

TO: Members of the Higher Education Committee

SUBMITTED BY: Mary Beth McNulty, ROPA Consultant

ITEM FOR ACTION: Two-Year Report: Spark Teacher Education Institute

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators vote to accept the Spark Teacher Education Institute Two-Year Report.

MOTION:

I, _____, move that the VSBPE grant the Spark Teacher Education Institute full approval to the following alternate route programs:

Elementary education, K-6
Middle Grades – Science, 5-9
Middle Grades – Social Studies, 5-9
Middle Grades- Language Arts, 5-9
Middle Grades – Mathematics, 5-9
Mathematics, 7-12
Social Studies, 7-12
Science, 7-12
English Language Arts, 7-1

Approval for these programs is effective until the full ROPA Review tentatively scheduled for 2015.

BACKGROUND INFORMATION:

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the alternate route teacher preparation program Spark Teacher Education Institute. The on-site visit occurred on March 11th and 12th 2009. Members of the Review Team included: **Heather McCollum**, Chair of the Higher Education Committee of the VSBPE, Professor at Union Institute and University, member of the ROPA Design Team; **Patti Cook**, faculty at New England Culinary Institute and Vermont Mentor Program; **Mike Caraco**, mathematics teacher and chair of the Mathematics Department at Burr and Burton High School; and, **Julie Longchamp**, middle grades teacher at Williston Central School, member of the ROPA Design Team, and member of the Peer Review Advisory Committee. Mary Beth McNulty from the Vermont Department of Education assisted the Team.

The Board voted to accept Spark's one-year report on May 26, 2010.

ROPA TEAM REPRESENTATIVE: Heather McCollum

STAFF AVAILABLE: Mary Beth McNulty, ROPA Education Consultant and Marilyn Richardson, Higher Education Liaison.

Spark Teacher Education Institute - Two-Year Report

I. Program Overview

Initial Licensure

Program	Delivery Model	Number of Graduates in The Last 3 Years	Number of Enrollees	Notes
Elementary, K-6	Alternate Route	2010: 2 2009: 0 2008: 0	2	
Middle Grades – Science, 5-9		2010: 0 2009: 0 2008: 0	0	
Middle Grades – Social Studies, 5-9	Alternate Route	2010: 1 2009: 0 2008: 0	1*	*One candidate qualified for both middle grades and secondary Social Studies
Middle Grades- Language Arts, 5-9		2010: 0 2009: 0 2008: 0	0	
Middle Grades – Mathematics, 5-9		2010: 0 2009: 0 2008: 0	0	
Mathematics, 7-12		2010: 0 2009: 0 2008: 0	0	
Social Studies, 7-12	Alternate Route	2010: 3 2009: 0 2008: 0	3*	
Science, 7-12		2010: 0 2009: 0 2008: 0	0	
English Language Arts, 7-12	Alternate Route	2010: 1 2009: 0 2008: 0	1	

II. Introduction: Program Update

1. Are there any major changes at the institution that have impacted or may impact the educator preparation program(s)?

We have not pursued partnership with the School for International Training, but have developed a strong connection with Marlboro College Graduate School (MCGC) in Brattleboro, where we are now housed. This has not significantly changed the content or delivery of the program, other than to further strengthen our offerings in instructional technology (a particular forte of the Marlboro graduate program). Spark students may now enroll for a master's degree through Marlboro on the strength of their coursework in Spark. Importantly, this also permits them to apply for federal financial aid programs.

2. Are you anticipating any substantive changes to your preparation programs?

We are preparing ourselves to apply for authorization to offer TESOL certification.

3. What's happening in your program that's interesting?

See the above note regarding our partnership with Marlboro. The two programs are highly compatible and each partner brings valuable assets to the other.

In our first year, six candidates completed the program. Three of those remained in the immediate area, and we are pleased to report that all three were offered employment at their internship schools. One moved to New Zealand and did not immediately search for employment. One took a job offer at an international school in Mexico and the other moved to Colorado and found employment in a school there, where he is also working on additional certification in TESOL.

We continue our strong "cultural groundings" community outreach program, in cooperation with our parent organization, Educational Praxis Inc. At the time of this writing, for example, Educational Praxis is hosting Ranbyoshi, a troupe of performing artists from Japan, for whom Spark faculty, staff and students have collaborated to find several performance venues in surrounding communities, including a day-long event mounted by Educational Praxis and Spark in Brattleboro, featuring the Japanese performers among other offerings. (See attached flier.) Other examples include strong participation by Spark students and faculty in the semiannual Diversity Day at Brattleboro Union High School and the annual WSESU Diversity Celebration. Last year Spark sponsored a local workshop by Bread & Puppet Theater for teachers and others, and we have co-sponsored other presentations of interest to area teachers by guest speakers such as Dr. Paul Gorski and Dr. David Stovall.

III. Program Stipulations

Program	Stipulation	Update	Evidence
Elementary, K-6	<p>2. Document in a one-year report, that field experiences assure that all candidates (including interns working as paraeducators) gradually take on the full role and responsibilities of the classroom teacher during the 12 consecutive weeks, five days a week.</p> <p>3. Document in a one-year report, that all candidates are assured knowledge of child development, special education, and technology and its application in teaching and learning.</p>	<p>A copy of our One-Year Report addressing these stipulations is attached. These are also addressed below under “Progress Addressing Concerns.”</p>	
Middle Grades – Science, 5-9	<p>1. Document in a one-year report, how the program assures that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).</p> <p>2. Document in a one-year report, that field experiences assure that all candidates (including interns working as paraeducators) gradually take on the full role and responsibilities of the classroom teacher during the 12 consecutive weeks, five days a week.</p> <p>3. Document in a one-year report, that all candidates are assured knowledge of child development, special education, and technology and its application in teaching and learning.</p>	<p>A copy of our One-Year Report addressing these stipulations is attached. These are also addressed below under “Progress Addressing Concerns.”</p>	
Middle Grades – Social Studies, 5-9	Stipulations 1, 2 & 3 above	See above.	

Program	Stipulation	Update	Evidence
Middle Grades- Language Arts, 5-9	Stipulations 1, 2 & 3 above	See above.	
Middle Grades – Mathematics, 5-9	Stipulations 1, 2 & 3 above	See above.	
Mathematics, 7-12	Stipulations 1, 2 & 3 above	See above.	
Social Studies, 7-12	Stipulations 1, 2 & 3 above	See above.	
Science, 7-12	Stipulations 1, 2 & 3 above	See above.	
English Language Arts, 7-12	Stipulations 1, 2 & 3 above	See above.	

IV. Progress Addressing Program Approval Standards

ROPA Standards		Indicators	How would rank yourself on this standard now?	Brief Rationale for this ranking (3-5 sentences)
1	Standards-Based Preparation <i>Approaching Standard</i>	1.01 MS 1.02 AS 1.03 AS 1.04 E 1.05 AS 1.06 AS 1.07 AS	1.01 MS 1.02 MS 1.03 MS 1.04 MS 1.05 MS 1.06MS 1.07MS	A formalized process for transcript analysis is in use. We have identified a pool of faculty advisors with content expertise, and content specific coursework includes reading/writing across the content areas and use of technology. Adolescent development is addressed within Theories of Human Development and Exceptionality, as well as in the pedagogy module for middle grades candidates. MCGC provides IT coursework to all candidates. Students understand and use formative assessment practices. All portfolio entries are assessed according to Vermont standards. Curriculum for Foundations of Education includes legal and ethical principles and expectations of professional conduct. <i>See also information under Progress Addressing Concerns.</i>
2	Collaboration with preK-12 Schools <i>Approaching Standard</i>	2.01 MS 2.02 AS 2.03 AS 2.04 AS 2.05 MS 2.06 MS	2.01 MS 2.02 MS 2.03 MS 2.04 MS 2.05 MS 2.06MS	All field advisors are off-site faculty members. Candidates are required to complete 12 weeks of full time students teaching. Policies for para-educator s were clarified in the 1-year report. <i>See also information under Progress Addressing Concerns.</i>
3	System of Assessment <i>Approaching Standard</i>	3.01 AS 3.02 AS 3.03 MS 3.04 AS 3.05 MS 3.06 MS	3.01 MS 3.02 MS 3.03 MS 3.04 MS 3.05 MS 3.06 MS	The curriculum modules are aligned with Vermont standards, and assessment is through the Level I Licensure Portfolio and other portfolio entries. State rubrics are used to evaluate candidates' Level I Licensure portfolios. The Program Handbook now includes all required items. <i>See also information under Progress Addressing Concerns.</i>
4	Candidate Knowledge, Skills and Dispositions <i>Non-Applicable</i>	4.01 NA 4.02 NA	4.01 NA 4.02 NA	
5	Commitment to Diversity <i>Meets Standard</i>	5.01 MS 5.02 MS 5.03 MS 5.04 MS 5.05 MS 5.06 MS	5.01 MS 5.02 MS 5.03 MS 5.04 MS 5.05 MS 5.06 MS	

ROPA Standards		Indicators	How would rank yourself on this standard now?	Brief Rationale for this ranking (3-5 sentences)
6	Resources <i>Approaching Standard</i>	6.01 NA 6.02 MS 6.03 MS 6.04 MS 6.05 AS 6.06 AS 6.07 AS	6.01 NA 6.02 MS 6.03 MS 6.04 MS 6.05 MS 6.06MS 6.07AS	Faculty are expected to engage in scholarly activities as reflected in their resumes and in Spark Handbook for Faculty and Staff. Spark owns its own administrative technology, housed in its office at MCGC, and we maintain a website at www.SparkTeacherEd.org. Students are now able to access federal financial aid through Marlboro College. Our IT curriculum includes web-based portfolio and resumes, and electronic portfolios. As a new program, we are working to regularize our financial resources. <i>See also information under Progress Addressing Concerns.</i>
7	Institution and Program Renewal <i>Meets Standard</i>	7.01 MS 7.02 NA 7.03 AS	7.01 MS 7.02 NA 7.03 MS	Five-year plan has been revised. <i>See also information under Progress Addressing Concerns.</i>

IV. Progress Addressing Concerns

ROPA Standards		Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
1	Opportunities for Standards-Based Preparation	1. The scope and sequence (e.g. syllabi, expectations, assessments, etc) of the seminars and modules are not clearly articulated.	<ul style="list-style-type: none"> We have a formalized process for transcript analysis. An articulated scope and sequence is included in the program handbook. Syllabi include expectations, assessments, texts, etc. 	<ul style="list-style-type: none"> Transcript analysis forms Program Handbook, p. 5-7 Syllabi
		2. Candidates are not assured of developing sufficient content knowledge and pedagogy under the guidance of the current faculty.	<ul style="list-style-type: none"> We have identified a pool of faculty advisors with content expertise. Coursework and syllabi have been developed for content specific pedagogy. 	<ul style="list-style-type: none"> Faculty resumes Content pedagogy syllabi

ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
	<p>3. Technology has not been fully integrated into the program and candidates are not assured of developing the technological skills necessary for 21st century learning.</p>	<ul style="list-style-type: none"> • MCGC provides IT coursework to all candidates, including issues of equitable access. • Subject specific seminars also include technology. • Assistive technology is included in Theories of Human Development and Exceptionality. • Candidates are expected to include access to technology among modifications in planning. 	<ul style="list-style-type: none"> • Faculty resumes • Syllabi: IT; Human Development & Exceptionality • Lesson planning handout
	<p>4. There is no clear system for the development, documentation, and communication of modules related to child development, special education, technology, use of standards in lesson/unit planning, student assessment, reading and writing in the content area.</p>	<ul style="list-style-type: none"> • Child and adolescent development and special education are addressed within Theories of Human Development and Exceptionality. • MCGC provides IT coursework to all candidates. • Subject specific seminars also include technology. • Assistive technology is included in Theories of Human Development and Exceptionality. • Candidates are expected to include access to technology among modifications in planning. • Lesson planning instruction and handouts include attention to state/local standards and grade expectations. • Students understand and use formative assessment practices. • Candidate reflections on lessons include use of assessment to improve practice. • Required action research projects typically include use of assessment to improve practice. • Coursework and syllabi have been developed for content specific pedagogy including reading/writing across the content areas. 	<ul style="list-style-type: none"> • Faculty resumes • Syllabi: Human Development & Exceptionality; IT • Lesson planning handout • Action research guidelines • Syllabi with content area literacy

ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
2 Collaboration with preK-12 Schools	1. Field experiences have not been developed so that all candidates are assured of taking on the full role and responsibilities of the classroom teacher during 12 consecutive weeks, five days a week.	<ul style="list-style-type: none"> Candidates are required to complete 12 weeks of full time students teaching. 	<ul style="list-style-type: none"> Program handbook with calendar and internship guidelines (p. 8, 10)
	2. Field advisors who are selected from the school sites may not be in a good position to support both the candidates and their colleagues throughout the internship year. Additionally, this practice might constrain the internship to a one-school perspective.	<ul style="list-style-type: none"> All field advisors are off-site faculty members. 	<ul style="list-style-type: none"> Staffing list Placement chart
	3. Para-educators, who are employed by the school they are placed in, do not have the true student teaching experience of their peers where they take on the full role and responsibilities of the classroom teacher.	<ul style="list-style-type: none"> Policies for para-educators were clarified in the 1-year report and are included in the program handbook. 	<ul style="list-style-type: none"> Program handbook, p. 17
3 System of Assessment	1. The program handbook does not yet contain the necessary information to guide candidates' progress through the program.	<ul style="list-style-type: none"> Program handbook contains program calendar, scope and sequence of program, complete guidance concerning the internship, and information about assessment and evaluation. 	<ul style="list-style-type: none"> Program handbook
	2. Candidates may not be appropriately advised by program faculty with limited content and pedagogical knowledge in an endorsement area.	<ul style="list-style-type: none"> We have identified a pool of faculty advisors with content expertise. 	<ul style="list-style-type: none"> Faculty pool list Faculty resumes
	3. The process for evaluating transcripts has not yet been formalized or systematized.	<ul style="list-style-type: none"> We have a formalized process for transcript analysis. Grade point average is included. 	<ul style="list-style-type: none"> Transcript analysis forms
	4. It is unclear if candidates are being assessed for the B average required for student teaching. It does not currently appear to be required for admission to the program.	<ul style="list-style-type: none"> A "B" average is required for admission to the program. 	<ul style="list-style-type: none"> Program handbook, p. 16 Transcript analysis forms

ROPA Standards		Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
4	Candidate Knowledge, Skills and Dispositions	N/A		
5	Commitment to Diversity	1. Candidates do not appear to explicitly address issues of diversity surrounding technology.	<ul style="list-style-type: none"> MCGC provides IT coursework to all candidates, including attention to issues of equitable access. Candidates are expected to include access to technology among modifications in planning. 	<ul style="list-style-type: none"> IT syllabus Lesson planning handout
6	Resources	1. There is limited evidence of resources to support collaboration at the high school level.	<ul style="list-style-type: none"> We value the expertise of our secondary partners, and we seek feedback from them on the program. Field advisors and other program faculty are frequently in touch with mentor teachers and administrators at all school sites, including high schools. Mentor teachers and other school professionals are invited to present in seminars. 	<ul style="list-style-type: none"> Placement chart with field site advisors Program Handbook, p. 16
		2. Additional resources may need to be identified to address ROPA concerns and to implement a revised Five-Year Plan.	<ul style="list-style-type: none"> Spark has been operating in a fiscally responsible manner for two years and has been able to contract for all necessary student supports in special education, curriculum instruction & assessment, curriculum design, and secondary content area expertise. Our enrollment is steadily increasing, at a pace that does not stretch our existing resources or our ability to expand resources to meet student needs. 	<ul style="list-style-type: none"> Financial statement for 2009-10 Budget for 2010-13 Enrollment data
		3. A program that relies solely on tuition may not be viable in the long run.	<ul style="list-style-type: none"> We are working on grant proposals through federal programs such as Americorps. 	

ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
	4. The program currently has no means for qualified candidates to apply for Federal Financial Aid. This will severely limit who can participate.	<ul style="list-style-type: none"> • Students are now able to access federal financial aid through Marlboro College. • We continue to work toward independent eligibility for federal financial aid programs. • We are also working toward independent approval to grant a master's degree. 	<ul style="list-style-type: none"> • MOU
7	Institution and Program Renewal	1. Revisions will need to be made to the Five-Year Plan to respond to concerns identified by the directors and the Team.	<ul style="list-style-type: none"> • Five-year plan has been revised. • 5-yr plan

Program Area	Approval Recommended
Elementary, K-6	2 yr. Conditional
Middle Grades – Science, 5-9	1 yr. Conditional
Middle Grades – Social Studies, 5-9	1 yr. Conditional
Middle Grades- Language Arts, 5-9	1 yr. Conditional
Middle Grades – Mathematics, 5-9	1 yr. Conditional
Mathematics, 7-12	1 yr. Conditional
Social Studies, 7-12	1 yr. Conditional
Science, 7-12	1 yr. Conditional
English Language Arts, 7-12	1 yr. Conditional

Stipulations in Middle and Secondary Areas:

1. Document in a one-year report, how the program assures that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).

Stipulations in All Areas:

2. Document in a one-year report, that field experiences assure that all candidates (including interns working as paraeducators) gradually take on the full role and responsibilities of the classroom teacher during the 12 consecutive weeks, five days a week.
3. Document in a one-year report, that all candidates are assured knowledge of child development, special education, and technology and its application in teaching and learning.

SPARK TEACHER EDUCATION INSTITUTE

**Enrollment Data
April 2011**

Academic Year	# of Students Enrolled	# Expected to Complete	Date	# Completed	Date
2009-10	6			6	6/30/10
2010-11	10	8	6/30/11		
		2	12/23/11		

SPARK TEACHER EDUCATION INSTITUTE
Year-to-Date Financial Statement 2009-10

Income

Application Fees	540.00
Enrollment Fees	2,500.00
Tuition Fees	85,350.00
Total Income	<u>88,390.00</u>

Expenses

Personnel

Payroll service fees	1,113.54
Wages & Payroll taxes	45,867.47
Workers Comp Insurance	438.62

Total Personnel 46,981.01

Scholarship 5,300.00

Accreditation/Approval 3,457.60

Administrative Expenses 3,577.49

Events 1,379.34

Facilities and Equipment 3,442.47

Professional Services 135.00

Total Expense 64,711.53

Net Income 23,678.47

Memorandum of Understanding

RE: SparkTeacher Education Institute and Marlboro College Graduate School MAT

INTRODUCTION

The Marlboro College Graduate School and the Spark Teacher Education Institute share a commitment to the preparation of skilled educators. Working in parallel, and collaborating on curriculum, they can provide students with both the recommendation for Vermont State teacher licensure that Spark is already approved for and a Master of Arts in Teaching degree that is a core offering of the Marlboro College Graduate School.

Marlboro College Graduate School (MCGS)

1. MCGS has offered an Master of Arts in Teaching degree for ten years, and has been one of two sites in Vermont that offers a program leading to the ETS#42 Educational Technology Specialist endorsement.
2. The mission of the Graduate School of Marlboro College is to offer responsive, innovative education of the highest standard in professional studies in the topic areas of management, technology, and teaching. The educational practice of the School fosters the development of critical thinking, articulate presentation, coherent concepts and arguments, superior writing skills, and the ability to apply creative, sustainable solutions to real world problems.
3. MCGS shares an approach, first planted at Marlboro College, to promote democratic governance within the school and beyond its campus

Spark Teacher Education Institute (Spark)

4. The model for the Spark program was offered at Keene State College as the WEL (World Educational Links) program and ran there from Fall 02 to Spring of 09 housed in the Education Department. Graduates of the WEL program earned an M Ed. with recommendation for New Hampshire state teacher licensure. During a reorganization at Keene State the program was discontinued. Following the WEL program model, core faculty from the program launched Spark as a program of Educational Praxis, a Vermont nonprofit. Spark Teacher Education Institute was approved by the Vermont Department of Education to recommend for licensure in February of 2010.
5. Spark Teacher Education Institute is committed to the preparation of future teachers as skillful practitioners, leaders and collaborative innovators, able to confront and reconstruct practices and policies in order to create rich environments and equitable opportunities for learning and for living.

6. The Spark program is designed around a year-long practicum during which participants are immersed in the experience and culture of a public school. Weekly seminars bring students together to engage in graduate coursework during which they make connections between theory they are studying and the practice they are living in the practicum.

The MCGS and Spark partnership

7. MCGS's Master of Arts in Teaching degree will expand, adding to our offerings the core courses of the Spark program.

8. The Spark program will be enhanced by the addition of technology in teaching expertise drawn from the existing MCGS MAT curriculum.

9. Students who enroll in the Spark teacher licensure program will be placed in practica with mentor teachers in partner schools through the network that the Spark program has developed. Upon successful completion of the Spark program Spark will recommend them to the Vermont State Department of Education for teacher licensure.

10. Students who also apply and are accepted into MCGS's MAT program will earn their degree while using the Spark placement as the program's practicum. They will earn a Master of Arts in Teaching from Marlboro College Graduate School.

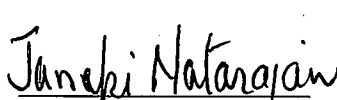
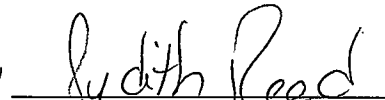
11. Marlboro College Graduate School and Spark will pilot this program design by offering those students currently accepted into the Spark program the opportunity to apply for MAT degree at MCGS and to complete both in parallel during the academic year 2010-2011. MCGS will retain complete control of and responsibility for the curriculum and delivery of the MAT degree though it will include new courses drawn from the Spark curriculum, and Spark will retain complete control over and responsibility for student placement in practica sites and managing the relationship with public schools.

Date: 9/10/2010

Date: 9/10/10


Richard Glejzer

Dean of Faculty
Marlboro College


Janaki Natarajan, 
Judith Reed

Program Directors
Spark Teacher Education Institute

SPARK TEACHER EDUCATION INSTITUTE
MATS 662C: Teaching Practices in the Content Area: English
Syllabus: 2010-11

INSTRUCTOR

Mikaela Simms

DESCRIPTION

Subject-specific practices in the English Language Arts classroom, including pedagogy, standards-based curriculum design, assessment, interdisciplinary approaches, use of appropriate technology, and methods for integrating social justice and multicultural education.

LEARNING OUTCOMES

Upon completion of the program students will be able to demonstrate understanding and teaching competence in the following areas:

- Strategies for differentiation of instruction in literacy
- Identification of reading and writing difficulties
- Reading for meaning and critical thinking
- Language and word study
 - Spelling
 - Vocabulary
- Reading and writing across the curriculum
- Writing skills and writing styles/genres
- Active and interactive learning strategies for English language arts
- Strategies for teaching about issues of equity and other controversial issues through English language arts
- Strategies and tools for literacy assessment
- Curriculum standards for English Language Arts

LEARNING ACTIVITIES

Subject Area Seminars: Subject-specific seminars focus on subject area pedagogy, curriculum design and assessment and reflection on the students' own practice.

Exhibitions: Exhibitions provide an opportunity to both demonstrate and enrich understanding of the pedagogical principles and the design and assessment of effective curriculum.

Teaching: Students are required to demonstrate their ability to employ current best practices appropriate for the content area.

Supervision: Observations of students in the field with formal written notes and conferences provide important opportunities for clinical discussion of design, implementation and assessment of content area instruction and employment of content-appropriate pedagogical principles.

REQUIRED TEXTS

Christensen, Linda. (2000). *Reading, Writing and Rising Up: Teaching about Social Justice and the Power of the Written Word*. Milwaukee, WI: Rethinking Schools. ISBN 9780942961256 \$16.95

Christensen, Linda. (2009). *Teaching for Joy and Justice: Re-imagining the Language Arts Classroom*. Milwaukee, WI: Rethinking Schools. ISBN 9780942961430 \$19.95

Daniels, H. & Bizar, M. (2005). *Teaching the Best Practice Way: Methods That Matter, K-12*. Portland, ME: Stenhouse Publishers ISBN 9781571104052 \$24.50

Daniels, H., Zemelman, S. & Steineke, N. (2007). *Content-Area Writing: Every Teacher's Guide*. Portsmouth, NH: Heinemann ISBN 0325009724 \$35.63

Lieber, C.M. (2002). *Partners in Learning: From Conflict to Collaboration in Secondary Classrooms*. Cambridge, MA: Educators for Social Responsibility ISBN 0942349172 \$38.00

Zemelman, S. & Daniels, H. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann ISBN 0325005958 \$35.63

Journal articles, handouts, and reserve readings will be assigned, including excerpts from the following:

Mike Fleming, David Stevens. (2004). *English Teaching in the Secondary School: Linking Theory and Practice*. New York: Routledge.

Harold M. Foster & Megan C. Nosol. (2008). *America's Unseen Kids: Teaching English/Language Arts in Today's Forgotten High Schools*. Portsmouth NH: Heinemann.

Linda A. Spears-Bunton, Rebecca Powell (Eds). (2008). *Toward a Literacy of Promise: Joining the African American Struggle*. New York: Routledge.

ASSESSMENT

Demonstration of standards and teaching competencies is portfolio-based. Through reflections on relevant experiences and artifacts in the Endorsement Area Portfolio, students synthesize endorsement-specific knowledge and critique their own teaching practices, demonstrating and enhancing their ability to function as reflective practitioners.

SPARK TEACHER EDUCATION INSTITUTE
MATS 652 Pedagogy of Social Justice
Syllabus: 2010-11

INSTRUCTORS

Janaki N. Tschannerl
Judith Reed

DESCRIPTION

Pedagogical principals of anti-oppressive, multicultural education and the democratization of knowledge. Methodologies for social justice education, including student-centered teaching, self-directed learning, peer and small-group instruction and cooperative learning. Community building as the basis for classroom management and for democratizing the classroom. Attention to subject-specific pedagogy.

LEARNING OUTCOMES

Upon completion of the program students will be able to demonstrate:

- Ability to examine critically educational and social theories and the effects of their application in the classroom.
- Ability to analyze the presentation of knowledge and its sources in the classroom and school.
- Ability to construct, articulate and implement principles of equity and teaching excellence.
- Ability to observe, question and analyze and implement subject-specific pedagogy in the inclusionary classroom.
- Implementation of multicultural and anti-oppression teaching pedagogies and democratization of classroom practices.

LEARNING ACTIVITIES

Readings: Students read texts and articles exploring and critiquing the materials typically offered to public school students. Other readings focus on pedagogical approaches for multicultural and anti-oppression teaching pedagogies and democratization of classroom practices and management procedures.

Seminars: Seminar offerings include educational and social theories and guidance in analyzing the sources of knowledge and its presentation in the classroom. Seminar sessions include student-centered teaching, self-directed learning, peer and small-group instruction and cooperative learning. Methods for building community are explored as the basis for classroom management and for democratizing the classroom.

Subject Area Seminars: Subject-specific seminars are provided for each endorsement area in order to focus on subject area pedagogy and reflect on its implementation in the students' own practice.

Teaching: To deepen understanding, as well as to demonstrate their skills in both general and subject-specific pedagogy, students are expected to draw upon this knowledge in their practice and to observe and reflect upon how their own practice and that of others in the field connect with pedagogical material presented in seminar.

Supervision: Observations of students in the field with formal written notes and conferences, in addition to multiple informal opportunities for observation and feedback, provide important opportunities for clinical discussion of pedagogical principals as reflected in practice.

Exhibitions: Exhibitions provide an opportunity to both demonstrate and enrich understanding of multicultural and anti-oppression teaching pedagogies and democratization of classroom practices.

School Visits: Students are required to visit several other schools, where they meet with students and educators to widen their experience of various pedagogies and to compare and contrast these settings with their internship sites.

Research: Research projects require attention to educational pedagogical issues in the specific area of study. Students are asked to connect their chosen research topic to the implementation of multicultural and anti-oppression teaching pedagogies and/or democratization of classroom practices.

REQUIRED TEXTS

Bigelow, B., Christensen, L., Karp, S., Miner, B., Peterson, B. (Eds). (1994, 2007). *Rethinking Our Classrooms: Teaching for Equity and Justice*. Milwaukee, WI: Rethinking Schools. ISBN 0942961358 \$16.95

Bizar, M. & Daniels, H. (2005). *Teaching the Best Practice Way: Methods That Matter, K-12*. Portland, ME: Stenhouse Publishers. ISBN 1-57110-4054 \$24.50

For elementary school: Ruth Sidney Charney. (2002). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8*. Greenfield, MA: Northeast Foundation for Children. ISBN 1-892989-08-5 \$32.00

For secondary school: Carol Miller Lieber. (2002). *Partners in Learning: From Conflict to Collaboration in Secondary Classrooms*. Cambridge, MA: Educators for Social Responsibility. ISBN 0-942349-17-2 \$38.00

Journal articles, handouts, and reserve readings will also be assigned.

ASSESSMENT

Student competency in this area will be demonstrated as follows:

- Application in lesson planning and implementation in the classroom, as documented in observations of classroom teaching and in summative evaluations by field advisor.
- Level I Licensure Portfolio Entries.
- Performance Portfolio entries.

SPARK TEACHER EDUCATION INSTITUTE
MATS 662D: Teaching Practices in the Content Area: Mathematics
Syllabus: 2010-11

INSTRUCTORS

David Cyr
Karen Saunders

DESCRIPTION

Subject-specific practices in the Mathematics classroom, including pedagogy, standards-based curriculum design, assessment, interdisciplinary approaches, use of appropriate technology, and methods for integrating social justice and multicultural education.

LEARNING OUTCOMES

Upon completion of the program students will be able to demonstrate understanding and teaching competence in the following areas:

- Misconceptions in mathematical reasoning typical of adolescents
- Development of mathematical theory as a historical process
- Active and interactive learning strategies for mathematics
- Strategies for strengthening mathematical skills and reasoning ability
 - Basic mathematical skills
 - Discovery of structures and relationships
 - 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
- Literacy skills applied to mathematics
 - Justify and/or communicate mathematical process, conclusions and concepts orally and in writing
 - Mathematical language and representations
- Contextualizing mathematics instruction
 - Using mathematics across the curriculum
 - Real world applications of mathematical ideas and tools
 - Strategies for teaching about issues of equity and other controversial issues through mathematics

- Technological and other tools for mathematical study and exploration
- Career options in mathematics
- Strategies and tools for assessment in mathematics
- Curriculum standards for Mathematics

LEARNING ACTIVITIES

Subject Area Seminars: Subject-specific seminars focus on subject area pedagogy, curriculum design and assessment and reflection on the students' own practice.

Exhibitions: Exhibitions provide an opportunity to both demonstrate and enrich understanding of the pedagogical principles and the design and assessment of effective curriculum.

Teaching: Students are required to demonstrate their ability to employ current best practices appropriate for the content area.

Supervision: Observations of students in the field with formal written notes and conferences provide important opportunities for clinical discussion of design, implementation and assessment of content area instruction and employment of content-appropriate pedagogical principles.

REQUIRED TEXTS

Gutstein, E. & Peterson, B. (Eds.) (2005). *Rethinking Mathematics: Teaching Social Justice by the Numbers*. Milwaukee WI: Rethinking Schools. ISBN 9780942961546 \$16.95

Daniels, H. & Bizar, M. (2005). *Teaching the Best Practice Way: Methods That Matter, K-12*. Portland, ME: Stenhouse Publishers ISBN 9781571104052 \$24.50

Daniels, H., Zemelman, S. & Steineke, N. (2007). *Content-Area Writing: Every Teacher's Guide*. Heinemann ISBN 0325009724 \$35.63

Lieber, C.M. (2002). *Partners in Learning: From Conflict to Collaboration in Secondary Classrooms*. Cambridge, MA: Educators for Social Responsibility ISBN 0942349172 \$38.00

Zemelman, S. & Daniels, H. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann ISBN 0325005958 \$35.63

Journal articles, handouts, and reserve readings will be assigned, including excerpts from the following:

Erickson, T. (1989) *Get it together*. Berkeley, CA: EQUALS, Lawrence Hall of Science, University of California.

Gross, F., Morton, P & Poliner, R. (1993). *The Power of Numbers: A Teacher's Guide to Mathematics in a Social Studies Context*. Cambridge MA: Educators for Social Responsibility.

Gutstein, E. (2006). *Reading and Writing the World with Mathematics: Toward a Pedagogy for Social Justice*. New York: Routledge.

Worsley, D. (Ed.) (2002). *Teaching for Depth: Where Math Meets the Humanities*. Portsmouth NH: Heinemann.

ASSESSMENT

Demonstration of standards and teaching competencies is portfolio-based. Through reflections on relevant experiences and artifacts in the Endorsement Area Portfolio, students synthesize endorsement-specific knowledge and critique their own teaching practices, demonstrating and enhancing their ability to function as reflective practitioners.



Spark Teacher Education Institute

Program Handbook

2010-2011

Spark Teacher Education Institute
is a program of
Educational Praxis, Inc.

Updated April, 2011

Educational Praxis, Inc.
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Spark Teacher Education Institute Handbook

PART I: Program Philosophy

The Spark teacher certification program is an intensive, field-based, teacher preparation program leading to licensure in the candidate's chosen area. The program strives to instill an understanding of self and others in conjunction with the development of skills, knowledge, critical thinking and compassion required for creating an equitable and engaging learning environment for diverse learners.

Interns spend a full year in a public school setting while at the same time completing course work and participating in integrated seminars. Upon successful completion of the program, students will be qualified to apply for appropriate licensure for teacher certification.

The program focuses on teaching for social justice. To this end, the curriculum emphasizes the pedagogy of creating and managing democratic classrooms, building a community within the classroom, implementing reflective assessment, teaching through authentic experiences and teaching for social responsibility.

The program is characterized by three distinct facets of preparation:

Exploring Self as Teacher. Interns investigate and seek answers to questions about their own views of teaching and learning. They are asked to recollect their own experiences and subject them to scrutiny. An emphasis is placed on developing an understanding of one's own cultural identity and worldview while exploring diversity in a global society. Interns will:

- Recall and reflect on their own educational and intellectual past.
- Broaden their critical cultural consciousness.
- Clarify their values and develop new principles in relation to education.

Knowing the Present. Interns focus on the study of the present educational systems, their curricula, and the theories, practices, and policies on which they are based. Concurrently, interns develop skills in critical thinking, clinical observation, reflection, and action research. They develop sound teaching pedagogies and classroom practices that reflect the principles of social justice and equity. Interns will:

- Comprehend and critically examine educational and social theories.
- Examine the presentation of knowledge and its sources.
- Study the cultural groundings of diverse communities from economic, political and social perspectives.
- Construct and articulate principles of equity and teaching excellence.
- Develop skills required for critical thinking.
- Master research skills related to clinical observation.
- Develop pedagogical practices that respond to diverse learners and integrate multicultural education.

Teacher Leadership: Interns use newly acquired knowledge and skills to confront and reconstruct practices and policies essential to creating optimal learning environments for diverse student learners. Interns will:

- Articulate cogently their views of teaching and its practice.
- Learn the skills for effective advocacy, working collaboratively and broadening collegial relationships.
- Implement innovative and principled educational programs in the classroom and school.
- Apply organizational skills to effect educational change in the broader community.

PART II: Delivery Model

Students begin their year-long program in May with a one-day orientation seminar, followed by a summer of independent readings and written reflections. A summer institute in mid-August completes the preparation for an internship in a public school setting. This immersion in the life of the school provides a context for theory and allows interns to connect graduate coursework with examination and development of classroom practice.

Each semester contains 14 day-long seminars on campus. Using texts, films, discussions, group work and projects, interns develop critical questions and answers about historical content and the pedagogy of creating democratic community.

Seminar Curriculum

The three components of the delivery model – *content*, *methods of teaching*, and *pedagogy* – are deeply interlinked in the theory and practice of the program. The *content* comprises an exploration of cultures and paradigms; the *pedagogy* involves a deep investigation of the social context of education; and under *methods of teaching*, interns explore ways of integrating the cultural material into the school curriculum.

The *content* of the program is a study of political, economic, social and educational paradigms. These systems are studied from a viewpoint of historical legacies and current practices. The development of school systems is examined. The administrative and financial foundation of schooling is critically explored. Links are made to world cultures and to the particular historical legacies and contexts that give rise to present school systems in the U.S. and elsewhere.

Interns come to the program with subject matter specializations, typically attained through undergraduate areas of major study. *Methods of teaching* content material are derived from knowledgeable mentor teachers, discussion in seminars, specialty lectures and workshops, presentations by program faculty, and guest lectures.

With a focus on teaching for social justice, seminars on methods of teaching include the following:

- Lesson planning that meets specific objectives or learning outcomes.
- Assessing learning by matching objectives with assessment strategies.
- Facilitating discussions.
- Discovery learning and other authentic learning experiences.
- Building a community of learners within the classroom.
- Managing a democratic classroom.

- Cooperative skills and cooperative learning.
- Service learning.
- Teaching for social responsibility, including responses to stereotyping, discrimination and prejudice.
- Mapping cultural contexts
- Teaching about controversial issues.
- Social activism and social change.

The study of *pedagogy* includes an examination of education in the context of history, individual lifespan development, and learning of language and literacy. Interns are asked to reflect on the process of their own education and their intellectual past. They are expected to employ “best practice” methods of teaching and draw on their content area expertise in developing innovative ways to link the cultural material to their work with students. The intrinsic goal is to integrate a multicultural perspective into the teaching of all subject areas.

The Year-Long Internship

A core feature of the program is that intern teachers engage in the everyday experience of the classroom four days a week or more for an entire school year, August to June. Interns observe, participate and teach under a mentor who is at once a teacher and a colleague. They participate in all aspects of school life, including teacher meetings, team meetings, student extracurricular activities, and other teacher duties, and become integral members of the teaching staff at their placement sites.

At the same time, it is important for interns to be prepared for the range of grade levels and content included in the endorsement area, and to that end individual arrangements are made for interns to spend significant time participating in other classrooms within the school. Some interns may split the year between two classrooms.

For a twelve week period from the second week in January through early April, interns spend five days a week at their internship sites. During these twelve weeks, each intern must schedule two consecutive weeks of solo teaching.

A five-day winter institute of day-long seminars is scheduled immediately prior to the twelve weeks of full-time Student Teaching. Seminars are scheduled biweekly on Saturdays during the period of full-time Student Teaching.

Mentor Teachers

The mentor teacher shares methodologies in her/his classroom with the intern, collaborates to help the intern understand the curriculum and organization of the classroom, allows the intern to learn in a safe environment, and shifts responsibility to the intern in a careful and responsible manner.

Mentors have an expressed interest in learning and teaching within the context of cultural knowledge. Mentor teachers are expected to participate in seminars with Spark faculty two or more times per year. These seminars allow mentor teachers to meet and share knowledge and ideas about working with interns. Additionally, through these seminars, program faculty can provide a formal set of links to the pedagogy and content of the program for the mentor teachers. Mentor teachers may also read and discuss some of the cultural material included in the

content of the program. Some partner schools have requested and received a continuing education seminar to deepen the mentors' knowledge of the theoretical and cultural content of the program.

All members of the school including the principal, other teachers, para-professionals, administrators, support staff, students and parents are viewed as composing the intern's learning community.

As the intern gains experience in the classroom and leads activities, mentor teachers observe and provide feedback. Field advisors visit intern classrooms to observe their teaching and to communicate with mentor teachers, principals and others in the school community. Faculty advisors, who are instructors in the Spark program, visit as needed and provide a crucial link between the school sites and the program.

Program Components

In addition to the internship, key components of the program include:

- **Seminars and Institutes:** A Summer Institute, a Winter Institute and weekly seminars provide the foundation for graduate level pedagogical inquiry. Each semester culminates in an Exhibition, with presentations by the interns on curricular projects, research topics and critical reflections.
- **Endorsement Area Seminars:** Interns seeking middle grades or secondary content area endorsements have prior coursework in their subject areas. They gain competence in teaching their subjects through the advice and feedback of their mentor teachers, by observing, reading, reflecting, writing lesson plans and finally by teaching.

In addition, the program provides subject area seminars for the interns, each subject-specific group meeting at least four times a year. The endorsement area instructors bring superior knowledge of the content areas and work with interns on how to teach these subjects in a school setting, based on endorsement area licensure standards. Content area instructors also participate in the Cultural Groundings seminars of the program to strengthen ways for interns to integrate this material into their subject area curriculum.

Interns come to the content area seminars with questions and with contributions from their classrooms such as lesson plans and student work. The instructors lead discussions about questions and issues and present innovative and state-of-the-art teaching practices in the content area. These instructors also serve as field advisors for the secondary and middle school interns, visiting the classroom regularly and providing at least two formal observations per semester for each of their interns.

Interns seeking Middle Grades endorsements attend sessions providing material specific to the needs of with middle grade students and the organization of middle schools. Similarly, interns seeking and Elementary Education endorsement will attend sessions designed to address the learning needs of K-6 students.

- **Support Teams:** The Support Team for the intern includes a faculty advisor, the field advisor, and the mentor teacher. The Support Team assists the intern in the design and

implementation of the Individualized Learning Plan (ILP) and evaluation of learning. Each intern's Support Team meets three or four times during the year (and more if needed) for planning and ongoing feedback and support. The interns meet on a daily basis with their mentor teachers, and weekly with the program faculty in on-campus seminars.

- **Individualized Learning Plans:** Each intern works with his or her Support Team to formulate an Individualized Learning Plan (ILP) for meeting program expectations, which include developing teaching competencies consistent with state and national and standards for teacher certification. A template for the ILP is reproduced at the back of this Handbook.
- **Action Research:** Interns learn to investigate questions relating to their practice, such as the economic and political context of the school and community, integrating cultural knowledge with subject matter, and assessment of teaching methods.

PART III: Program of Study

Curriculum*	Graduate Credits*			
	Total	Trimester I <u>Spring 2011</u> May 6 to August 27	Trimester II <u>Fall 2011</u> August 29 to December 17	Trimester III <u>Winter 2012</u> January 3 to June 30
MATS650 Foundations of Education: Legacies, Culture and Teaching	3	3		
MATS651 Theories of Human Development & Exceptionality	3		3	
MATS652 Pedagogy of Social Justice Seminar	6		3	3
MATS654 Curriculum & Assessment in Equity Education Seminar	6		3	3
MATS656 Technology for Educators	1	1		
MATS660 Internship: Teaching for Social Justice Seminar	4		2	2
MATS662 Teaching Practices in the Content Area Seminar	6		3	3
MATS664 Applied Research in Equity Education	3			3
TOTAL	32	4	14	14

*Course numbers refer to Marlboro College Graduate School requirements for the MATS degree program.

MATS 650 Foundations of Education: Legacies, Culture and Teaching

Historical foundations and the social, economic and political context of schooling in the U.S. Critical issues are considered, including: legal/ethical principles and expectations of professional conduct; practices for democratizing classrooms and schools; teaching for social justice and equity in a diverse society; multicultural education; stratification in classroom and school; school funding and school reform.

MATS 651 Theories of Human Development & Exceptionality

Focus on knowledge of self, social constructs and developmental theories, within a framework of critical analysis. Attention to development, learning and diversity of children and adolescents, including special educational and multicultural perspectives, and interactions among students, families and schools.

MATS652 Pedagogy of Social Justice

Pedagogical principles of anti-oppressive, multicultural education and the democratization of knowledge. Methodologies for social justice education, including student-centered teaching, self-directed learning, peer and small-group instruction and cooperative learning. Community building as the basis for classroom management and for democratizing the classroom. Attention to subject-specific pedagogy.

MATS654 Curriculum & Assessment in Equity Education

Standards-based curriculum development and the assessment of student learning with a focus on curriculum reform. Design and implementation of instruction using principles of experiential learning, integrated curriculum, differentiated teaching and constructivist design; literacy and quantification instruction in and across the disciplines; curriculum and assessment in the democratized classroom; use of appropriate technology; teaching for social justice and world understanding.

MATS656 Technology for Educators

Using blogs and wikis for student journaling and communication with parents. Creating a Webquest and simple websites for delivering content that are free to host online. Using Moodle, an industry-standard Learning Management System. Managing and manipulating photos and graphics using online tools. Creating podcasts and basic video screencasts. Using multimedia tools & applications for teachers. Establishing a digital online professional portfolio. Consideration of social justice issues connected with use of instructional technology.

MATS660 Internship: Teaching for Social Justice

Placement in classroom appropriate to certification sought. Observation and application of principles of general and subject-specific pedagogy; standards-based curriculum design; use of appropriate technology; assessment; human development and diversity. Integration of anti-oppressive, multicultural, social justice education. Supervision by mentor teacher and faculty advisor. Practicum begins with mentor teachers= first contractual day of the academic year and continues until teachers= last contractual day.

MATS662 Teaching Practices in the Content Area

Subject-specific practices in the endorsement area, including pedagogy, standards-based curriculum design, assessment, interdisciplinary approaches, use of appropriate technology and methods for integrating social justice and multicultural education.

MATS664 Applied Research in Equity Education

Strategies and tools for designing and implementing research in education. Identification of topic and research question, review of existing literature, design of field-based study. Completion of field-based research project, including data collection, analysis and presentation of findings.

PART IV: Demonstration of Teaching Competencies

Through their work in the course of the year, interns are required to demonstrate the teaching competencies outlined in the *16 Principles for Vermont Educators*. In their Individual Learning Plans (ILPs), interns define how they will develop and enhance their competencies.

Competencies are met through study, practice and reflection within the field-based internships and in seminars on campus, as interns engage with mentor teachers, faculty and advisors, and their cohort of fellow students.

Initially, interns must demonstrate appropriate content area preparation. A portfolio documenting this prior preparation is completed near the beginning of the internship year. An intern who has not demonstrated through prior coursework all the required prerequisite subject-area knowledge may choose among various options for doing so during the internship year. One of those options is to demonstrate a specific competency through independent study involving assigned readings and/or other readings, reflections, and/or work in the classroom. This approach requires documentation of the area of competency through artifacts and reflections. At the end of the program year, the faculty advisor reviews this documentation to verify that standards for content knowledge have been met.

In accordance with the guidelines for the Vermont Level I Licensure Portfolio, interns develop and submit a portfolio of artifacts to their faculty advisors to demonstrate their teaching competencies. To demonstrate competencies specific to their particular endorsement areas, interns also complete a Performance Portfolio. Guidelines for these portfolios are provided early in the internship year, and interns receive support from their faculty advisors and their mentor teachers in completing the portfolio requirements. The field advisor reviews the documentation of the intern's work in its final form. All portfolios are also evaluated by a program director.

PART V: Calendar for 2011-2012

First Trimester ~ 2011

May 1	Program Orientation
August 16	Summer Institute begins
August 27	Summer Institute last day
August 22-26	Internships begin*

Second Trimester ~ 2011

September 10	First seminar day of First Semester
December 17	Last seminar day of First Semester

Third Trimester ~ 2012

January 3-6	Winter Institute
January 9	First day full-time Student Teaching

April 6	Last day full-time Student Teaching
May 19	Last seminar day of Second Semester
June 12-22	Internships end*

*Note: Internships follow the particular school site calendars in which they occur, including school vacations, teacher workshop days, et cetera.

During the four-day Winter Institute, interns will attend seminar and will not be present at their school sites.

During full-time Student Teaching, interns will be present at their school sites Monday-Friday. Otherwise, interns will generally be present at their school sites only Monday-Thursday.

The seminar calendar is fashioned to accommodate special events in the school sites and will be provided once school site calendars have been made public.

PART VI: Internship Guidelines and Requirements

Preparing for the School Year

- The intern needs a desk or worktable in the classroom, with a place to keep instructional materials.
- The intern is expected to attend teacher work days at the beginning of the school year, and if appropriate they may be invited to new teacher orientation activities.
- The intern should be involved with planning and set-up. For example:
 - Designing the physical environment of the classroom
 - Setting up record-keeping systems
 - Planning the first day, the first week
- Careful attention should be given to how the intern is introduced to the students on the first day, and to parents. It is important for the intern to be seen as a *teacher* who is responsible and in charge, an integral part of the classroom. For this reason, the intern should be given specific responsibilities on the first day of school. Possible tasks, depending on the intern's readiness, include:
 - Distributing books and materials
 - Taking roll
 - Escorting students to various parts of the building
 - Leading a short activity or teaching a lesson
- Interns should become familiar with the setting before school begins. Mentor teachers can help with tours and introductions:
 - School building (lavatories for students and adults, nurse's office, library, teachers' lounge and workroom, etc.)
 - Support personnel, other teachers including specialists, and administrators
 - Supplies kept in the classroom and elsewhere
 - Use of copy machines and other equipment

- Classroom and school rules and expectations, as well as disciplinary policies and procedures, should be thoroughly discussed with the intern before the first school day.
- Interns should be supplied with copies of texts and other curriculum material for summer study.
- A three-way orientation meeting of Support Team members should take place during the first full week of school.
- Interns are expected to plan appropriately for each of the learners in their care. They should be made aware of the individual needs of the students in their classrooms, including any special education plans.

Planning and Reflection

- Interns are expected to develop detailed *written* plans for all their lessons, especially at the beginning. This helps assure that the instructional process has been envisioned and “walked through” in advance, and that sequence and scaffolding of learning is thoughtfully determined.
- From the beginning, interns are expected to develop and write the plans for any lessons that they lead, whether working jointly with the mentor teacher or on their own. These plans may follow a text or an established course of study, but the intern should be in charge of fine-tuning the plans and should be expected to redesign any pre-packaged plans to meet the needs of his/her learners.
- The intern is expected to write plans far enough ahead of time so that the mentor teacher can review and discuss them with the intern.
- The mentor teacher who *co-plans* with the intern provides an invaluable experience. Much that is second nature to the mentor teacher may be overlooked by the novice. However, the mentor teacher should not independently create plans that the intern is then expected to teach.
- Interns will be asked to reflect in writing on many of their lessons. These reflections will accompany the written plans, providing important documentation of the intern’s progress.
- Interns will also be asked to reflect in writing on their observations in the school setting and on their own practice.

Teaching Load

- Each intern gradually takes on responsibility for leadership and instruction in the classroom at a pace determined jointly by the intern and the mentor teacher. Interns begin with different amounts and kinds of previous experience, different learning styles, and different levels of self-confidence. Some interns are ready to lead an activity on the first day of school. Others begin with very little prior experience, and may first need time to observe and gain comfort in the environment. It is important to honor these

individual differences in order to assure a degree of success, build confidence, and avoid loss of credibility with the students.

- Elementary interns typically begin by working with individuals and small groups, or leading the whole class in routine activities. Usually it is best to take responsibility for just one subject area for a period of time, until all have been covered, and later on to plan for more than one area at the same time. Some mentor teachers prefer to work collaboratively with the intern, as co-teachers. In this case, the intern can take responsibility for leading the team in successive subject areas, with the mentor teacher taking the role of assistant. By the end of the fall semester, the intern should have worked with all of the students and taken a leading role in all areas of the curriculum.
- Secondary interns often begin by assisting the mentor teacher, gradually gaining the confidence to take over sole responsibility for a daily class period on an ongoing basis. Some interns may be ready to take on a class from the first day. If the mentor teacher prefers to work collaboratively with the intern, they may alternate between taking the lead and taking the assistant role. Typically, by the end of fall semester the intern is capable of carrying half of a normal teaching load on an ongoing basis. Most secondary interns take on sole responsibility for planning and teaching one class for the entire second semester (leaving plans for the mentor teacher to follow on seminar days when the intern is absent). Regardless of the model for working together, the mentor teacher is a regular observer in the classroom, providing support and feedback to the intern.
- By the end of the second semester, all interns should plan and teach one or more units of study for the class as a whole, and should complete at least two weeks of solo teaching.

Full-time Student Teaching

- For a twelve week period from the second week in January through early April, interns spend five days a week at their internship sites. For two consecutive weeks during this period of full-time Student Teaching, interns are expected to solo teach all the mentor teacher's daily classes.
- Planning for the solo weeks should be done by the intern. The intern should work closely with the mentor teacher in the planning stages, but the intern is solely responsible for final plans. The mentor teacher should review final plans before the solo weeks begin.
- In most cases, during the intern's solo the mentor teacher should not be in the classroom when students are present. The presence in the room of the mentor teacher changes the dynamics entirely.
- During the solo days, the intern and mentor teacher should confer before or after school for purposes of debriefing, problem solving, helping the intern to revise plans and prepare.
- The field advisor will observe the intern during his/her solo days. When advisable and possible, another mentor teacher or administrator in the school may observe, perhaps with the intern's mentor teacher covering his/her class.

Mentor-Intern Conferences

It is essential for the intern and mentor teacher to write regular meeting time into their weekly schedule. The mentor teacher and the intern need time for debriefing, problem solving, planning, and for addressing the intern's progress and needs.

Observing the Intern

- Constructive feedback from the mentor teacher is essential to a successful internship. Informal observations and suggestions are helpful, and during the busy school day, as mentor and intern work side by side, this can be facilitated by the use of a notebook in which both intern and mentor can jot notes and questions, which then can be shared and addressed at the daily meeting time.
- About once a week the mentor teacher should take time out to observe the intern more formally, with written notes and/or feedback.
- The mentor teacher should conduct two formal feedback observations each semester using the Observation and Feedback Form (reproduced at the back of this Handbook).
- In the spring semester during a 12-week period of Student Teaching that includes two weeks of solo teaching, the field advisor visits the classroom every 10 teaching days. At least two of these observations entail a formal written report using the Observation and Feedback Form.
- The building principal and/or department chair can also provide helpful feedback. Ultimately the intern will need a letter of recommendation from the appropriate administrator, who will ideally have observed the intern in action.

Videotaping

Interns are required to videotape at least two lessons each semester. (They may wish to operate the camcorder for one another.) These tapes may be reviewed with the mentor teacher or the field advisor and may be incorporated into the end-of-semester Exhibitions. The intern should write a reflection on each taped lesson. The tapes and reflections, along with the relevant lesson plans, will become a part of the intern's portfolio.

Visits Outside the Classroom

In order to expose interns to different teaching styles, age groups and school settings, interns are required to make regular visits to other classrooms in the building and to other schools. This should entail one class period weekly in other classrooms first semester; six visits to other schools second semester; or equivalent time differently configured. Within this requirement, interns should be encouraged to visit one another's classrooms and schools, and at least one visit should be made to a school with a diverse student population. This helps expand on the interns' full year experience in one school, often in one classroom.

Duties

Interns should be exposed to the duties regularly assigned to their mentor teachers (cafeteria, bus, recess, etc). They should accompany their mentors on duty assignments and, once acclimated, may sometimes take on their mentors' duties on their own and/or

be included in the duty roster if school policy permits. They should not be assigned duties beyond those expected of other classroom teachers at the school.

Extra-Curricular Involvement

Interns are encouraged to contribute to the extra-curricular life of the school through their skills and talents when time permits. Interns should receive the stipend (if any) that another teacher would receive for the same service. Extra-curricular activities should not be undertaken if they will interfere with attendance at seminars on campus.

Meetings and Conferences

Interns should be expected to attend departmental and/or grade level meetings, other faculty meetings, and parent-teacher conferences, including IEP team meetings whenever appropriate and possible.

Substitute Teaching

- Substitute teaching can be an important teaching and learning experience. Since Spark interns are graduate students with degrees, they must be paid if they substitute teach, whether in their own classrooms or elsewhere in the school.
- An intern should not be asked to substitute for his or her mentor teacher until the advisor, the mentor teacher, and the building principal or department chair have observed him or her and agreed that the intern is capable of conducting a productive and safe classroom. In addition, the intern must agree that s/he is ready for this. Typically this would not be until mid-October or later.
- Interns should not be asked to substitute outside their own classrooms until they have successfully done so within their own class. In addition, the mentor teacher, the intern and the advisor should agree that the substitute teaching experience would enhance the intern's professional development.
- So as not to disrupt the continuity of the intern's experience, interns should ideally be called away from their regular teaching responsibilities no more than once or twice in any 30-day period (exclusive of seminar days).
- Interns should not be asked to substitute in other classrooms without plenty of advance planning time.
- Mentor teachers should not frequently be called on to cover other classrooms (leaving the intern to solo in his/her own classroom). If this does happen on occasion, the intern must be paid as a substitute.
- Interns should not be asked to substitute teach on days when their campus based seminars are scheduled.
- School personnel should be sensitive to the fact that interns do not usually feel they are in a position to decline if they are asked to substitute teach, even if a given sub job might be difficult or detrimental for them.

Professional Responsibilities in the Field:

- Educators have access to confidential information about students, families, and other colleagues. It is imperative that interns treat all of this information with respect and in confidence.
- Interns will be expected to follow the stipulations and recommendations in their students' Individual Education Plans (IEPs). This requires that interns familiarize themselves with those documents early on and refer to them when writing plans.
- The legal obligations of all educators who work with children and youth apply as well to interns. These obligations are covered in the program course content. An intern who is in doubt as to legal or ethical obligations in a specific school-related situation is expected to seek guidance from his or her mentor teacher, administrator and/or field advisor.
- Interns are expected to be present for every day of their placement. In the event of illness or family emergency the intern must notify his or her mentor teacher, building administrator and field advisor of the absence as soon as possible. It is the intern's responsibility to understand and follow the school's procedures regarding such notification. The same applies for requesting a personal day.

Responsibilities in Seminars:

- Interns are expected to attend all Spark seminars and institutes. Because seminar time in a one-year program is limited, interns should not accept part-time work or other obligations that would result in missing seminars, including those scheduled on Saturdays.
- Seminars take precedence over events at the internship school.
- Solo weeks must be scheduled during the 12 designated weeks of student teaching so as to avoid weeks with a Friday seminar.
- Seminar instructors must be notified in advance of any unavoidable absences, or immediately afterwards if advance notice is impossible.
- Missed seminars must be made up. It is the intern's responsibility to contact the seminar instructor(s) and design a plan for covering the content of the missed seminar.
- Assignments are due on the designated dates unless an alternative arrangement is made with the instructor. Interns are responsible for all information and handouts provided at all seminars. If you must be absent, make arrangements with one (or preferably two) other interns to collect handouts and share notes.

Evaluation

- The ILP: Each intern develops an Individualized Learning Plan (ILP) with his or her Support Team (a faculty advisor plus the mentor teacher) to address individual goals, including the teaching competencies for his or her specific certification area. The ILP details the activities and projects whereby mastery will be attained and demonstrated. Guidelines for developing a portfolio to document mastery of teaching competencies will be articulated during seminars, institutes, and ILP planning meetings.

- Support Team Meetings: By early October, the Support Team should hold a three-way meeting to develop the Individualized Learning Plan (ILP). At that time the Support Team should review the expectations for the internship and set goals for the first semester in the classroom, and for demonstrating required content area knowledge not already documented. In December at another three-way meeting the Support Team will evaluate progress and reset goals for the spring semester. A final three-way Support Team meeting to review progress should be scheduled for April.
- Observations: Mentor teachers will complete two formally documented observations of their interns each semester, providing feedback and guiding the intern's efforts to improve. Field advisors will complete at least two formally documented observations during the in the first semester and two during the twelve weeks of full-time Student Teaching.
- Exhibitions: Exhibitions of projects, research, reflections, readings and writing will be presented to peers and members of the intern's Support Team for critical feedback.
- Field Advisor Evaluations: Summative assessment of intern competencies and recommendation for certification are the responsibility of the field advisor and the program directors. To this end, the field advisor completes an evaluation of the intern's competencies at the end of each semester, based on a three-way meeting with intern and mentor teacher.
- Portfolio:
 - Interns will submit portfolios to document their teaching experience and demonstrate their mastery of competencies requisite to Vermont state teacher certification.
 - Portfolios are evaluated by a faculty member with reference to rubrics provided to the students. The final portfolios are also evaluated by a program director.
- Appeal Process: A student who wishes to question an assessment decision is encouraged first to consult directly with the faculty member, which in most cases results in a satisfactory resolution. If not, the student is welcome to bring the concern to the attention of a program director, who will review the matter with all parties in order to resolve the issue.

Placement

Mentor teachers must hold current certification, and must have successful prior teaching experience. Mentors should be committed to, or interested in, social justice education and integrating multicultural material into the curriculum.

Placements are located by the placement coordinator in concert with school administrators. Whenever possible, interns are placed in small clusters in area schools where the program has an established partnership. The placement process involves a meeting between intern and mentor (and preferably an on-site visit), and no placement is finalized without their mutual consent. The Spark Placement Agreement Form must be signed by the school administrator.

Changes in Placement:

While each placement is made with as much foreknowledge as possible, unforeseen issues may nonetheless arise. Interns are encouraged and assisted to work through any such challenges by dialoguing with their mentors and their advisors. However, the Support Team may conclude that a change to another classroom or school is necessary. Such changes will be made with attention to the impact on students and school, including a strategy for bringing closure in the classroom, with school personnel, and with students and parents.

Circumstances could arise that would require the program unilaterally to remove an intern from his/her internship. This may occur if the intern is disruptive, unprofessional, or otherwise lacks the disposition or motivation for teaching. Such a decision will be made only after consultation with the intern, the appropriate school personnel and the advisors. An alternate internship placement may be considered, or withdrawal from the program altogether could be the advisable alternative. These decisions will be made with great care and respect for the needs of the students and teachers at the school and for those of the intern. The intern will receive written documentation of the decision. The faculty advisor will oversee the process in consultation with the program directors and with all concerned parties.

PART VII: Roles and Responsibilities

Interns

Most interns are pre-service teachers participating in a full-time internship experience. Interns are responsible for learning and for demonstrating their ability to plan, teach, assess, manage, reflect and collaborate. The intern observes, learns, and assists the classroom teacher, gradually taking on classroom responsibility and leadership. Interns are also responsible for attending and participating in all seminars and other required activities, and for timely completion of program assignments.

Mentor Teachers

Mentor teachers are experienced teachers who have made a commitment to mentor an intern. The mentor teacher is responsible for sharing information and resources with the intern, demonstrating teaching methods, meeting regularly with the intern, giving informal and formal feedback and constructive suggestions for improvement, and encouraging the intern to take risks and try out new ideas. The mentor teacher is responsible for conducting at least two formally documented observations for the intern each semester and attending the three-way Support Team meetings.

Mentor teachers are expected to participate each semester in a seminar for mentors provided on campus. These seminars are scheduled during the school day, and in most cases the interns will be expected to cover all classroom duties (gratis) while the mentor is away.

Field Advisors

Field advisors are professionals experienced in the endorsement area who are familiar with the Spark program and committed to its mission. The field advisor's role is to guide

the intern and to provide support to the mentor teacher. The field advisor meets with and observes the intern frequently to give pedagogical feedback. During each semester the field advisor provides at least two formal observations for the intern. During the twelve weeks of full-time Student Teaching, the field advisor visits the intern every ten teaching days. At the end of each semester the field advisor prepares a written evaluation based on a conference among intern, mentor teacher and field advisor.

Faculty Advisors

Each placement site is assigned a faculty advisor who is an instructor in the Spark program. The faculty advisor is responsible for maintaining a collaborative relationship with the partner school and for keeping in close communication with interns at the school, their mentors and field advisor. Throughout the year the faculty advisor meets as needed on site with the field advisor and school administrator, and visits with the interns and mentor teachers.

The faculty advisor reads and comments on the intern's written reflections and other seminar assignments. The faculty advisor guides the intern in designing and implementing an action research project and in assembling the Content Knowledge Portfolio, the Level I Licensure Portfolio, and the Performance Portfolio.

PART VIII: Facilities

Spark students have the use of all facilities at the Marlboro College Graduate Center (MCCG) in Brattleboro VT. Classroom space includes the full range of instructional technology needed for teacher education. Students may access the Internet and Marlboro academic resources, including those at the college library and on-line databases.

PART IX: Admission

Applicants to the program must have a Bachelor's degree from an accredited institution, with a course of study providing adequate content area preparation. Transcripts are evaluated to determine whether the applicant's past education meets requirements for both general and endorsement-specific content knowledge. The successful applicant has a strong academic record with at least a B average and a major in the liberal arts or sciences as required by the endorsement area. Any minor gaps in educational background must be filled through examination, additional course work, and/or portfolio documentation.

The application includes a personal essay and two letters of recommendation. In addition, applicants must take the Praxis I exam prior to admission. Before admission, applicants are interviewed individually by program faculty members. Preference is given to applicants who have significant prior experience with school-aged children. This could be in a school setting, tutoring, summer camp, or the like.

Para-educators are accepted into the program only after careful consultation and negotiation with the school administrator. The para-educator who becomes a candidate in the program must be highly recommended by his or her administrator as a person who holds promise and clear potential to become an excellent teacher in his or her own right. The candidate must be released to attend seminars, field trips and other special events occurring during school hours. The

candidate must be assigned to a mainstream classroom, rather than to an individual student or small group of students, and must have flexibility to gain experience in different classrooms with different grade levels as required of all Spark interns. The mentor teacher in the classroom must be willing to assume the role of para-educator for significant periods of time, such that the candidate may take on the full teaching responsibilities of a classroom teacher without depriving the classroom of the necessary support of a para-educator. Appropriate arrangements to provide similar support must also be made during the two consecutive weeks of solo teaching.

PART X: Completion/Graduation Requirements

Spark is approved by the Vermont Department of Education to offer a program of study providing graduate level coursework for academic credit, leading to teacher licensure.

Teacher Licensure. Upon successful completion of the program as set forth in this Handbook, the candidate will be recommended to the Vermont Department of Education for teacher licensure in the endorsement area successfully undertaken.

Graduate credit. Successful completion of the full year program as described will lead to the granting of 32 graduate credits.

Masters Degree. Contingent upon prior approval by the Vermont Department of Education, successful completion of the full year program as described will lead to a master's degree. In the meantime, Spark students may enroll simultaneously at Marlboro College Graduate School and may earn a Marlboro Master's Degree (MATS) on the strength of their successful Spark coursework.

Transfer Credit. Because the Spark program model integrates content throughout the year and across field and classroom experiences, transfer credit from other institutions is rarely possible. However, in the case of prior experience in a field-based program with similar delivery model and content, consideration will be given to allowing the transfer of credits into the program, or to the substitution of experiential learning if the program is not credit-based. Students with documented experience and/or coursework that fulfill Spark requirements may petition for credit commensurate with such prior work. Portfolio documentation as specified in Spark program guidelines for Vermont teacher licensure and/or for the master's degree will be required.

Assessment. Students are expected to document teaching competencies through portfolios, and the academic work required in the program is expected to be commensurate with that of a college graduate. Rubrics based on State standards for teacher licensure are applied to the required portfolios, and the requirements in the rubrics must be met in order for the student to receive credit. Student work is not graded, but substandard work of any kind is returned and the student is supported in completing the work satisfactorily, based on rigorous academic expectations.

**Assessment System Flow Chart for Teacher Licensure Program
2011-2012**

Note: For Marlboro College MATS program, grades are submitted at the end of each Marlboro trimester.

DECISION POINTS	DATE	ASSESSMENTS
Admission to Program	May 1	Transcript review Prior experience Personal essay References Praxis I scores Personal interview
Internship Semester I	August 19	Criminal records check Praxis II scores
Internship Semester II	January 31	Content Knowledge Portfolio Midyear Summative Evaluation Level I Licensure Portfolio, Part 1
Recommendation for Licensure	June 30	Yearend Summative Evaluation Level I Licensure Portfolio, Part 2 & 3 Endorsement Area Performance Portfolio

PART XI: Financial Information and Student Records

Financial Aid. Spark is in the process of acquiring the approvals, certifications and accreditations necessary to be approved for federal student aid programs. At the present time, a modest amount of scholarship aid may be available, dependent upon enrollment.

Students simultaneously enrolled for the Master’s Degree through Marlboro College Graduate School are eligible to apply for federal financial aid programs through Marlboro.

Refund Policy for students enrolled for teacher licensure only. (Students enrolled through Marlboro College Graduate School fall under the Marlboro refund policy.)

Summer

- Before first seminar day 100% of Summer tuition, less enrollment fee
- Before second seminar day 75% of Summer tuition
- After second seminar day 0%

Fall and Spring Semesters

- Before first seminar day 100% of semester tuition
- Before second seminar day 75% of semester tuition
- After second seminar day 0%

Student Records. Student records, with the exception of predetermined public directory information (name, current/permanent address, telephone listing, email address, internship placement, dates of attendance) are confidential. Public directory information may be published. A student who does not wish to have such information published should so inform the program directors. The student’s resume and letters of reference provided in the application for admission

may be shared with prospective mentor teachers. All other information contained in official student education records is available only to those persons within the program who have legitimate need for it, and to all others, only with the knowledge and/or signature of the student.

Students have the right to know information contained in their educational records and to have a hearing to determine the appropriateness of such information remaining in the record. Copies of their academic records will be made available to students for a fee commensurate with the cost of producing such copies, including mailing costs if any.

Credits earned at Spark Teacher Education Institute are transferable only at the discretion of the receiving institution.

SPARK TEACHER EDUCATION INSTITUTE
INTERN PLACEMENT AGREEMENT FORM

- I. INTERN:** Please complete this first section of the form and give it to the Mentor Teacher to complete. After the form has been filled out and signed by your mentor and the school administrator, please deliver it promptly to the program director.

Name: _____
(Print)
Address:
Street: _____ Phone: _____
City: _____ State: _____ Zip: _____
Semester: Fall (Yr.) _____
Spring (Yr.) _____

- II. MENTOR TEACHER:** Please complete sections **II & III** of this form (signed by the Principal) and return it to your intern. Completion of the form signifies formal acceptance of this intern for the period indicated above.

Name: _____ S.S. # _____
(Print) (required for payment of honorarium)

(Signature) Date: _____
Home Address:
Street: _____ City: _____
State: _____ Zip: _____ Phone: _____ Email: _____
Current Certification Area(s) _____
Years of Teaching: _____ Grade(s): _____ Subject(s): _____

An honorarium (\$300 per semester) will be issued to you after the end of each semester. If more than one mentor teacher is involved, the honorarium is shared.

- III. PARTNER SCHOOL:** This section must be signed by an appropriate school administrator in acknowledgement of the placement.

The _____ School agrees to provide this Intern Placement as designated above.
Address:
Street: _____ Phone: _____
City: _____ State: _____ Zip: _____
Principal: _____ Signature: _____ Date: _____

SPARK TEACHER EDUCATION INSTITUTE
Individualized Learning Plan (ILP)
Template

Intern _____ Mentor Teacher _____

Internship Placement _____ Advisor _____

Directions: Referring to the *16 Principles for Vermont Educators* and the Spark Summative Evaluation Form, please work together with your Support Team to identify your main personal goals for the internship experience in each of the areas listed below. For each goal, identify the *means* to the goal, i.e. the specific activities you will undertake in order to reach it. (Please use a digital version of this form, so that you can expand the spaces.) Provide copies of your ILP to your mentor and your Spark advisor.

Goals: Areas you want to focus on improving in the next few weeks/months	Means: Specific activities to help you reach this goal
<i>Planning and Preparation</i>	
<i>Learning Environment</i>	
<i>Instruction</i>	
<i>Advocacy, Collegiality and Growth</i>	

SPARK OBSERVATION AND FEEDBACK FORM

Date: _____ Intern: _____ Advisor: _____

Mentor Teacher: _____ School: _____ Grade: _____

Description of Lesson: _____ Time: _____

PLANNING AND PREPARATION	Comments
Knowledge of endorsement area content and associated pedagogy	
Knowledge of students/age group	
Differentiated instruction	
Varied, appropriate instructional strategies	
Curriculum based on standards and on student needs and interests	
Appropriate technology, tools	
Appropriate assessment	
LEARNING ENVIRONMENT	Comments
Mutual respect, positive social interaction, democratization of classroom practices	
Managing routines and procedures	
Effective responses to challenging behavior	
Multicultural, anti-bias pedagogy	
INSTRUCTION	Comments
Activating engagement	
Flexibility/responsiveness	
Pacing and timing	
ADVOCACY, COLLEGIALITY & GROWTH	Comments
Professional interactions, collaborative relationships	
Reflective practice	

SPARK SUMMATIVE EVALUATION FORM

Date _____ Intern _____ Advisor _____

Mentor Teacher _____ School _____ Grade/Subject _____

*0, EM, AS, MS	I. PLANNING AND PREPARATION	Comments
	A. Demonstrates knowledge of endorsement area content and associated pedagogy	
	B. Demonstrates knowledge of students, individually and developmentally	
	C. Demonstrates appropriate planning: <ol style="list-style-type: none"> 1. Clear goals and learning outcomes based on standards and on student needs and interests 2. Learning opportunities that support intellectual, physical, social, and emotional development. 3. Equitable instructional opportunities that respond to the needs of all students. 4. Appropriate technology, tools, materials, resources 5. Varied, appropriate assessment strategies congruent with goals 6. Students appropriately involved with goal setting, self-assessment and peer-assessment. 7. Uses assessment results to modify instruction 	
	D. Plans interdisciplinary curriculum with connections to everyday life and to equity issues	
	II. LEARNING ENVIRONMENT	Comments
	A. Creates an environment featuring mutual respect, positive social interaction, personal health and safety, and democratization of classroom practices	
	B. Manages routines and procedures	
	C. Demonstrates effective responses to challenging behavior	
	D. Incorporates multicultural, anti-bias pedagogy	

*0 = No Evidence; EM = Emergent; AS = Approaching Standard; MS = Meets Standard

*0, EM, AS, MS	III. INSTRUCTION	Comments
	A. Activates and maintains engagement	
	B. Demonstrates flexibility and responsiveness	
	C. Demonstrates effective pacing and timing	
	D. Integrates students with disabilities into appropriate learning situations	
	IV. ADVOCACY, COLLEGIALITY & GROWTH	Comments
	A. Maintains useful records of student achievement and effectively communicates student progress in relation to standards	
	B. Works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community	
	C. Advocates for and/or accesses appropriate systems of support for students	
	D. Demonstrates understanding of laws related to student and educator rights and responsibilities, and treats students and colleagues fairly and equitably	
	E. Reflects on practice and furthers own professional development	

*0 = No Evidence; EM = Emergent; AS = Approaching Standard; MS = Meets Standard

Intern Signature

Advisor Signature

Date: _____

Date: _____

**SPARK TEACHER EDUCATION INSTITUTE
LEVEL I LICENSURE PORTFOLIO ~ PART 1
EVALUATION FORM**

Date _____ Intern _____ Spark Advisor _____

Mentor teacher _____ School _____

*0, EM, AS, MS	I ANALYZING THE LEARNING ENVIRONMENT	Comments
	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 # 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety.	
	Principle # 10: The educator understands conditions and actions, which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.	
	Reflection: Through reflection on Entry 1 the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	
*0, EM, AS, MS	II ACCOMMODATING STUDENTS WITH SPECIAL NEEDS	
	Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	
	Principle # 8: The educator integrates students with disabilities into appropriate learning situations.	
	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.	
	Reflection: Through reflection on Entry 2 the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

**SPARK TEACHER EDUCATION INSTITUTE
LEVEL I LICENSURE PORTFOLIO ~ PART 2 & 3
EVALUATION FORM**

Date _____ Intern _____ Spark Advisor _____

Mentor teacher _____ School _____

*0, EM, AS, MS	V TEACHING OVER TIME	
	Principle #1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> .	
	Principle # 2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	
	Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	
	Principle #4: The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> .	
	Principle #5: The educator creates a classroom climate that encourages respect for self and others positive social interaction, and personal health and safety.	
	Principle #6: The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.	
	Principle #7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	
	Principle # 8: The educator integrates students with disabilities into appropriate learning situations.	
	Principle #9: The educator integrates current technologies in instruction, assessment, and professional productivity.	
	Principle # 10: The educator understands conditions and actions, which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.	

