Social Studies	20089 (2 hr)	165	\$90			
Social Studies	10081 (2 hr)	162	\$80	OR 20083 (1 hr)	165	\$80
MODERN & CLASSICAL LANG.	Candidates must meet passing scores on both the content knowledge and productive language tests, except for a Latin endorsement.					
	Multiple Choice			Essay		
French	20173 (2 hr)	157	\$80	AND 10171 (1 hr)	163	\$80
Latin	10600 (2 hr)	580	\$80	NOT AN OPTION		
Spanish	10191 (2 hr)	163	\$80	AND 20192 (1 hr)	165	\$80
Science	Candidates must meet the passing score on the <i>General Science</i> multiple choice OR essay test AND ONE SUBJECT SPECIFIC TEST OF THEIR CHOOSING (Biology, Chemistry, Earth Science or Physics) Passing scores on 2 tests are required.					
	Multiple Choice			Essay		
Gen. Science	10435 (2 hr)	157	\$80	OR 30433 (1 hr)	145	\$80
Biology	20235 (1 hr)	151	\$65	OR 30233 (1 hr)	150	\$80
Chemistry	20245 (1 hr)	160	\$65	OR 30242 (1 hr)	150	\$80
Earth Science	20571 (2 hr)	158	\$80-	NOT AN OPTION		
Physics	10265 (1 hr)	140	\$65	OR 30262 (1 hr)	150	\$80

****NOTE:** Applying for your initial license in another state? It is your responsibility to verify additional licensure requirements in that state, i.e., a number of states require additional tests, etc. This is true regardless of the reciprocity agreements in effect.