

PSC
June 16, 2017

TO: Professional Standards Committee

SUBMITTED BY: Terry Reilly, Programs
Coordinator for Preservice Educator Quality

ITEM FOR ACTION: Policy Regarding Practicums

RECOMMENDED ACTION:

The Vermont Standards Board for Professional Educators votes to accept the revised Policy N11, N12, and N19.

MOTION:

I, _____, move that the VSBPE accept and approve the recommendation that the Vermont Standards Board for Professional Educators votes to accept the revised policies on documenting a practicum.

BACKGROUND INFORMATION:

The Agency, for quite some time, has been fielding questions about practicums. Current VSBPE policy provides little direction on what constitutes adequate documentation for a practicum. Current practice has been to instruct teacher preparation programs and candidates for licensure to submit a letter on letterhead with narrative explaining a practicum occurred. If the board acted to require specific documentation, it could provide further insight regarding what is to occur during a practicum. If doing so, it also could subsequently provide direction for the Peer Review program regarding practicums.

STAFF AVAILABLE: Terry Reilly, Programs Coordinator for Preservice Educator Quality

POLICY N11

Policy On Student Teaching And Practicum

Requirements For Multiple Initial Endorsements*

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

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

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

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

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

Adopted: 3/15/05; Revised: 2/14/08

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. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the candidate *shall gradually assume the full professional roles and responsibilities of an educator in the initial endorsement area sought* (section 5150)."

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

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

Adopted: 3/15/05; Revised: 2/14/08

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. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the student shall gradually assume the full professional roles and responsibilities of the initial endorsement area sought (section 5150)."

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 twelve 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 twelve 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.

Adopted: 10/19/11