



Teaching for Social Justice Program Handbook

2020-2021

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Spark Teacher Education Institute
a program of
Educational Praxis, Inc.
PO Box 409
Putney, Vermont 05346
Email: SparkTeacherEdVT@gmail.com
<http://www.educationalpraxis.org/>

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Master of Art Teaching for Social Justice Program Handbook

PART I: Program Philosophy

Spark Teacher Education Institute, a program of Educational Praxis, Inc., offers a licensure program in teaching for Social Justice, a field-based, teacher preparation program leading to licensure in the candidate's chosen endorsement area in grades K-12.

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 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 assessments, teaching through authentic experiences and teaching for social responsibility. The curriculum is integrated and contextualized in the analysis of historical and current issues.

The program incorporates deep experiential learning. Over time, the student acquires both theory and skills through practical experience in the schoolroom, combined with analysis and discussion in seminars with faculty and peers. This work is highly collaborative in nature. Through critical examination and collective interrogation of observations and readings, students learn from one another's experiences as well as from their own.

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 roots and worldview while exploring diversity in a global society. Interns will:

- Recall and reflect on their own intellectual and educational 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, the 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 including methods 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.

- Develop pedagogical practices and methods of teaching that respond to diverse learners and that 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.
- Master and employ action research skills.
- 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: Program Components

Students who start the program in Fall trimester 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 classroom 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.

Students may also begin the program in Winter term. A program orientation for these students is scheduled in December. A four-day winter institute of day-long seminars begins immediately following the December break for all students.

Each semester contains at least 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.

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

- **Seminars and Institutes:** A Summer Institute, a Winter Institute and weekly seminars provide the foundation for graduate level pedagogical inquiry. The seminars are organized as thematic modules. Each semester culminates in an Exhibition, with presentations by the interns on curricular projects, research topics and critical reflections.
- **Endorsement Area Seminars:** Interns will have had 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.

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.

Interns seeking Middle Grades endorsements attend sessions providing material specific to the needs of with middle grade students and the organization of middle schools. Interns

seeking an Elementary Education endorsement will attend a weekly evening session designed to address the learning needs of K-6 students.

- **Support Teams:** The Support Team for the intern includes 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 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.

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 (i.e., English, Social Studies, Science, Math), typically attained through undergraduate areas of major study. Interns learn *Methods of Teaching* content from knowledgeable mentor teachers, discussions 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, or for those beginning the program in Winter term, January to December. Interns observe, participate and teach under a mentor who is at once a teacher and a colleague. They take part in all aspects of school life, including teacher meetings, parent meetings, team meetings, student extracurricular activities, and other teacher duties, becoming 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 thirteen-week period from the second week in January through early April, interns spend five days a week at their internship sites. During these thirteen weeks, each intern must schedule two consecutive weeks of solo teaching.

A four-day Winter Institute of day-long seminars is scheduled immediately prior to the thirteen weeks of full-time Student Teaching.

Mentor Teachers

The mentor teacher allows the intern to learn in a safe environment, sharing methodologies in her/his classroom with the intern, collaborating to help the intern understand the curriculum and organization of the classroom, and shifting 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. The mentor must have three or more years of experience as a licensed educator. Mentor teachers are invited to participate in seminars with Spark faculty once or twice each 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 program, visit as needed and provide an additional link between the school sites and the program.

PART III: Calendar for 2020-21 (Fall Start)

All dates are subject to change.

**Dates marked with a single asterisk are approximate.*

***All Saturday seminars will be via Zoom except for those indicated below. We might meet during school breaks depending on the school's calendar. (Residency weekends may be virtual depending on CDC rules)*

Fall Residency Weekends

September 11, 12 and 13th

October 9, 10 and 11th

Term 2 January – June*

January 15th, 16th and 17th

March 12th, 13th and 14th

Exhibition May 14th, 15th and 16th

Term 3 August – December*

August 13th, 14th, 15th and 16th

October 8th, 9th, and 10th

November 12th, 13th, and 14th

Graduation/Exhibition December 3rd, 4th and 5th

June 22* (or students' last day at your internship school) Internship ends

Internships follow the particular school site calendars in which they occur, including school vacations (with the exception of some field trips), teacher workshop days, et cetera.

During two days of the four-day Winter Institute (1/2 and 1/3), interns will attend seminars 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.

Interns are required to continue in their internships for the entire school year, as defined by the official academic calendar at their internship school.

The seminar calendar is constructed to accommodate special events in the school sites, though Spark faculty may need to adjust dates.

PART IV: Program of Study

[Register for the courses listed each term].

	Graduate Credits
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Curriculum	Total	<u>Fall Term</u> Sep. – Dec.	<u>Winter Term</u> Jan. – Apr.	<u>Spring Term</u> May – Aug.
MATS 650 Foundations of Education: Legacies, Culture and Teaching	3	3		
MATS 651 Theories of Human Development & Exceptionality	3	3	yn	
MATS 652 Pedagogy of Social Justice Seminar	6	3	3	
MATS 654 Curriculum & Assessment in Equity Education Seminar	6	3	3	
MATS 656 Technology for Educators	1		1	
MATS 660 Internship: Teaching for Social Justice Seminar	6	2	2	2
MATS 662 Teaching Practices in the Content Area Seminar	6		3	3
MATS 664 Applied Research in Equity Education	3		3	
MATS 665 Portfolio	2			2
TOTAL	36	14	15	7

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.

MATS 652 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.

MATS 654 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.

MATS 656 Technology for Educators

Students will build a basic foundation of theory, strategies and skills to integrate technology in the classroom. Study will include how educational technology can support sound pedagogy, education policy, literacy development, and individualized learning and evaluation. Students will apply multimedia tools & applications in their teaching by studying instructional design, cloud-based collaboration, software evaluation, classroom technology, multimedia production, and current crucial topics such as gamification and surveillance.

MATS 660 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.

MATS 662 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.

MATS 664 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.

MATS 665 Portfolio

Completion of comprehensive portfolio demonstrating competencies and skills, including analysis and self-reflection based on theory and practice of social justice education.

Social Contexts of Education: Comparative International Focus

Variable Credit Individualized Elective

Critical analysis of educational systems within cultural, social, political and economic contexts. This course places educational issues into an international and comparative framework; students analyze the relationship between the global and the local.

PART V: Demonstration of Teaching Competencies

Through their work in the course of the year, interns are required to demonstrate the teaching competencies, as outlined in the Spark Teacher Competency Framework (see Appendix). 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 (subject) preparation. Documentation of prior preparation in the content area is completed near the beginning of the internship year. An intern who has not demonstrated through prior coursework all the 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.

Interns complete two separate portfolios:

In accordance with the guidelines for the [1] **Vermont Licensure Portfolio**, interns develop and submit to their faculty and field advisors a portfolio of artifacts, analyses, and reflections; these demonstrate their teaching competencies.

To demonstrate competencies specific to their particular endorsement areas, interns also complete an [2] **Endorsement Portfolio**.

Guidelines for these portfolios are provided early in the internship year, and interns receive support from their faculty and field advisors and their mentor teachers in completing the portfolio requirements. A Spark faculty member reviews the documentation of the intern's work in its final form. The Vermont Licensure Portfolio is assessed using rubrics provided by the Vermont Department of Education. This portfolio is also evaluated by a second Spark faculty member.

PART VI: Communications

All email communications will be sent to the students' email accounts on file. Students should check that account regularly, or set it to forward messages to another account. Timely responses to email from faculty are essential.

PART VII: Health and Safety

Spark Interns will follow all the COVID-19 Policies and protocols of the school district in which they are interning in addition to the following:

Seminar

Most seminars this year will be virtual and conducted via Zoom

Residency Weekend (In person)

All in person meetings will be Social Distanced and masked. (masks will be available)

Proper handwashing and/or sanitizing is required upon arrival:

- ★ Wash hands with soap and water for at least 20 seconds.
- ★ If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available. Hand sanitizer should be rubbed on the hands, covering all parts of the hand and until the sanitizer is dry, or about 20 seconds.

Please wash hands or sanitize:

- After Touching your face or adjusting your mask
- After Using the restroom
- Before and after Eating or preparing food /drinks
- After Handling garbage
- Before and after glove use
- Before and after cleaning

Testing and Quarantine

All students, as required by the Vermont Department of Health, are required to be tested upon arrival and entry into the program. Testing is required if you have come in contact with someone who has tested positive for COVID-19 and/or you present any symptoms consistent with a COVID-19 infection. A negative test result is required to resume in person school and program related duties.

All out of state students must be tested and adhere to the quarantine regulations as indicated by the Vermont Department of Health.

Health Screening

Interns will fill out a daily health verification form before their arrival and sign the verification upon arrival for residency weekends.

Advising and Mentor Meetings

These meetings may be conducted virtually or in person, social distanced and masked. Advisor must follow the health and safety protocols of the school or meeting place.

Travel

Spark interns should follow the Vermont Department of Health Guidelines for Travel. They should not travel to places that require quarantine upon their return. Please consult the State of VT Website: <https://accd.vermont.gov/covid-19/restart/cross-state-travel>. This Website is updated on Tuesdays.

PART VIII: Internship Guidelines and Requirements

These guidelines and requirements will be discussed among the intern, the mentor teacher, and the advisor at their first meeting.

Preparing for the School Year

- 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.**
- 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, interns should be given specific responsibilities on their first day. 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.

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 lesson 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.

- **After planning and teaching each lesson, the intern must make an entry into the Pedagogy Reflection Sheet for his/her specific content area, and at regular intervals review it with the mentor teacher. This form will ensure timely completion of endorsement portfolio requirements.**
- 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. 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 the first 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 thirteen week period from the beginning of the second semester, 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.**

- **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 schedule regular meeting time on a daily basis. 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 13-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 a short clip will be shared and discussed in seminar. The intern should write a reflection on each taped lesson. The tapes and reflections, along with the relevant lesson plans, may 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, **all 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.

In addition, interns are required to gain experience in the range of grade levels in which they will be certified. When the internship is split between two different classrooms, this may be sufficient. However, **for those whose internship will be mainly in one classroom, arrangements must be made to provide at least two weeks experience in with a significantly different grade level.**

A Field Experience Tracking Form is provided and must be maintained to demonstrate how these requirements have been met.

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, or that regularly prevent them from attending relevant staff meetings or team meetings.

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 or other program events such as field trips.**

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 our 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 field advisor and the mentor teacher 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 before six or more weeks into the first semester.
- **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 be called on frequently to cover other classrooms, leaving the intern to solo teach. If this does happen on occasion, the intern must be paid as a substitute.
- **Interns may not substitute teach on days when their campus based seminars or other program events (e.g. field trips) 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 and timely 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 program 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.**
- **Timeliness is important in seminar attendance as well as in school attendance.**
- **One seminar absence is permitted per semester. More absences may result in a grade of Incomplete.** Seminar instructors must be notified in advance of any absence, or immediately afterwards if advance notice is impossible.
- **All missed seminars must be made up. It is the intern's responsibility to cover the content of the missed seminar.** Unless other arrangements are made with the seminar instructor(s), this is done by contacting classmates, getting notes, information, media links, etc, writing a thorough summary and handing it in to the advisor.

- 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.
- Each year several mandatory field trips are arranged, including a 3- or 4-day trip to visit urban centers. These field trips are required program components and may not be waived. Costs to participants are kept very low, and transportation is provided by the program.

Assessment

- **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:** Within six weeks of beginning the internship, the Support Team should hold a 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. At the end of the first semester the Support Team will meet to evaluate progress and reset goals for the second semester. A final Support Team meeting to review progress should be scheduled near the end of the second semester.
- **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 thirteen weeks of full-time Student Teaching.
- **Exhibitions:** Interns will present Exhibitions of projects, research, reflections, readings and writing to peers and the Support Team for critical feedback twice a year: December and May.
- **Dispositions:** An evaluation of the intern's dispositions is completed at the end of each semester by the mentor teacher, the field advisor and the intern.
- **Field Advisor Evaluations:** Summative assessment of intern competencies and recommendation for certification are the responsibility of the field advisor and the program director. 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 the **2 portfolios** to document their teaching experience and demonstrate their mastery of competencies as required by the Vermont State Teacher Certification.
 - Portfolios are evaluated by Spark faculty members using rubrics provided to the students.

- 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 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 VIII: 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.

It is the responsibility of the intern to make sure that the following program requirements are met:

- A placement agreement form completed at the start of the internship and signed by the mentor teacher and the school principal and handed in to the Spark advisor. If

- there is a change in placement, the intern must complete a new form at the start of the new placement.
- Entries in the Pedagogy Reflection Sheet after each lesson. These will be reviewed with the mentor teacher, and during the summative evaluation meeting at the end of the semester.
 - The intern is responsible for timely scheduling of two formal observations each semester with the field adviser and two with the mentor teacher, with a conference after each and a written report, for a total of eight written observation reports.
 - **Observation visits by the field adviser must be organized well in advance, and a full written lesson plan for the lesson to be observed must be provided beforehand.**
 - A three-way conference with the field adviser, mentor teacher and intern at the end of each semester. The field adviser will write a summative evaluation based on each of these two conferences.
 - A Dispositions evaluation form filled out by intern, mentor teacher and field adviser at the end of each semester and handed in to the field adviser.
 - Completion of the internship attendance requirements:
 - Attendance at school every day that school is in session for the duration of school's academic calendar year.
 - Attendance all day four days a week for most of the year.
 - Attendance all day five days a week for thirteen weeks from the start of the second semester.
 - Exceptions to attendance requirements are made only for other program requirements such as field trips, or for illness or family emergency.
 - **In case of absence due to illness or emergency, both the mentor teacher and the Spark field adviser must be informed as early as possible.**

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 should regularly review the intern's Pedagogy Reflection Sheet with the intern and support the intern in meeting the endorsement standards listed on the sheet. The mentor may point out to the intern facets of content and pedagogy that the intern had not intentionally included.

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 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 to give pedagogical feedback. During each semester the field advisor provides at least two formal observations for the intern. During the thirteen 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.

The Field Advisor or another Spark faculty member guides the intern in assembling the content knowledge documentation, the Vermont Licensure Portfolio, and the Endorsement Portfolio, and evaluates the portfolios upon completion.

The Field Advisor should review the Pedagogy Reflection Sheet with the intern and mentor during three way meetings, and in general support the intern in meeting the endorsement standards.

Field advisors also play an active role in providing instruction and facilitating discussion in seminars and small-group tutorials.

Core Faculty Advisor

Each placement site is assigned a core faculty member who is an instructor in the program. This core 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.

PART IX: Facilities

Spark students have the use of the Educational Praxis Library and may check out available books.

PART X: 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 2.5 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 administrators. The para-educator who becomes a candidate in the program must be 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 our 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 XI: Completion/Graduation Requirements

Spark Teacher Education Institute, as a component of Educational Praxis, Inc., 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, as assessed by Spark faculty.

Graduate credit. Successful completion of the full year program as described will lead to the granting of 36 graduate credits.

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. The academic work required in the program is expected to be commensurate with that of a college graduate. Faculty use rubrics based on State standards for teacher licensure and the national InTASC Core Teaching Standards to assess the required portfolios. The requirements in the rubrics must be met in order for the student to receive credit. Student work is evaluated, and substandard work of any kind is returned. The student is supported in completing the work satisfactorily, based on rigorous academic expectations.

**Assessment System Flow Chart for Teacher Licensure Program
2020-21 (Fall Start)**

DECISION POINTS	DATE	ASSESSMENTS
Admission to Program Study Term	August 1	Transcript review Prior experience Personal essay References Praxis I scores Personal interview
Internship Semester I	January 4	Criminal records check Praxis II scores

Internship Semester II	Aug 14	Content Knowledge Portfolio Midyear Summative Evaluation Vermont Licensure Portfolio, Part 1
Recommendation for Licensure	Dec 15	Yearend Summative Evaluation Vermont Licensure Portfolio, Part 2 & 3 Endorsement Area Performance Portfolio

PART XII: Financial Information and Student Records

Financial Aid. Vermont residents who meet the federal financial need guidelines will be eligible for financial aid through VSAC. A modest amount of scholarship aid may be available.

Refund Policy for students enrolled for teacher licensure only.

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

Program Completion. The program is designed to be completed in three trimesters. Beyond that, candidates are given one extra trimester without fee to complete portfolios and other requirements, after which an extension fee of \$500 per trimester will be charged for up to 2 additional trimesters. After the three additional trimesters (one year total), a statute of limitations is in effect, and the student will be withdrawn. Any student who has withdrawn, or who has been withdrawn by the school, may apply for readmission. If readmitted, the student will be required to re-register for, and will be charged for, the total portfolio credits required at the current tuition rate for the program, as well as any other required classes not previously completed. Spark faculty will provide support for and will assess the work of any student who is currently on extension or who has reapplied and is currently re-registered for incomplete coursework.

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.

INTERN PLACEMENT AGREEMENT FORM

The student named below is enrolled in the Spark Teacher Education Institute. The internship is a required component of all coursework undertaken in this 36-credit program and extends for the academic school year at the internship site, or the portion thereof indicated below. Interns are expected to be present at least four days per week for the full school day (typically at least 6 hours/day). There will be 13 weeks of full-time student teaching (5 days/week) during the second semester. Additional planning time is also required, both with the mentor teacher and individually off site.

- 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 appropriate school administrator, please deliver it promptly to the program director.

Name (Print): _____ Semester: Fall (Yr.) _____ Spring (Yr.) _____

Current address:

Street: _____ Phone: _____

City: _____ State: _____ Zip: _____

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

Name: _____

(Signature) Date: _____

Home Address:

Street: _____ City: _____

State: _____ Zip: _____ Phone: _____ Email: _____

Current Certification Area(s) _____

Years of Teaching: _____ Grade(s): _____ Subject(s): _____

For each semester, an honorarium (\$300; pro-rated for partial semester) or voucher (3 graduate credits at Spark; not transferable) will be issued to you after the end of the semester. If more than one mentor teacher is involved, the honorarium/voucher is shared. Please indicate your choice: __Honorarium __Voucher

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

The _____ School agrees to provide this internship 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 _____ Spark Field _____
 Advisor _____

Directions: Referring to the Spark Teacher Competency Framework, please work together with your Support Team to identify your main personal goals for the internship experience within 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. Then identify the *evidence* you might present in your portfolio to demonstrate your achievement. ***(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	Evidence/Artifacts: Documentation you might generate/collect to demonstrate your progress toward this goal
<i>Content Knowledge</i>		
<i>Learning Environment</i>		
<i>Instructional Practice</i>		
<i>Professional Learning and Ethical Practice</i> <i>Leadership and Collaboration</i>		

SPARK TEACHER EDUCATION INSTITUTE
Teacher Competency Framework Based on the Core Teaching Standards

I. THE LEARNER AND LEARNING

- A. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- B. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- C. Demonstrates appropriate planning:
 - 1. The teacher works with others to create environments that support individual and collaborative learning, and those which encourage positive social interaction, active engagement in learning, and self-motivation.
 - 2. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
 - 3. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
 - 4. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- D. Plans interdisciplinary curriculum with connections to everyday life and to equity issues.

II. LEARNING ENVIRONMENT

- 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.

III. CONTENT KNOWLEDGE AND INSTRUCTIONAL PRACTICE

- A. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- B. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. PROFESSIONAL RESPONSIBILITY

- A. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- B. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- C. The teacher is prepared for self-directed, continuous professional learning.
- D. The teacher is prepared to collaborate with stakeholders (such as learners, families, colleagues, other school professionals, community members) to ensure student learning.
- E. The teacher demonstrates understanding of laws related to student and educator rights and responsibilities, and treats students and colleagues fairly and equitably.
- F. The teacher is prepared to advance the profession through leadership, advocacy and/or action research.

SPARK TEACHER EDUCATION INSTITUTE
FIELD EXPERIENCE TRACKING TEMPLATE
Illustration: Please download digital version for actual use

Name: _____ School: _____
 Grade: _____

Mentor Teacher: _____ Field Advisor: _____

Requirements:

- 60 hours at a level different from your primary placement
- Weekly visit in another classroom (Semester I)
- Six visits to other schools, one or more with a student population not well represented at your placement school (Semester II)

Date	Setting	Activities	Requirements			
			Other class-room	Hrs in another level	Other school	Other demographics
TOTALS			visits	hours	visits	visits

SAMPLE PEDAGOGY REFLECTION SHEET

*This is a sample only (excerpted from the English Language Arts standards). However, note that each endorsement area has a different set of standards. **The specific Reflection Sheet for the intern’s endorsement area should be downloaded at the start of the internship for actual use.** The intern will then update the Reflection Sheet after each lesson taught throughout the internship. The reflections are for use in your Endorsement Area Portfolio (binder).*

Intern _____
Teacher _____

Field Advisor _____

Mentor _____

PERFORMANCE STANDARDS	Lesson Date/Title	Brief reflections, connections to the selected standard(s)
Component I: LITERACY DEVELOPMENT		
Understands the processes, principles, and dimensions of oral language acquisition, and the relationship between oral language development and literacy development		
Understands the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing		
Uses a wide variety of fiction and non-fiction textual materials, including some of students’ own selection		
Selects and reads quality literature aloud		
Applies tools of literary analysis to literature and non-print media		
Uses active instructional strategies (e.g., debate, dramatization, presentation) to promote oral language development and facilitate critical analysis and interpretation		
Teaches discernment among fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications		
Models, fosters, and teaches active listening		
Models and teaches effective verbal and non-verbal communication		

**SPARK TEACHER EDUCATION INSTITUTE
OBSERVATION AND FEEDBACK FORM**

Date: _____ Intern: _____ Observer: _____ Advisor: _____

Mentor Teacher: _____ School: _____ Grade: _____

Description of Lesson: _____ Time: _____

LEARNER AND LEARNING	Comments
Knowledgeable of endorsement area content and associated pedagogy.	
Understands how learners grow and develop.	
Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Designs and implements developmentally appropriate and challenging learning experiences.	
Curriculum is based on standards and on student needs and interests.	
Uses appropriate technology, tools.	
Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teachers and learner's decision making.	
LEARNING ENVIRONMENT	Comments
The teacher works with others to create environments which support individual and collaborative learning, and which encourage positive social interaction, active engagement in learning, and self-motivation.	
Manages routines and procedures.	
Effectively responds to challenging behavior.	

<p>Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	
<p>INSTRUCTIONAL PRACTICE</p>	<p>Comments</p>
<p>Understands and uses a variety of instructional strategies in order to encourage learners to develop deep understanding of content areas and their connections, and to build skills so they can apply knowledge in meaningful ways.</p>	
<p>Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	
<p>Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	
<p>PROFESSIONAL LEARNING AND ETHICAL PRACTICE</p>	
<p>Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community)</p>	
<p>Adapts practice to meet the needs of each learner.</p>	

SPARK OBSERVATION AND FEEDBACK FORM ~ CONTINUED

Please use this space to continue comments from page 1. In addition, you may wish to add summary remarks about the lesson, for example:

- *Areas of strength*
- *Areas for additional focus*
- *Suggestions for future lessons or practice*

**Spark Teacher Education Institute
Dispositions Assessment Form**

Intern's Name _____ **Date** _____

Name of Person Completing the Form: (please print) _____

Relationship to the Intern: (please choose one)

- Self Field Advisor
 Mentor Teacher

Key:

D– Developing (occasionally demonstrates this disposition)

U – Unacceptable (does not demonstrate this disposition)

A – Acceptable (consistently demonstrates this disposition)

Rating (circle)	Dispositions	Comments (Rating of U or D requires a description of observed behaviors)
A D U	1. Exhibits clear and accurate communication skills (e.g., listening, writing, speaking).	
A D U	2. Works cooperatively and collaboratively.	
A D U	3. Presents appropriate demeanor.	
A D U	4. Exhibits enthusiasm for students and teaching.	
A D U	5. Is committed to lifelong learning and service to the community.	
A D U	6. Demonstrates understanding of and is open to diverse perspectives.	
A D U	7. Demonstrates respect, empathy, and caring for others.	
A D U	8. Accepts responsibility for own actions.	
A D U	9. Is present, punctual, and prepared.	
A D U	10. Exhibits willingness to work diligently.	

Signature of person completing form

**SPARK TEACHER EDUCATION INSTITUTE
SUMMATIVE EVALUATION FORM**

Date _____ Intern _____ Field Advisor _____

Mentor Teacher _____ School _____
Grade/Subject _____

*0, EM, AS, MS	I. LEARNER AND LEARNING	Comments
	A. Knowledgeable of endorsement area content and associated pedagogy.	
	B. Understands how learners grow and develop.	
	C. Demonstrates appropriate planning: 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	
	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. Effectively responds 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. INSTRUCTIONAL PRACTICE	Comments
	A. Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
	B. Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
	C. Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
	IV. PROFESSIONAL LEARNING AND ETHICAL PRACTICE	Comments
	A. Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community)	
	B. Adapts practice to meet the needs of each learner.	
	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