

Fall Student Teaching Substantive Change Template

This fall asks schools to both acknowledge that there is more that we don't know than we do and to prepare for that unknown. Education preparation programs have to simultaneously prepare their candidates for practice, prepare for uncertain practice in schools, and prepare for uncertain practice in their institutions. The best way to plan for these uncertainties is to begin that work as soon as possible.

What follows is a template to help guide EPPs development of their substantive change plans. There are a handful of, hopefully, straightforward questions on the nature of your substantive change design, followed by six broader categories. Each category includes a handful of generative, though likely not exhaustive, questions. The structure of the response is up to individual programs, though we are imagining a narrative, rather than addressing each individual question in turn. Additionally, it is likely that not all of the questions are relevant to the context of your EPP. However, the AOE might ask for further expansion if there are essential areas that are left unaddressed. You are encouraged to attach calendars/schedules, updated student teaching handbooks, and other relevant documents to your plan. Feel free to reference these documents in your narrative.

If you are not offering student teaching as an option this fall or not able or interested in changing your program design, you would not have a substantive change and do not need to submit a plan.

There is no deadline for submission for the plan, other than it must be reviewed by the AOE and approved by the Standards Board in advance of its enactment. However, if you would like your plan on the agenda for the standards board meeting to be held the second week in July, it must be submitted to the AOE by 29 June.

For further questions or to submit your plan, please contact Patrick Halladay at patrick.halladay@vermont.gov.

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Is the proposed program change for fully remote student teaching or a hybrid model, or something else?

A hybrid model, assuming some in-person instruction. For some student teachers, however, we anticipate that a fully remote model will be needed.

Will this proposed change be for all student teaching and school counseling placements offered at the EPP? If not, specify the programs for which the proposed change applies.

Yes, it applies to all fall 2020 student teaching/school counseling internships. For NVU, that is 4 total student teaching placements (2 physical education, 1 music, and 1 social studies) and 5 school counseling internship placements.

Is this a program that, if approved, you will be enacting or one that you are developing for implementation only if the need arises? (If this is being implemented only if the need arises, please contact the AOE if it is put into action.)

Only if the need arises. At this point, however, we do anticipate needing to enact it.

Is this a proposed plan only in response to COVID or is this a permanent change proposal for future student teaching design? (If it is only in advance to COVID, you will need to notify ROPA in advance of each semester in which it continues.)

This plan is only in response to COVID.

Please respond with a narrative explaining how the EPP will address the various design elements and considerations below. We encourage inclusion of calendars/schedules, updated student teaching handbooks, or other relevant documents. Feel free to reference these documents in your narrative. Take as much space as you need to answer the prompts.

For further questions or to submit your plan, please contact Patrick Halladay at patrick.halladay@vermont.gov.

Description of Model

NVU's teacher education and school counseling programs are encouraging the use of a hybrid model as much as possible. We are assuming that the school year will start with the possibility of in-person instruction, but we also recognize that we may need to pivot to a fully remote model should the need arise. As such, we integrated plans for both a hybrid and fully remote models into this plan.

In either a remote or hybrid situation, the TC (teacher candidate) or SCI (school counseling intern) will follow the schedule of their CT (cooperating teacher). For example, if the CT is in the classroom with students, the TC or SCI should be as well. When the CT is teaching, planning, and in meetings remotely, the TC or SCI will participate in the same way.

One of the greatest changes we are asking for is permission to shorten our student teaching requirement from 15 weeks to 11 or 12. With Governor Scott's recent announcement that schools will begin September 8, 2020 and our residential campus closing on November 20, 2020, with the semester slated to end remotely on December 4, we have students who will only have access to their student teaching placement between September 8 and November 20, which would provide them with 11 weeks of student teaching. Students could conceivably complete 12 weeks within the semester if their placement school is remote or near their residence and they have reliable Internet off-campus.

As stated above, TCs and SCIs should be putting in similar hours as their cooperating teacher. All TCs and SCIs will be developing a schedule with their CT and CS (college supervisor). The CS will be checking in weekly with the TC or SCI to make sure the schedule is being upheld and/or to discuss any needed changes to it. The CT will use the [verification form](#) we have always used to sign-off that the TC or SCI have completed the appropriate number of hours.

All of the required competencies will be met in either the in-class or remote setting. We will not be dividing competencies based on teaching modality as there are too many uncertainties as to how much in-person vs. remote teaching and learning will be taking place. However, the same rubrics we have always used to assess the competencies will be used in either a hybrid or fully remote model. In the case of TCs, that includes the [Professional Skills & Dispositions Assessment, Lesson Observation Forms, Mid-term and Final Student Teaching Evaluation rubrics](#). For SCIs that includes the following rubric tool: [Midterm and Final Student Evaluation Form](#).

As needed, the CS will conduct observations remotely. CSs will either join virtual learning spaces to observe or TCs will record their teaching sessions, whether remote or in-person and the CS and TC will watch and analyze them together, using the required observation rubrics. In school counseling, the CS will conduct observations in-person or via Zoom. SCIs will provide video case studies with either model.

All 4 CSs (teacher education and school counseling) will meet in the end of August (this group includes the NVU licensure officer) to review protocols and processes for observing and meeting remotely with TC/SCI and CTs. Then, at the beginning of the school year, each CT, TC or SCI, and ST will meet virtually to discuss school and TPP protocols for observing within in-person and digital spaces.

NVU TCs and SCIs are well prepared to handle the nuances of various age groups through their initial teacher preparation courses. They have had extensive instruction in both developmentalism and ecological models as they relate to communicating with and planning

instruction for students from diverse backgrounds. In addition, TCs and SCIs will follow their CTs lead in interacting with and supporting student learning.

Given that we only have 4 student teachers and 5 SCIs this fall, we are able to customize each NVU student's experience. In terms of content-specific instruction, we will be following the lead of the CTs as they are experts in their content areas and have spent the summer considering what a hybrid or remote model of instruction looks like for them and their students. Three of our four student teachers are in Unified Arts areas (PE and music), and we recognize the unique challenges inherent in these specific areas in relation to remote instruction. Our music TC will be supervised by our music education faculty member who has years of experience both as a K-12 music teacher and in music teacher education. In addition, our NVU-J Placement Coordinator is a practicing elementary school physical education teacher, so our PE TC will be able to access his expertise. Our social studies TC will be supervised by the coordinator of our middle/secondary programs, who is also a former middle school social studies teacher. This specialized supervision will play a huge role in navigating the uncertainty and promoting the flexibility needed for TC and K-12 student success. School counseling content will not change. This content is aligned with the ASCA Mindsets & Behaviors, and is organized in three broad domains: academic, career, and social/emotional development.

Should a change need to be made to any TC's or SCI's experience mid-stream (which we are anticipating will happen), the CS will immediately notify the appropriate PC (program coordinator) of the change. The PC will then arrange a meeting with the CS, CT, and TC to discuss the required changes and develop a scope of work plan for the TC that allows them to continue meeting the necessary competencies. We have also developed a form that [TCs](#) and [SCIs](#) can use to notify us of any changes to their placement.

Response:

Preparation of Candidates

The student teaching seminar for student teachers and the internship course for school counseling candidates will serve as the primary place for focused instruction on remote and hybrid learning and virtual counseling. We will be adding modules related to these topics to both of these courses that build on TC's and SCI's prior knowledge.

All TCs have experience learning through an LMS. In the case of our NVU students, this experience is through Moodle and Canvas. They are also all familiar with the Google suite of products, although intentional instruction will include a deeper dive into their capabilities for remote learning, especially using add-ons such as Pear Deck. In addition, all students have had experience with technologies specific to their endorsement areas and many have become familiar with various LMSs used in local schools, such as Schoology, and other tech tools through their prior practicum placements. In addition, all NVU students are familiar with Zoom. Specific tech instruction for SCIs will focus on Google Classroom, Hangouts, Meet, and Zoom.

Additionally, NVU TCs are steeped in Universal Design for Learning, as well as differentiation, the principles of FAPE, and adaptive technologies. They will utilize this knowledge as well as follow the lead of their CTs in providing an inclusive learning environment for all students.

That being said, it is clear that hybrid and remote instruction has served to magnify the inequities in our current K-12 systems. Our teacher education courses all reference the principles of Universal Design for Learning, which will serve as a valuable tool for meeting the diverse needs of students across diverse formats. In addition, all of our TCs have practice identifying issues of equity using, among others, Paul Gorski's Equity Literacy Framework. Use of this framework will be incorporated into the student teaching seminar early on so that TCs can regularly be analyzing their in-class and remote environments for equity issues, including access to technology as well as academic and family support. Discussions around strategies, policies, and practices for working with students with diverse backgrounds, based on the inequities identified by TCs, will be built into the weekly seminar time. This includes the integration of a module in the student teaching seminar on trauma-informed teaching.

The school counseling prerequisite course Curriculum and Classroom Management for School Counselors addressed topics in equity and access. SCIs will work with their CS to meet student and family needs. In addition, as a component of the internship program, SCIs will partner with their CS on instruction on social emotional curriculum and best practices in distance learning.

Other topics that have been built into the student teaching seminar and school counseling internship course include defining and understanding netiquette, including establishing developmentally appropriate expectations with students and how to teach them; developing and implementing online safety protocols; engaging students in online environments; and legal/ethical issues with virtual counseling.

A survey will be given to all TCs and SCIs regarding their access to the technology, including Internet service, needed to fulfill their responsibilities in the field. NVU has a COVID Emergency Fund established that can provide students with the necessary funds to purchase items like laptops as well as Internet service, if needed. Internet access will also be available to all students on campus-- either within buildings or outside them.

Finally, the social and emotional well-being of our TCs and SCIs will be monitored in two formalized ways: 1) The weekly student teaching seminar and school counseling internship

course will remain synchronous, whether in-person or through Zoom, so that the candidates can have a regular time to process how they are each doing, collectively, and with an NVU faculty member 2) The CSs will be required to check-in weekly with their TCs and SCIs, via Zoom or email, outside of their more formal observations and meetings, to make sure TCs are well and to provide guidance and support as needed.

Response:

Collaboration with district

NVU's plan was created with flexibility to accommodate schools' policies and

procedures. The intention is for our model to be responsive to the school and district policies and procedures in which NVU students will be placed. Because we have such a small number of student teachers and school counseling interns this fall, we are in a unique position to work with each CT and school to develop a plan that works for everyone. This begins with only placing students in schools where we have the approval of the principal and superintendent. Similarly, CTs are only chosen if the school administrator feels like they have the expertise necessary to be a CT in this unique and challenging environment. CSs will help support the work of CTs, as they always have, through three formal meetings throughout the academic year. Included on the agendas for these meetings will be developing and maintaining a system of communication, via face to face or Zoom, to review contract agreements and facilitate regular check-ins; developing a plan for gradual release of responsibility, recognizing that this plan, including the solo period, may look different in a hybrid or remote environment (i.e. a traditional solo period would involve the CT completely removed from the immediate learning space. However, we anticipate that in some instances, although the TC or SCI will be fully planning instruction during a solo period, the CT might need to be present in digital spaces); and scheduling and holding midterm and final meetings.

In terms of interacting with parents/guardians, we will follow each school's lead. We will still encourage our students to participate in these interactions either face to face or remotely. As conferences approach, CTs and SCIs will discuss their possible roles in these in their student teaching seminar or internship course. If needed, the CS, CT and TC/SCI will meet to specifically make plans for TC or SCI involvement with parents/guardians.

TCs and SCIs will be required to follow health and safety procedures outlined by their host school. All TCs and SCIs will be asked to articulate these procedures through a formal assignment in the first weeks of their seminar or internship course. CSs will check in with TCs/SCIs weekly about their health and safety. We will not require our students to participate in a placement that feels unsafe to them.

Another initial assignment will require TCs and SCIs to gain access to their school's LMS. If a TC or SCI is struggling with this, the CS will follow-up to ensure access is provided early in the semester.

Finally, we will continue to encourage TCs and SCIs to participate in whatever extracurricular events and meetings happen, either electronically or in-person, this includes introducing themselves to special educators and other support people they will be working with to support students.

Response:

Supervision and Assessment

Our supervision caseloads are low this semester, given that we only have 4 student teachers. The most a teacher education CS will have is two. All CSIs (4) will be supervised by 1

person, but that workload is manageable for the CS. All four supervisors will meet in late August to discuss the nuances of supervising under these unique circumstances. CSs will be able to ask questions and share strategies for hybrid and remote supervision during this time. We will also be discussing health and safety protocols for in-person and remote supervision. This meeting will be facilitated by the licensure officer, who is one of the fall CSs.

TCs and SCIs will continue to share their instructional plans with their CTs outside of the school's management system so that LMS access for CSs is not needed. We will work with each school to gain access to synchronous meetings, whether via Zoom, Hangouts, or Teams (or another format altogether) so that CSs can observe real-time digital instruction. Sessions will also be recorded, if allowed by the host school, for TCs/SCIs and CSs to watch and discuss together. As such, CSs will observe digitally during synchronous remote teaching and learning sessions. In addition, learning materials and student work will be shared from asynchronous learning sessions. SCIs will record sessions, audio, video or both.

Our placement officer is currently working with each host school to identify procedures for allowing CSs into school buildings. Once he has these procedures they will be shared with the CSs. If there are instances where CSs may not be allowed in physical school buildings, we will use remote supervision strategies-- the viewing of pre-recorded lessons or live digital viewing of lessons.

TCs will continue to be assessed with standard grades, with a B- or above needed to pass student teaching. SCIs have always been assessed using a Pass/Fail system and this will continue. We will be using the same rubrics and data we have always used to assess TCs and SCIs (see links previously provided in this document). We also hold the same three meetings with CSs, CTs, and SCIs/TCs to discuss candidate progress.

To assess the quality of this model, we will utilize feedback data from periodic surveys of TCs/SCI, CSs, and CTs.

Response:

VLP

We do not anticipate making any changes to the VLP. If anything, we believe students may have more video data available to work with.

Response:

Health and Safety

As previously mentioned, an initial assignment for TCs and SCIs in their seminar/internship course will be to learn and share the protocols for safe interaction with students and colleagues as established by their host schools. This includes schools policies for when a TC or SCI should stay home, when a student should be sent home from school, and social distancing protocols. Early seminar/internship course discussions will also include CDC guidelines and all TCs, SCIs, and CSs will be required to complete VOSHA training. These guidelines and requirements have also been included in the student teaching handbook and as part of the school counseling internship agreement form (see below for links).

Should NVU require a campus-wide quarantine, we will consider the following: 1) Has the TC or CSI even been on campus? We anticipate that many will not be spending time on campus as most of the nine do not live on-campus and their only course beyond their student teaching or counseling internship is their seminar or internship course which will be happening remotely. If the TC/SCI has not been to campus, we will discuss with the host school whether a quarantine from the school is needed; 2) If it is, we will work with the school to develop a plan for remote participation during the time of the required quarantine; 3) If quarantine is required and remote participation is not possible, AND the TC/SCI will not meet the minimum number of hours, we will add student teaching or internship time beyond the end of the semester.

The key to success in this area will be regular communication between NVU and the host schools. We have added language into our [Student Teaching Handbook](#) and the school counseling program added [COVID Accommodations to School Counseling Internship Experience](#) along with the [School Counseling Internship Agreement form](#) so that CTs are aware of their role in keeping us informed. In addition, SCs are prepared for more frequent check-ins with TCs/SCIs and CTs.

Response: