GUIDE TO
TEACHER EDUCATION
PROGRAMS & LICENSURE

Education Department
Saint Michael's College
One Winooski Park
Colchester, VT 05439

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GUIDE TO TEACHER EDUCATION PROGRAMS & LICENSURE

PREFACE

This Guide represents an authoritative source of information about policies and common practices associated with undergraduate elementary and secondary teacher education programs at Saint Michael's College. Degree requirements, licensure requirements, criteria for placements in schools, and suggestions are included here so that the prospective teacher can plan her/his course-of-study. It is the prospective student's responsibility to be familiar with the rules and policies described herein so that ultimately her/his teaching license is not jeopardized.

Policies in this edition of the Guide pertain to students who enroll in Saint Michael's College after the fall of 2011 and they replace existing policies.

Saint Michael's College has program approval from the Vermont State Department of Education to recommend students for a Level I license (valid for two years). Each license approves endorsement in one of the following areas:

1. Elementary Education (grades K-6). Candidates for elementary licensure MUST complete a major in one of the liberal arts (Psychology and Business/Accounting are NOT accepted.)

2. Secondary Content areas: Biology, Chemistry, Physics, English, French, Latin, Spanish, Mathematics, Social Studies, and Theater Arts (drama).

3. Art Education: PK-12, PK-6, 7-12.

All Education courses at Saint Michael's College have been aligned with Vermont’s Framework of Standards and Learning Opportunities, the Common Core and Five Standards for Vermont Educators: A Vision for Schooling.

According to Federal Title II mandates, Saint Michael's College must publish the percentage of those students who are recommended for licensure. To be recommended for licensure, students must successfully complete our programs by meeting all GPA, course, portfolio and testing requirements.

A very careful perusal of this Guide is necessary because of the vital information it contains.
MEMO:

TO: Students Entering Teacher Education Programs at Saint Michael’s College

FROM: The Faculty of the Education Department

Your growth as a teacher begins with your first course in Education and continues through your professional development here at Saint Michael’s College, as well as during your professional career.

It will be your responsibility to keep on track and to make sure all requirements are met.

It is important to us that Education students maintain the highest standards of academic integrity in their coursework. Education students are expected to abide by the Saint Michael's College Academic Integrity Policy.

After successful completion of all the requirements, the Education Department will make a recommendation to the Vermont Department of Education that the student be granted an elementary, secondary, or art teaching license. Only the State Department of Education can grant licensure.

You are responsible for submitting the Application for the Initial Vermont Educator License or other state applications. When applying for licensure in another state, you are responsible for contacting the Department of Education to verify requirements that may differ from those completed for the SMC program and the State of Vermont -- i.e., additional test(s). A number of states require additional Praxis II tests for elementary education and secondary education. For example, Massachusetts requires passing the Massachusetts Tests for Educator Licensure and New York requires passing the NY State Teacher Certification Exam. The above is true regardless of the reciprocity agreements between states.
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THEME AND PHILOSOPHY
“AWAKENING AND SUSTAINING THE SPIRIT OF
TEACHING AND LEARNING”

The Saint Michael’s College Department is committed to awakening and sustaining the spirit of teaching and learning through nurturing the following characteristics in ourselves and in our students:

DIGNITY AND DIVERSITY - We are committed to a deep respect for the dignity and inherent worthiness of each person. We honor all dimensions of human development and emphasize the distinct gifts, needs, and interests of each learner. We are also committed to the inclusion of diverse cultural values and knowledge. As a result, we embrace and model varied learning and teaching methodologies.

CHARACTER AND COMMUNITY - We view teaching as an ethical calling through which we and our students can nurture the moral dimensions of our lives, including our sense of social responsibility and our leadership qualities within a context of compassionate relationships. The qualities we strive to promote include the development of integrity, a commitment to peace and justice, empathy, humility, and the courage to act on one’s principles in pursuit of both educational and social change.

KNOWLEDGE AND WISDOM - Our search for knowledge and wisdom is strongly grounded in the liberal arts tradition, which incorporates mastery of a discipline, interdisciplinary perspectives, and an increasing sense of responsibility for one’s own learning. The habits of mind we most value include the application of intellectual curiosity and persistence, critical thinking, self-reflection, and imagination to challenges within schools and the larger culture.
To awaken and sustain the spirit of teaching and learning, Saint Michael's College students must demonstrate their abilities to...

| DIGNITY & DIVERSITY | 1. Include (accepting, honoring, and celebrating) diverse cultural values and knowledge. Examples: (a) creating multi-cultural curriculum; (b) spending and documenting time with diverse or immigrant communities; (c) spending time abroad studying or learning from another culture; (d) joining MLK Society; (e) taking courses that study diverse cultures or cultural paradigms.  
  
2. Honor all dimensions of human development by meeting social, emotional, physical, aesthetic, and cognitive needs.  

3. Emphasize the distinct gifts, needs and interests of each learner by providing a variety of learning opportunities and assessment techniques as well as tutoring/teaching experiences working with students with disabilities. |

| CHARACTER & COMMUNITY | 1. Act on one’s principles in pursuit of both educational and social change, with a commitment to peace and justice. Example: be part of a MOVE volunteer program.  
  
2. Assume leadership roles. Examples: (a) assume leadership role on campus and in community and (b) participate in community action and advocacy organizations.  

3. Act on qualities of character, including empathy, humility, and integration. Examples: (a) being prepared, on time, enthusiastic; (b) welcoming suggestions that allow skills and knowledge to grow—take criticism; (c) following Saint Michael's College integrity policies; (d) working well with peers and cooperating teacher. |

| KNOWLEDGE & WISDOM | 1. Incorporate mastery of a discipline and interdisciplinary perspectives. Examples: (a) GPA in major and Education courses; (b) papers, projects and experiences that demonstrate interdisciplinary perspective, (c) passing Praxis I and II.  

2. Take responsibility for their own learning. Examples: (a) coming to class prepared, being able to raise pertinent and relevant questions; (b) applying instructor feedback; (c) meeting with instructors about papers); (d) composing individual professional development plan.  

3. Show intellectual curiosity and persistence.  

4. Promote imagination and creative process in learning environments. Examples: (a) include active participation and facilitating assignments designed for expressive interpretations of understanding; (b) include diverse strategies—visual, performance, creative writing—to present content area.  

5. Apply knowledge, wisdom and respect for diversity to meet challenges within schools and cultures. Example: participate actively on school action team. |
LICENSURE REQUIREMENTS

Candidates for elementary licensure must complete a Bachelor's degree in both Elementary Education and one of the liberal arts or sciences. Candidates for secondary licensure must qualify for a Bachelor of Arts degree with a major in the subject area they plan to teach. Candidates for Art Licensure must qualify for a Bachelor of Arts degree with a major in Fine Arts. For degree requirements, see the Saint Michael's College Catalog. Following are licensure requirements from our accrediting agency, the State Department of Education from Vermont.

5230 General Requirements For All Applicants For Professional License: Sections 5231 through 5236 are the general requirements for all initial licenses.

5231 Except as otherwise noted by this section, the applicant shall hold a baccalaureate degree from a regionally accredited or state-approved institution and shall have successfully completed a major, or its equivalent in the liberal arts and sciences, or in the content area of the endorsement sought.

5232 Documentation of the specified content knowledge and performance standards and additional requirements, if any, for the endorsements(s) being sought.

5233 Evidence of at least twelve consecutive weeks of student teaching, or an equivalent learning experience as determined by the Vermont Standards Board for Professional Educators (VSBPE) policy or by the requirements of the endorsements.

5234 Demonstrated ability to communicate effectively in speaking, writing, and other forms of creative expression and the ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills.

5235 Demonstrated competency as specified in the following requirements.

Principle 1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of Vermont's Framework of Standards and Learning Opportunities and the Vermont Common Core.

Principle 2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.
Principle 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.

Principle 4: The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in Vermont's Framework of Standards and Learning Opportunities.

Principle 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.

Principle 6: The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.

Principle 7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure continuous intellectual, social, physical, and emotional development of every student.

Principle 8: The educator integrates students with disabilities into appropriate learning situations.

Principle 9: The educator integrates current technologies in instruction, assessment, and professional productivity.

Principle 10: The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.

Principle 11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, and agencies and others in the broader community to support students’ learning and well-being, and to implement the school’s goals and articulated curriculum.

Principle 12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

Principle 13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.

Principle 14: The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.
Principle 15: The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.

Principle 16: The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

In addition to these 16 principles for all educators, each endorsement area has specific competencies which must be met. The competencies for specific endorsement areas can be found on the Vermont Education Department’s website:

STUDY ABROAD

There are many other study abroad opportunities throughout the world. One viable option is the Advanced Studies in England Program where students have the opportunity to participate in an English school setting. For information on this program contact Professor Jonathan Silverman at 802-654-2306 or jsilverman@smcvt.edu. Students work carefully with the Study Abroad Office and their advisors to ensure that courses are transferable and count toward graduation.

NINTH SEMESTER OPTION

Students who have completed all requirements for graduation except for student teaching and have passed Praxis I and Praxis II by the preceding January, have the option to complete their student teaching during a ninth semester. Students can attend the commencement exercises at the end of their eighth semester, but will be recommended for licensure only after successful completion of student teaching. Students will be charged at the graduate course rate, but will pay the regular cost of room and board. Campus room and board will be offered only after the needs of traditional students have been met. This ninth semester must be completed within one year after graduation. For information, please contact: Professor Mary Beth Doyle, Chair of the Education Department at 802-654-2279 or mdoyle@smcvt.edu.

Licensure Portfolio

During your student teaching semester, you will create a licensing portfolio that meets state requirements. Some material from previous courses will be included in addition to materials from your classroom experience with teachers and children/adolescents.

Secondary educators, your licensing portfolio is created and evaluated as part of ED 430 Secondary Senior Seminar. Elementary Educators, your licensing portfolio is created and evaluated through ED 429 Elementary Senior Seminar.

Art Education licensure candidates will create portfolios in either ED 429 or ED 430.

You will receive detailed instructions and be shown many examples of the approved way to meet criteria expected of beginning teachers eligible for licensure in Vermont.

The purpose of this portfolio is to demonstrate your competence as a beginning teacher. In addition, this portfolio is a requirement from the State Department of Education in Vermont; successful completion is required in order to be recommended for licensure.
PORTFOLIO GUIDELINES:

1. Students must be aware of, and adhere to, the overall licensure requirements as outlined in the College Catalog and the Guide to Teacher Education Programs and Licensure. These requirements reflect program and state requirements for licensure (grade point average, English/math proficiency, portfolio construction, faculty recommendations, and scores from state-required examinations).

2. The portfolio process reflects our Program Theme, the Vermont Department of Education’s 16 Principles for Vermont Educators, the Five Standards for Vermont Educators, and other State Department of Education guidelines.

3. Portfolio documents must have an earned minimum grade of B in order to be included in the portfolio. Students must redo and resubmit any required portfolio items which do not meet the standards set by professors in individual courses.

4. After recommendations for licensure are made, students may claim their portfolios. The Department will keep copies on file of: (1) assessment of student teaching by cooperating teacher and supervisor; (2) copy of Praxis test scores; (3) Liberal Arts Faculty Recommendation; (4) transcript, and (5) Portfolio Assessment Forms.

5. The candidate is given written feedback specifying Approved, Conditional Approval, or Denied. Deficient areas are clearly specified so the candidate can submit missing documents and/or redo and resubmit inadequate documents. These resubmissions will have a specified due date and be limited to one resubmission. The original evaluator will reassess resubmitted documents.
# ART EDUCATION MAJOR
Possible Course Sequence (Licensure Pre-K-12) for Art Education and Art

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<thead>
<tr>
<th>First Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>• ED 231 Schools &amp; Society</td>
<td>• ED 231 Schools &amp; Society</td>
</tr>
<tr>
<td>• Art History</td>
<td>• Art History</td>
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<tr>
<td>• Drawing</td>
<td>• Drawing</td>
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<tr>
<th>Sophomore</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>• ED 231 Schools &amp; Society</td>
<td>• ED 231 Schools &amp; Society</td>
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<tr>
<td>• ED 251 Child Development in a Culturally Responsive Classroom</td>
<td>• ED 251 Child Development in a Culturally Responsive Classroom</td>
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<td>• ED 271 Adolescent Development in a Culturally Responsive Classroom</td>
<td>• ED 271 Adolescent Development in a Culturally Responsive Classroom</td>
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<td>• Art History</td>
<td>• Art History</td>
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<td>• Drawing 1</td>
<td>• Drawing 1</td>
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<tr>
<td>• Digital Literacy</td>
<td>• Digital Literacy</td>
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<tr>
<td>• Painting</td>
<td>• Painting</td>
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<tr>
<td>• Sculpture</td>
<td>• Sculpture</td>
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<tr>
<td>• Pass Praxis I</td>
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<tr>
<th>Junior</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>• ED 300 Teaching Social Studies &amp; the Arts (for elementary students) <strong>OR</strong> ED 361 Curriculum in Middle &amp; High School (for secondary students)</td>
<td>• ED 300 Teaching Social Studies &amp; the Arts (for elementary students) <strong>OR</strong> ED 361 Curriculum in Middle &amp; High School (for secondary students)</td>
</tr>
<tr>
<td>• ED 251 Child Development in a Culturally Responsive Classroom</td>
<td>• ED 340 Teaching in an Inclusive Elementary Classroom (for elementary students) <strong>OR</strong> ED 370 Teaching in a Inclusive Middle &amp; High School</td>
</tr>
<tr>
<td>• ED 271 Adolescent Development in a Culturally Responsive Classroom</td>
<td>• GED 651 Hands On: Learning in and through the Arts</td>
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<tr>
<td>• Art History</td>
<td>• Level 2 (Digital Literacy, Painting, Sculpture)</td>
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<tr>
<td>• Level 2 (Digital Literacy, Painting, Sculpture)</td>
<td>• Art Elective</td>
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<tr>
<td>• Art Elective</td>
<td>• Art History</td>
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<td>• Art Elective</td>
<td>• Pass Praxis II Art</td>
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<th>Senior</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>• ED 340 Teaching in an Inclusive Elementary Classroom (for Elementary) <strong>OR</strong> ED 370 Teaching in a Inclusive Middle &amp; High School</td>
<td>• ED 421 Elementary Student Teaching <strong>OR</strong> ED 424 Secondary Student Teaching</td>
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<tr>
<td>• GED 649 Arts: The Creative Process <strong>(for those student teaching in the Spring)</strong></td>
<td>• ED 429 Senior Seminar: Elementary <strong>OR</strong> ED 430 Senior Seminar: Secondary</td>
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<td>• ED 421 Elementary Student Teaching <strong>OR</strong> ED 424 Secondary Student Teaching</td>
<td>• ED 423 Practicum</td>
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<tr>
<td>• ED 429 Senior Seminar: Elementary <strong>OR</strong> ED 430 Senior Seminar Secondary</td>
<td>• GED 678 Aesthetic Perspectives <strong>(for those student teaching in the Fall)</strong></td>
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<td>• ED 423 Practicum</td>
<td>• Art Elective</td>
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<tr>
<td>• Art Elective</td>
<td>• Tutorial</td>
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<td>• Art Elective</td>
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Please see next page for additional information and notes.
REQUIRED EDUCATION COURSES FOR ART LICENSURE:

ED 231 Schools & Society, ED 251 Child Development, ED 271 Adolescent Development, ED 300 Teaching Social Studies and the Arts (for focus on elementary), or ED 361 Curriculum in Middle & High School (for focus on secondary), ED 340 Teaching in an Inclusive Elementary Classroom (for focus on elementary or ED 370 Teaching in an Inclusive Middle & High School (for focus on secondary); GED 651 Hands On: Learning in and through the Arts, GED 649 Arts: The Creative Process (fall for those student teaching in the Spring) or ED 678 Aesthetic Perspectives (Spring for those student teaching in the Fall), ED 423 Practicum (1/2 course), ED 421 Elementary Student Teaching, ED 429 Senior Seminar: Elementary, OR ED 424 Secondary Student Teaching and ED 430 Senior seminar: Secondary

NOTES:

- Students are required to have a 3.0 overall GPA and a 3.0 GPA in Education courses before student teaching
- Students should not take more than 2 Education courses per semester
- Students who will study abroad are strongly encouraged to choose to leave in the fall semester to take the required course GED 651 in the spring of your junior year. Students who study abroad are encouraged to take ED 300 or ED 361 in the sophomore year.
- Students need to take both ED 251 and ED 271 for the PreK-12 licensure endorsement
- Both Praxis 1 and 2 need to be passed before the beginning of student teaching.
- Students take a practicum in the semester of the senior year they are not student teaching. This needs to be at the opposite grade level from student teaching (e.g., Student Teaching – high school and Practicum- elementary)
- Students take EITHER GED 649 (fall) OR GED 678 (spring) in the senior year
- Students just wishing a PK-6 Art Licensure do not need to take Adolescent Development or Practicum (though will have to make up one additional course to complete an Art Education Major)
- Students just wishing a 7-12 Art Licensure do not need to take Child Development or Practicum (though will have to make up one additional course to complete an Art Education Major)

NOTES FOR ART:

- Students need 10 courses: 2 Art History, Drawing, Digital Literacy, Painting, Sculpture, Level 2 (Digital Literacy, Painting, OR Sculpture), 2 Electives, and Tutorial
- Students need 2 Art History courses- one must be a survey
- Drawing 1 is a prerequisite for Painting, Digital Media, and Sculpture
- An elective does not include Ceramics or Calligraphy
- A level 2 course can only be taken after completion of Painting, Digital Literacy, and Sculpture
- Confirm above art requirements with Fines Arts advisor
## Elementary Education Possible Course Sequences

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<thead>
<tr>
<th>FALL</th>
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<tr>
<td><strong>1ST YEAR</strong></td>
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<tr>
<td>- ED 231 Schools &amp; Society (4)</td>
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<tr>
<td>- ED 251 Child Development in a Culturally Responsive Classroom (4)</td>
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<td><strong>2ND YEAR</strong></td>
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<td>- ED 231 Schools &amp; Society (4)</td>
<td>- ED 231 Schools &amp; Society (4)</td>
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<tr>
<td>- ED 251 Child Development in a Culturally Responsive Classroom (4)</td>
<td>- ED 251 Child Development in a Culturally Responsive Classroom (4)</td>
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<tr>
<td>- ED 335 Literacy in the Elementary Classroom (4)</td>
<td>- Pass Praxis I</td>
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<tr>
<td><strong>3RD YEAR</strong></td>
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<tr>
<td>- STUDY ABROAD OR</td>
<td>- STUDY ABROAD OR</td>
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<tr>
<td>- ED 251 Child Development in a Culturally Responsive Classroom (4)</td>
<td>- ED 300 Teaching Social Studies &amp; the Arts (4)</td>
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<tr>
<td>- ED 300 Teaching Social Studies &amp; the Arts (4)</td>
<td>- ED 325 Teaching Elementary School Mathematics &amp; Science (4)</td>
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<tr>
<td>- ED 325 Teaching Elementary School Mathematics &amp; Science (4)</td>
<td>- ED 335 Literacy in the Elementary Classroom</td>
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<tr>
<td>- ED 335 Literacy in Elementary Classroom</td>
<td>- ED 339 Making Meaning: Content-Area Literacy (Lit B-4)</td>
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<tr>
<td>- ED 339 Making Meaning: Content-Area Literacy</td>
<td>- ED 340 Teaching in an Inclusive Middle/High School (4)</td>
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<tr>
<td><strong>4TH YEAR</strong></td>
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<tr>
<td>- ED 325 Teaching Elementary School Mathematics &amp; Science (4)</td>
<td>- ED 421 Elementary Student Teaching (12)</td>
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<tr>
<td>- ED 339 Making Meaning: Content Area Literacy</td>
<td>- ED 429 Senior Seminar (4)</td>
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<td>- ED 340 Teaching in an Inclusive Middle/High School (4)</td>
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<td>OR</td>
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<tr>
<td>- ED 421 Elementary Student Teaching (12)</td>
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<tr>
<td>- ED 429 Senior Seminar (4)</td>
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### Also, you must take:
- ED 427 Science Practicum (2) **before student teaching**

### NOTE:
Students are required to have an overall 3.0 GPA, a 3.0 GPA in education courses before student teaching and at graduation, and a 2.7 GPA in their other major.
PROGRESS TOWARD ELEMENTARY TEACHER LICENSURE

**First Year:**
- ED 231 Schools and Society
- ED 251 Child Development in a Culturally Responsive Classroom
- Identify Major in one of the liberal arts or sciences
- Complete some of the Liberal Studies requirements
- Maintain at least a 2.5 overall GPA (*See note below)

**Sophomore Year:**
- ED 231 Schools and Society if you haven't completed it
- ED 251 Child Development in a Culturally Responsive Classroom
- ED 300 Teaching Social Studies and the Arts
- ED 335 Literacy in the Elementary Classroom
- ED 427 Science Inquiry Practicum (half course)
- Continue with Liberal Studies requirements
- Maintain at least a 2.7 overall GPA (*See note below)
- Continue with your major in one of the Arts and Sciences
- Contribute appropriate materials to portfolio
- **SUCCESSFULLY PASS PRAXIS I**

**Junior Year:**
- ED 325 Teaching Elementary School Mathematics & Science
- ED 335 Literacy in the Elementary Classroom
- ED 339 Making Meaning: Content Area Literacy
- ED 340 Teaching in Inclusive Elementary Classrooms
- Continue with major and Liberal Studies requirements
- Maintain at least a 3.0 overall GPA and a 3.0 Education GPA
- Contribute appropriate materials to portfolio
- **SUCCESSFULLY PASS PRAXIS II**

**Senior Year:**
- ED 339 Making Meaning: Content Area Literacy
- ED 340 Teaching in Inclusive Elementary Classrooms
- One semester for student teaching (ED 421) including ED 429 Senior Seminar and one semester for development of licensure portfolio). Submit Application for Student Teaching in January of your Junior year.
- To student teach, attain a 2.7 or better in Liberal Studies major, 3.0 overall and 3.0 in Education.
- Submit licensure portfolio
- Complete Major requirements, general education requirements, and standards for licensure
- Maintain a 3.0 GPA in Education and overall

*NOTE: Students with a GPA under 3.0 need to continue to make significant progress in raising their grades or they will not be allowed to continue in the program.*
SECONDARY EDUCATION

Students who wish to be licensed to teach at the secondary level (grades 7-12) may do so in one of the following academic areas: Biology, Chemistry, Physics, English, French, Latin, Spanish, Mathematics, Social Studies, and Theater Arts. Art majors obtain licensure for grades PK-6, 7-12, or PK-12. To qualify for the full PK-12 license, an additional practicum experience must be completed in a grade setting different from the student teaching placement.

The Education course sequence that constitutes this Secondary Level Program has been designed so that students who successfully complete these requirements will be adequately prepared for employment as Secondary Level teachers. Throughout this Program, students are required to study contemporary learning theories in some depth, with specific emphasis on the areas of learning associated with the specific disciplines. They are required to demonstrate that the methodologies they employ as teachers are research-based (i.e., proven) practices.

Students must satisfy all the requirements to obtain a Major in the subject area. **STUDENTS MUST ATTAIN A 3.0 GPA IN THEIR MAJOR SUBJECT AREA, A 3.0 GPA IN EDUCATION COURSES, A 3.0 OVERALL GPA, AND HAVE SUCCESSFULLY PASSED PRAXIS I AND THE APPROPRIATE PRAXIS II EXAM IN ORDER TO BE PLACED FOR STUDENT TEACHING.** Students must also successfully complete the following course requirements for the Secondary Education Major: ED 231, 271, 343, 361, 370, 423, ED 424, ED 430, ED 450 and ED 365 or ED 367.

**Secondary Student Teaching**

The student teaching semester provides the intensive teaching experience necessary for students to demonstrate mastery in teaching adolescents. In January of the Junior year, the student shall make known her/his intention to student teach during the following academic year by filling out an application. The Saint Michael's College placement coordinator will secure an appropriate placement in a local middle or high school. After an interview and a positive decision reached by the cooperating teacher, student teacher, principal, and college supervisor, the placement is finalized.

During the student teaching semester, students enroll in two education courses (ED 424 and ED 430) which constitute a “full semester course load.” They are **NOT** permitted to enroll in any other courses. **STUDENTS MUST BE PRESENT IN AN ASSIGNED STUDENT TEACHING PLACEMENT FOR THE ENTIRE SEMESTER, FOLLOWING THE DAILY AND VACATION SCHEDULE OF THE RESPECTIVE MIDDLE OR HIGH SCHOOL.** During this semester, they will meet weekly for the Senior Seminar (ED 430).
### Secondary Education Possible Course Sequences

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td><strong>1ST YEAR</strong></td>
<td><strong>2ND YEAR</strong></td>
</tr>
<tr>
<td>- ED 231 Schools &amp; Society (1)</td>
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</tr>
<tr>
<td>- ED 271 Adolescent Development in a Culturally Responsive Classroom (1)</td>
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</tr>
<tr>
<td>- ED 361 Curriculum in Middle and High School (1)</td>
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<tr>
<td>- ED 343 Literacy in Middle and High School (1)</td>
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<tr>
<td>- GED 580 Approaches to Teaching – Humanities (1/2)</td>
<td>- GED 580 Approaches to Teaching – Humanities (1/2)</td>
</tr>
<tr>
<td>- ED 370 Cognition &amp; Individual Differences (1)</td>
<td>- ED 370 Cognition &amp; Individual Differences (1)</td>
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</table>

**3RD YEAR**

- STUDY ABROAD OR
- ED 271 Adolescent Development in a Culturally Responsive Classroom (1)
- ED 361 Curriculum in Middle and High School (1)
- ED 343 Literacy in Middle and High School (1)
- GED 580 Approaches to Teaching – Humanities (1/2)
- ED 370 Cognition & Individual Differences (1)

**4TH YEAR**

- GED 580 Approaches to Teaching – Humanities (1/2)
- ED 370 Cognition & Individual Differences (1)
- ED 343 Literacy in Middle and High School (1)
- ED 424 Seminar (1)
- ED 430 Student Teaching (3)

<table>
<thead>
<tr>
<th>FALL</th>
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<tr>
<td><strong>3RD YEAR</strong></td>
<td><strong>4TH YEAR</strong></td>
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<tr>
<td>- STUDY ABROAD OR</td>
<td>- ED 424 Seminar (1)</td>
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<tr>
<td>- ED 271 Adolescent Development in a Culturally Responsive Classroom (1)</td>
<td>- ED 430 Student Teaching (3)</td>
</tr>
<tr>
<td>- ED 361 Curriculum in Middle and High School (1)</td>
<td>- GED 580 Approaches to Teaching – Humanities (1/2)</td>
</tr>
<tr>
<td>- GED 587 Approaches to Teaching – Math, Science and Technology (1/2)</td>
<td>- ED 370 Cognition &amp; Individual Differences (1)</td>
</tr>
<tr>
<td>- ED 370 Cognition &amp; Individual Differences (1)</td>
<td>- ED 343 Literacy in Middle and High School (1)</td>
</tr>
<tr>
<td>- GED 635 Middle Grades Philosophy &amp; Organization (1/2)</td>
<td>- Student Teaching application due in January</td>
</tr>
<tr>
<td>- ED 424 Seminar (1)</td>
<td>- Pass Praxis II</td>
</tr>
<tr>
<td>- ED 430 Student Teaching (3)</td>
<td>- Pass Praxis II</td>
</tr>
</tbody>
</table>

**NOTE:** Students are required to have an overall 3.0 average and a 3.0 average in required education courses before student teaching and at graduation.

For the **secondary major** there is a ½ credit practicum (ED 423) and 1 credit Selected Topics (ED 450) that you must take.

- If you want the **middle school endorsement** in addition to your secondary licensure, you will need to take GED 635 Middle Grades Philosophy & Organization as your elective.
PLACEMENT/OVERALL LICENSURE REQUIREMENTS

Elementary

INITIATING LEVEL
(End of Sophomore Year)
- Student has read the Guide to Teacher Education Programs & Licensure
- 2.7 overall GPA
- Portfolio File initiated with appropriate documents
- "B" or better in all Education courses
- A passing score on Praxis I submitted to Education Department

QUALIFYING LEVEL
(End of Junior Year)
- 3.0 Overall GPA; 3.0 GPA in required Education courses
- "B" or better in all Education courses
- Liberal Arts Advisor recommendation
- A passing score on Praxis II submitted to the Education Department

LICENSING LEVEL
(After Student Teaching)
- 3.0 GPA in required Education Courses
- 3.0 Overall GPA
- 2.7 GPA in Liberal Arts Major
- At least "B" in student teaching
- Portfolio "Approved" by Team at the Licensure Level

Secondary

INITIATING LEVEL
(End of Sophomore Year)
- Student has read the Guide to Teacher Education Programs and Licensure
- 2.7 Overall GPA
- "B" or better in all Education courses
- A passing score on Praxis I

QUALIFYING LEVEL
(End of Junior Year)
- 3.0 Overall GPA; 3.0 GPA in required Education courses and Content Area
- "B" or better in all Education Methods Courses
- 3.0 in Liberal Arts Major
- Portfolio "Approved" by Faculty Advisor
- Liberal Arts advisor recommendation
- Education Faculty Recommendation
- A passing score on Praxis II

LICENSING LEVEL
(After Student Teaching)
- 3.0 in required Education courses
- 3.0 in Academic Major
- 3.0 Overall GPA
- at least "B" in student teaching
- Portfolio "Approved" by team at Licensure Level

Art

INITIATING LEVEL
(End of Sophomore Year)
- Student has read the Guide to Teacher Education Programs & Licensure
- 2.7 overall GPA
- Portfolio File initiated with appropriate documents
- "B" or better in all Education courses.
- A passing score on Praxis I submitted to Education Department

QUALIFYING LEVEL
(End of Junior Year)
- 3.0 Overall GPA; 3.0 GPA in required Education courses
- "B" or better in all Education Courses
- 3.0 in Fine Arts Major
- Portfolio "Approved" by Faculty Advisor
- Liberal Arts advisor recommendation
- A passing score on Praxis II in Art

LICENSING LEVEL
(After Student Teaching)
- 3.0 in required Education courses
- 3.0 in Fine Arts major
- 3.0 Overall GPA
- at least "B" in student teaching
- Portfolio "Approved" by team at Licensure Level
The Education Department's decision to recommend licensure is based on:

- Successful completion of college course work. The student must accumulate an overall 3.0 average, a 3.0 average in required Education courses, a 3.0 average in their Liberal Arts major (Secondary), 2.7 (Elementary), and meet the degree requirements of the College.

- Demonstrated proficiency during student teaching in an elementary or secondary classroom for at least one semester.

- Statements from the college supervisor and the cooperating teacher that the student meets licensure standards.

- A well documented and approved licensure portfolio. If portfolio is approved at the "Conditional" level, the revised portfolio must be resubmitted and may only be resubmitted ONE time.

- Passing Scores on Praxis I and Praxis II.

- Evidence of additional 60 K-6 hours for Elementary.

**APPEAL PROCEDURE**

If a student is not recommended by the Education Department for a teaching license as an elementary or secondary teacher and believes that the decision was based on insufficient evidence, s/he can petition the Education Department of Saint Michael's college to re-examine the evidence.

The process to appeal the decision is as follows:

1. The student shall submit a written request for a re-examination of the decision to the Chair of the Education Department and the Associate Dean of the College.

2. The student must submit additional evidence of her/his ability to teach.

3. The Education Department members, in consultation with the Associate Dean, will meet to review the additional evidence and decide whether to recommend or not recommend the student for licensure. The student will be allowed to speak on her/his own behalf, but will not be part of the final decision.

4. The student will be informed of the decision in writing
APPLYING FOR LICENSURE

When you have successfully met all the criteria for licensure, attend the licensure information meeting scheduled prior to the end of the semester by the Education Department. If you are unable to attend the licensure meeting, the Department of Education Licensure packet and instructions are available from the Vermont Department of Education website at the following link:  http://education.vermont.gov/new/html/licensing/forms/initial_license.html  It is your responsibility to submit the licensure application.

The Office of Teacher Licensure in Montpelier has many applications to process; so do not be alarmed if you do not receive your license immediately. You may go ahead and apply for jobs, just mention that licensure is "in process." Also, remember that your first license is probationary and only good for two years. You do not need to apply for a Vermont license if you intend to teach in another state. Reciprocity is based on the recommendation for licensure, not the license itself.

States Having Reciprocity With The State Of Vermont

Saint Michael's College has Vermont State Department of Education approval of specific teacher education programs. Your completion of Vermont's application for licensure fulfills most requirements for licensure in all 50 states. Contact the appropriate State Department of Education for requirements and application forms.

The Career Development Office of Saint Michael's College will be happy to assist you in realizing the goal of the licensure programs: finding a job. You should create a placement folder several months before you plan to begin actively searching for employment. It is your responsibility to seek letters of recommendation from cooperating teachers and others who would support your desire to teach.

Testing Requirements

Use the following link to access Vermont's Praxis I and Praxis II testing requirements for educator licensure:

www.education.vermont.gov/new/pdfdoc/licensing/testing/educ_licensing_praxis_brochure.pdf