

VSBPE

Date: April 4, 2019

Item: ROPA Policy Clarification (Policies N11, N12, N19)- Splitting Student Teaching

ITEM: Shall the VSBPE combine the three policies (N11, N12, N19) that relate to splitting student teaching placements into one cohesive policy as proposed below?

AGENCY RECOMMENDED ACTION:

That the VSBPE combine the three policies (N11, N12, N19) that relate to splitting student teaching placements into one cohesive policy (Revised Policy N11) as proposed below, and deleting Policies N12 and N19.

BACKGROUND: Recently, a licensure officer from an approved educator preparation program asked if it was acceptable for one of their candidates to complete their student teaching at a different school than the one in which they were currently placed. In reviewing the Rules and Policies to answer the question, we found an inconsistency. There is nothing in the Rules that addresses the situation, but three different policies address it, each one slightly differently. The PAC discussed this issue at their meeting on March 12, 2019 and asked the Office to conduct a survey of approved programs to determine current practice in splitting student teaching placements. The PAC also suggested the language, "It is generally understood that the full thirteen weeks of a student teaching placement occur in the same classroom."

RATIONALE: As Policies N11, N12, and N19 (shown below) all deal with splitting student teaching, but with slight variations, it would help to clarify the requirements if they were combined into one consistent policy on this topic.

ATTACHMENTS: Draft of revised policy N11, current policies N11, N12, N19, responses from survey of the field regarding their current practices.

PROPOSED REVISION OF POLICY N11:

Policy on Splitting the Student Teaching Placement

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Rules Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure, including an internship, or other concentrated field experience however named, in which the student shall gradually assume the full professional roles and responsibilities of the initial endorsement area sought (section 5150)."

It is generally understood and common practice that the full student teaching internship is ideally with the same cooperating teacher for the thirteen weeks. However, there are situations in which this may not be considered best practice, or even possible.

From time to time, secondary candidates may need to be placed in more than one classroom setting to experience a full range of 7-12th grade students, different content areas within a licensure area (i.e. geometry and algebra, U.S. history and government, etc.), and a range of students. Such placements are permissible as long as candidates complete the required thirteen weeks of teaching with a group or groups of students from the inception of their student teaching. That is, candidates may divide their day between different cooperating teachers. The thirteen-week requirement cannot be met by placing student teachers in one classroom for six weeks and then transitioning them to a second setting.

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

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

POLICY N11 (Current)

Policy on Student Teaching and Practicum Requirements For Multiple Initial Endorsements*

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Rules Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure, including an internship, or other concentrated field experience however named, in which the student shall gradually assume the full professional roles and responsibilities of the initial endorsement area sought (section 5150)."

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

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

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

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

POLICY N12

Policy on Student Teaching and Practicum Requirements For Multi-Level Single Endorsement

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Rules Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure, including an internship, or other concentrated field experience however named, in which the student shall gradually assume the full professional roles and responsibilities of the initial endorsement area sought (section 5150)."

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

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

POLICY N19

Policy on Student Teaching and Practicum Requirements For Secondary Candidates

A supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Rules Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure, including internship, or other concentrated field experience however named, in which the student shall gradually assume the full professional roles and responsibilities of the initial endorsement area sought (section 5150)."

From time to time, secondary candidates may need to be placed in more than one classroom setting to experience a full range of 7-12th grade students, different content areas within a licensure area (i.e. geometry and algebra, U.S. history and government, etc.), and a range of students. Such placements are permissible as long as candidates complete the required thirteen weeks of teaching with a group or groups of students from the inception of their student teaching. That is, candidates may divide their day between different cooperating teachers. The thirteen week requirement cannot be met by placing student teachers in one classroom for six weeks and then transitioning them to a second setting.

Institutions and alternate route educator preparation programs must document that their candidates are meeting all the knowledge and performance standards and additional requirements, if any, for the endorsement sought. Such placements and the supporting documentation will be reviewed as part of the full-program ROPA review process.

Results of the survey regarding current practices:

The majority of our student teachers and school counseling interns follow one mentor - who might teach in different class room (especially at the secondary level) - but there are exceptions such as when there is a team teaching situation. At middle school and high school levels, the

situation varies from school to school and students move between class rooms and sometimes they spend time with additional mentors - in art, for example.

Our candidates mostly do 18 weeks with one mentor. If they are going for a dual endorsement, they often work with 2 mentors on the same team. Other times, they do 3-4 weeks with a second mentor to get their 60+ hours. In a K-12 endorsement they mostly switch schools and mentors (unless they are working at a K-8 school).

Our students can split their time between teachers as the majority seek K-12 certification. It's fairly typical to do 8 weeks at elementary and 8 at HS.

Almost always with one teacher. Exceptions might be if the teacher had a bad injury (missed 3 weeks with a broken leg) or was called up for military service (a month in the national guard) or the teacher got jury duty for a long case – things that which are very rare, but if they arose we would make accommodation and let the student continue their student teaching with another teacher for that time.

The majority of our students are in one classroom with an assigned mentor. However when there is a team teaching situation they sometimes travel with the class and teach lessons in the other classroom.

We very rarely split, almost always in the same classroom.

Our teacher candidates do 2 x 18 week internships in different settings with different mentors. It is rare (but happens occasionally) that an intern may have more than one mentor within one of their 18 week placements.

We ONLY split the placement when they are Art preK-12. That is intentional. The placement course before student teaching is also split with the same two teachers. Also, we require 15 weeks.

Our secondary teachers will sometimes spend time in more than one classroom early in their 13 week experience since some schools have a US History teacher, a World History teacher, etc. and we want them to see different areas of study and different teaching pedagogy within the building. They never split when they are at a point where they are taking over and working toward their “solo”. Our elementary education/special education dual endorsed students spend additional time in a practicum prior to their student teaching and split the student teaching semester at 8 weeks apiece.

Usually one student teacher/one mentor/one classroom except when in a team teaching situation.

The answer is, it depends. We always have the student teacher teach the opposite of their practicum placement. For example, elementary practicum, then secondary student teaching and vice versa. Concerning student teaching, it really depends on the situation with the school, how flexible the program is, and if we can find dual cooperating teachers. Especially for special education placements, I try to get them in a middle and high school setting as principals look for someone who has had experience at a variety of grade levels. This is due in part because the job seldom allows a special educator to remain in one position (grade level) for too long. For general education student teachers, it is not as vital as it takes a while to build a rapport with students. That being said, I am always open to both approaches.

Most of our students do 14-15 weeks with one mentor teacher. Our ELL and Art candidates seeking the full endorsement (PK-12) either do a split placement (12 weeks elem, 3 weeks secondary, or vice versa) or are placed with an ELL teacher who teaches students at the K-6 level and at the 7-12 level. If our elementary candidates are placed in the upper grades at a school in which the teachers specialize in one or two content areas, we make sure the candidate also spends time observing and teaching with the partner teacher(s) so they work in all content areas.

Our senior year has a capstone course before student teaching that has a 60 hour field placement. As such, our students work in that placement at the opposite levels that they want to student teach so that they can remain in one student teaching placement for 14 weeks the following semester. Our students endorsing in special education have a 60 hour component attached to their Models course on top of the 60 hours for our capstone course, but they do have a split student teaching semester between general education and special education assignments within the same school.

The majority of our students are placed with a single mentor/cooperating teacher...I have one out of 24 this semester who is on a team where two teachers co-teach and she works with both teachers and sometimes both classes (plus the classes mix) so that she gets all content areas, but she is still with a primary teacher for advisory, and mostly follows her group, etc--that happens maybe 5 or so percent of the time.