

TO: Vermont Standards Board for Professional Educators

SUBMITTED BY: Mary Beth McNulty, ROPA Consultant

ITEM FOR DISCUSSION: Clarification: Policy On Student Teaching And Practicum Requirements For Multiple Initial Endorsements

BACKGROUND:

Attached you will find Policy N11 as well as a clarifying question received from Castleton State College. Please review these in preparation for the discussion regarding the Policy on Student Teaching and Practicum Requirements for Multiple Initial Endorsements.

Dear Mary Beth,

I'm writing to ask for clarification regarding the DOE's position regarding single versus multiple classrooms for secondary educators. In some cases, our secondary people need to work in more than one classroom in order to be exposed to a full range of 7-12th grade students, the different subject matter within a licensure area, and a range of students. This seems to me to be best practice. When all of these needs can be met within one classroom, we tend to do so. Is it consistent with DOE policies? Thanks, Harry Chaucer, CSC

Subject: RE: Clarification Here are a couple more thoughts:

1. In ACT II, we do require 7-12 candidates to have experience at middle school and high school. Not only are the students so different developmentally at these ages, but the schooling tends to be very different as well. It seems to me that prospective high school teachers have a lot to learn from middle school faculty (and, of course, vice-versa).
2. We tend to split the student teaching experience in part because potential employers, no matter how much we emphasize the extent and seriousness of our fall internship (ACT II), do not see a candidate as being prepared unless they student taught at the grade levels that they are looking for. When we have not been able to do so, I emphasize in my recommendations the full-year internship and the range of experience that our students have.
3. There are also practical placement concerns. Split placements are more sustainable since they may utilize two teachers (thereby not having one teacher removed from much of their direct instruction for a semester or year). Teachers schedules vary from some who repeat sections of the same course many times to others who span grade levels and subjects within a discipline never repeating a course. Science is most variable since HQT and teaching assignment have to match with a range of subjects that many other states license separately.

In short, I think that we are trying to minimize the transfer distance between what students experiences in their teacher prep. program and what they will experience in their first few years of teaching (when so many leave the profession). Given declining enrollments, principals tell me that they are looking for breadth of preparation so that they can shift assignments easily.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHING AND PRACTICUM REQUIREMENTS FOR
MULTIPLE INITIAL ENDORSEMENTS***

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the student shall gradually assume *the full professional roles and responsibilities of the initial endorsement area sought* (section 5150)."

Programs must document that their candidates seeking multiple initial endorsements* are meeting all the knowledge and performance standards and additional requirements, if any, for each endorsement of the licensure recommendation. This may mean that one or more practica are required in addition to student teaching.

Approved programs that determine it is appropriate to divide the student teaching experience among different placements must submit information regarding the institution's rationale with supporting documentation to the VSBPE for consideration. Documentation should detail how candidates will be meeting the intention of the student teaching requirement through the split placements.

Documentation of the request, a copy of the institution's written policy on divided student teaching placements, and the Board's approval will be placed on file at the Department of Education. Such placements and the supporting documentation will be reviewed thereafter as part of the full-program ROPA review process.

* "Initial Licensure" means the first professional educator license and endorsement acquired by an applicant. All subsequent licenses and/or endorsements shall be considered additional, whether they are acquired concurrently or subsequently.

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**POLICY ON STUDENT TEACHING AND PRACTICUM REQUIREMENTS FOR
MULTI-LEVEL SINGLE ENDORSEMENT**

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the candidate *shall gradually assume the full professional roles and responsibilities of an educator in the initial endorsement area sought* (section 5150)."

Programs must document that their candidates seeking a multi-level endorsement are meeting all the knowledge and performance standards and additional requirements, if any, for the grade levels of the licensure recommendation. This may mean that one or more practica are required in addition to student teaching.

Approved programs that determine it is appropriate to divide the student teaching experience among different placements must have a written policy regarding the institution's rationale with supporting documentation. Documentation should detail how candidates will meet the intention of the student teaching requirement through the split placements. Such placements and the supporting documentation will be reviewed as part of the full-program ROPA review process.