



Upper Valley  
Educators Institute

# UVEI ACADEMIC CATALOG AND CANDIDATE HANDBOOK 2021–2022

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*Teacher Intern Program, 2022 Cohort*

UVEI is incorporated as the Upper Valley Teacher Training Program, a non-profit 501(c)(3) institution, and is governed by a Board of Directors.

## Catalog Limitations

This catalog describes policies, programs, and procedures of UVEI that are in effect as of the time of its preparation. UVEI reserves the right to change any of its rules and regulations at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific learning strands or competency requirements, alter learning strand content or competency requirements, change the calendar, and impose or increase tuition or other fees is similarly reserved. All changes are effective at such times as the UVEI Academic Committee determines and may apply not only to prospective candidates, but also to those who are already enrolled in UVEI. The provisions of the catalog are not, and should not be construed to be, a contract between candidates and UVEI.



*Principal Intern  
Program  
Cohort '22*

### Revision History:

- Adopted March 26, 2021
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- Updated November 19, 2021 (Curriculum & Assessment Learning Strands)

### Prior Versions:

(Note: Prior to 2021-2022, UVEI and UVGSE had separate catalogs)

[UVEI Academic Catalog & Candidate Handbook 20-21](#)  
[UVEI Academic Catalog & Candidate Handbook 19-20](#)  
[UVEI Academic Catalog & Candidate Handbook 18-19](#)  
[UVEI Academic Catalog & Candidate Handbook 17-18](#)  
[UVEI Academic Catalog & Candidate Handbook 16-17](#)

[UVGSE Academic Catalog & Candidate Handbook 20-21](#)  
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## Overview of UVEI

UVEI is a private, public benefit not-for-profit, non-sectarian graduate school of education. Founded by educators, our programs are built on the proposition that great teachers and leaders are the heart of great schools.

### Mission

The mission of UVEI is to prepare, inspire and support teachers and school leaders to improve the quality of education for learners in their classrooms, schools and communities. As a graduate school of education, we do this by engaging reflective educators in developing their knowledge, understanding and clinical practice for the benefit of their students and colleagues.

### Core Values

As we pursue our mission, we are guided by a set of shared values:

- *Growth-orientation*: We believe that students, educators, and educational organizations (including UVEI) can continuously grow and improve through dedication and hard work.
- *Collaboration*: We believe that learning is a shared responsibility and the result of shared work.
- *Innovation*: We believe that educators, including UVEI staff and faculty, must be willing to break from established ways of doing things to pursue fundamentally new and more effective approaches, with a spirit of rigorous experimentation.
- *Analytical & Reflective Inquiry*: We believe that educators, including UVEI staff and faculty, must gather evidence and engage in rigorous analysis, building on the knowledge base of effective practice, to develop, refine, and evaluate new and more effective approaches to teaching and leadership. We believe that educators, including UVEI staff and faculty, must continuously examine and reexamine their practices and dispositions in order to develop the “wisdom of practice” needed to succeed in pursuing new and more effective approaches.
- *Equity & Justice*: We believe that educators, including UVEI staff and faculty, must ensure that all learners are treated fairly and equitably, and approach our work with a fundamental commitment to non-discriminatory and inclusive policies, practices, and pedagogies. Educators must honor diversity and build on the strengths of their communities, deliberately and explicitly challenging inequity.
- *Commitment to Ethical Practice*: We believe that educators, including UVEI staff and faculty, must be guided by the standards, commitments, and laws of our profession (including the codes of ethics and conduct included in this handbook); always with a commitment to do what is right.
- *Perseverance*: We believe that educators, including UVEI staff and faculty, must courageously and continuously strive to do what is best for learners, even when challenged by fear, risk and doubt.

### History

UVEI (formerly the Upper Valley Teacher Training Program - 1969-1999; and later the Upper Valley Teacher Institute - 1999-2009) was established in 1969 (evolving out of early projects that began in 1964) to meet regional need for well-qualified teachers in a non-degree, competency-based setting. In 2009, the Principal Internship Program was established, applying

a similar pedagogy and philosophy to the preparation of principals.

Beginning in 2010; following approval by the NH Postsecondary Education Commission, the New Hampshire Legislature, and then Governor Lynch; UVEI launched the Upper Valley Graduate School of Education (UVGSE) Masters Degree programs to meet a need for a competency-based alternative to existing graduate school options for educators. This led to the development of **Master of Education (MEd) in Teaching**, the **Master of Education (MEd) in Teacher Leadership**, and the **Master of Education (MEd) in School Leadership** programs. UVEI further expanded our programs in 2020, adding a literacy educators program leading to licensure for literacy teachers and specialists.

In 2021, UVEI and UVGSE merged into a unified institute and graduate school of education. The newly combined organization, known as the **Upper Valley Educators Institute (UVEI)** is a candidate for accreditation with the New England Commission of Higher Education (NECHE), is authorized to offer graduate degrees by the New Hampshire Higher Education Commission, and is approved by the New Hampshire Department of Education as a post-baccalaureate program that leads to **elementary, middle and secondary school teacher certification**, as well as **reading and writing teacher and specialist, principal, and curriculum administrator licensure**. UVEI is also an approved preparation program for **specialized literacy professionals, principal certification and curriculum director certification** by the Vermont Professional Standards Board. Through inter-state reciprocity agreements, UVEI teacher program graduates also routinely apply their experiences towards a teacher license in Vermont. Prior to the merger, between 2011-2021, UVEI licensure programs were nationally accredited by the Accrediting Council for Continuing Education & Training (ACCET). Degree programs were authorized by the New Hampshire Higher Education Commission beginning in 2011. Between 1999-2011 UVEI was accredited by the New England Association of Schools and Colleges (NEASC) Commission on Technical and Career Institutions (CTCI).

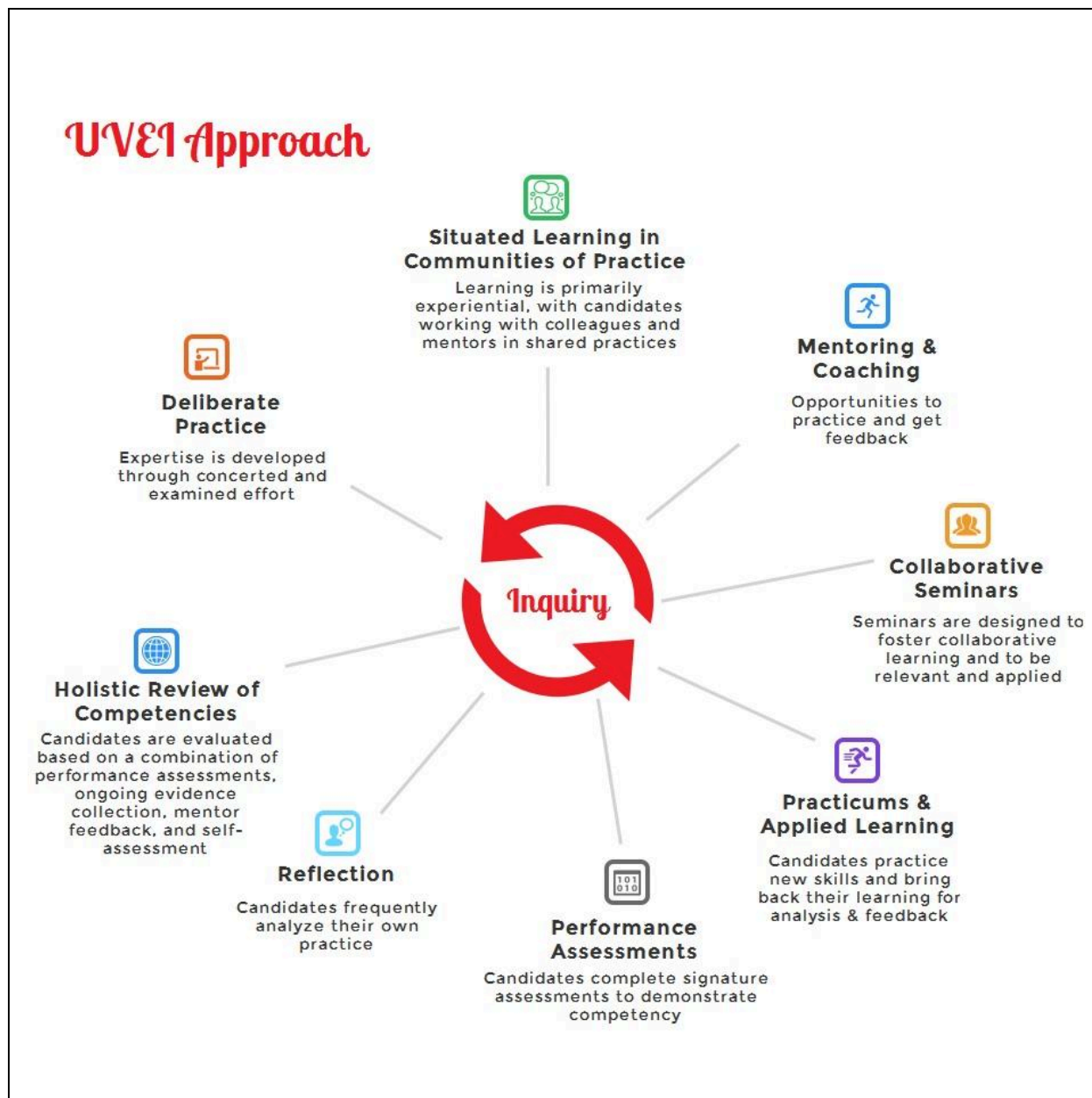
## Relationship Between UVEI & UVGSE

Between 2010-2021, UVEI and UVGSE have been separate non-profit organizations that shared a philosophy, faculty, and building. The two organizations were closely partnered and together were able to offer candidates comprehensive graduate preparation programs for educators. The two organizations issued separate transcripts. In 2021, UVEI and UVGSE merged into a single organization, which includes this single academic catalog, new accreditation status, one governing board and policies, and approval from the New Hampshire Higher Education Commission. The newly merged organization encompasses and recognizes all credits and competencies previously awarded through either organization.

## UVEI's Approach

UVEI's approach, developed and refined over the course of our more than 45 year history, emphasizes three elements: Extensive experiential learning (learning by doing), competency-based assessments (demonstrated performance), and inquiry that connects theory and practice (cyclically learning, practice, and analyzing). Across all programs, candidates are immersed in the actual, authentic work of teaching and leading, under the guidance of experienced mentors and coaches. Candidates demonstrate competency in each of the teaching or leadership standards through a combination of assessments, including valid and

reliable performance assessments, as well as evidence that emerges naturally from practice. Seminars are designed to foster deliberate practice, introducing new concepts and skills to be cyclically practiced, applied, examined, and practiced again. Together, these elements ensure that UVEI candidates complete our programs as competent and experienced beginning teachers and leaders.



### Learning by Doing

Experiential learning theory, frequently associated with Dewey (1938), maintains that learning is most effective and likely to lead to behavior change when it begins with authentic experience (Sullivan & Glanz, 2013). At UVEI, this concept is translated to the idea that the best way to improve one's teaching and leadership is through reflection on one's experience. Through cycles of inquiry, candidates collect data on their teaching and leadership, discuss these data

with supportive colleagues, revise their practice, reflect on these changes, and integrate their reflection with contemporary research on teaching and leadership. These carefully structured collaborative experiences are extensions of UVEI's models of learning to teach and lead in its internship programs. Further, we draw on situated learning theory, which argues that learning is most effective when the learner is actively involved in the learning process, when it takes place as a collaborative rather than an isolated activity, and when it is in a context relevant to the learner (Greeno, Collins, & Resnick, 1996).

The notion of learning through situated experience has gained traction in professional learning on teaching and leading in schools. Research has found that teachers' and leaders' purposefully collaborative examination of their practice (Grossman, Hammerness, & McDonald, 2009; Kazemi & Franke, 2004; van Es & Sherin, 2009) is a promising pathway towards professional improvement. Furthermore, research on deliberative practice has highlighted the importance of extensive and targeted practice, both in developing expert performance (Ericsson, Charness, Hoffman, & Feltovich, 2006) and in teacher development (Hammerness et al., 2005).

Despite this, however, UVEI understands, as Dewey stated, that "the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative" (Dewey, 1938). UVEI faculty members and coaches use carefully developed protocols and rubrics associated with the competencies and performance assessments to ensure that candidates are able to advance components of their practice within its inherent complexity (Windschitl, Thompson, & Braaten, 2011).

### **Assessment Based on Performance**

UVEI uses competency-based assessments to ensure that candidates advance their practice by targeting the highest-leverage knowledge and skills in teaching and leadership. A competency is "a combination of skills, abilities, and knowledge needed to perform a specific task" (Voorhees, 2001).

Competency-based approaches require learning outcomes and products to be defined explicitly (Voorhees, 2001) and involve measuring candidates' proficiency on well-defined objectives (Tomlinson & McTighe, 2006). (Note: Standards-based reporting involves reporting these objectives rather than letter grades, which is reflected in the UVEI Transcripts - [Click here to view a sample UVEI Transcript](#)).

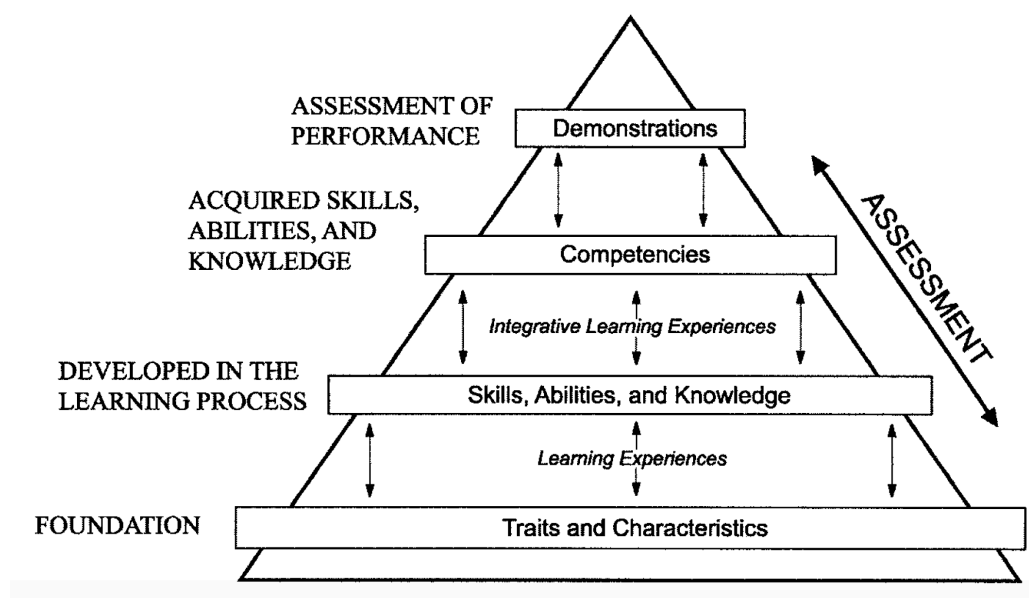
The table below compares traditional grading with standards-based grading practices:

*Traditional Grading vs Competency Based Evaluation*

Traditional Grading	Competency Based Evaluation
1. Based on assessment methods (papers, tests, etc.). One grade/entry is given per assessment.	1. Based on learning goals and performance standards. One grade/entry is given per learning goal.
2. Assessments are based on a points system where each assessment is weighted and an overall percentage is assigned. Criteria for success may be unclear.	2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.	3. Measures competency only AND separates achievement from the effort, challenge of arriving at competency. No penalties or extra credit are given.
4. Everything goes in the grade book – regardless of purpose.	4. Selected assessments (performance assessments, observations, mentor feedback, etc.) are used to determine competency; while others are formative in nature and are opportunities for practice and feedback rather than evaluation.
5. Include every score, regardless of when it was collected. Assessments record the average – not the best – work.	5. Emphasize the most recent evidence of learning when assessing. Any one piece of evidence is balanced against the preponderance of the evidence.

The figure below illustrates the UVEI conception of competency-based learning models:

*Conceptual Framework of Competency-Based Learning Models*



The foundation level relates to traits and characteristics. These constitute the foundation for learning and depict the innate makeup of individuals on which further experiences can be built (Voorhees, 2001). UVEI has an in-depth system and philosophy, both for selection and orientation, that is focused on faculty learning about candidates' practice in-depth, allowing for learning to happen in personalized ways.

The second rung consists of skills, abilities and knowledge. These are developed through learning experiences, broadly defined to include work and participation in educators' authentic communities of practice (Lave & Wenger, 1991; Voorhees, 2001; Wenger, 1998). As described above, at UVEI this learning occurs through authentic experience, framed and understood through carefully structured cycles of inquiry.

Competencies are the result of integrative learning experiences in which skills, abilities and knowledge interact to form learning bundles that relate to the task for which those skills and abilities are intended (Voorhees, 2001). At UVEI, these competencies are derived from national standards (for the UVEI Teacher Programs, national [InTASC Standards](#); and for the UVEI Leadership Programs, the national [Professional Standards for Educational Leaders](#) and the national [Teacher Leader Model Standards](#). These standards are aligned with the licensure requirements in New Hampshire and Vermont).

Finally, demonstrations are the results of applying competencies. It is at this level that performance-based learning can be assessed (Voorhees, 2001).

Competency-based models ultimately rely on measurable assessment. In other words, if a proposed competency cannot be described unambiguously and subsequently measured, it probably is not a competency. Given these fundamental attributes, all parties to the learning

process -- faculty, external experts, administrators, and master's candidates -- must be able to understand with clarity the outcomes of the learning experience. Under these circumstances, competencies are transparent. Learning outcomes hold no mystery, and faculty are freed from the burden of defending learning outcomes that are verified only by professional judgment (Voorhees, 2001). At UVEI, competencies are defined by a set of indicators and are measured by multiple measures, each of which has different strengths and weaknesses.

In the field of educator assessment, however, a tension exists between clarity of the assessment of competency and the inherent complexity of teaching and learning. Multiple measures are important for ensuring that competency-based systems of assessment are responsive to this tension (Darling-Hammond, 2006a). At UVEI, these include set of *performance* assessments specifically designed for assessing particular indicators of advanced teacher and leadership competency, with embedded review of candidates' work products for formative feedback (Darling-Hammond, 2006a).

Performance assessments are designed to look at what teachers and leaders can actually do in their practice, rather than using seat time, course credits, or paper-and-pencil tests alone (Educator Excellence Task Force, 2012). Performance assessments at UVEI are developed from valid and reliable assessments and frameworks, include common rubrics and criteria, incorporate opportunities for calibration amongst the faculty, and are intended to give clear evidence of teachers' and leaders' advanced competencies (thus satisfying the "clarity" criterion for effective competency-based structures discussed above). High quality performance assessments have also been associated with aiding in faculty members planning with the end in view and calibrating all faculty towards agreed competencies (Whittaker & Nelson, 2013).

There are also multiple opportunities for faculty to examine candidates' work more formatively, as it is embedded in teacher and leaders' inquiry cycles. UVEI has found that this collaborative exploration of work in progress (a collaboration that usually emphasizes collegial analysis of work), and the opportunity for candidates to revise and further develop their submissions, allows faculty to see a more complete picture of their advancing competency (Darling-Hammond, 2006a).

For all of these reasons, UVEI uses performance assessments of advanced teacher and leadership competency as a key element of our competency-based assessment system.

In sum, there are several advantages of competency-based assessments for learners in experiential learning models. Because learning can be described and measured in ways that are understood by all parties, competencies permit the learner to return to one or more competencies that have not been mastered in a learning process rather than face the unwelcome prospect of repeating one or more traditional courses. Competency-based assessments also provide candidates with a clear map and the tools needed to move toward established goals (Voorhees, 2001).

Effective programs that use competency-based assessment systems share several critical characteristics (Voorhees, 2001), all of which we believe are well integrated at UVEI:

- Senior leadership of the organization is the public advocate, leader and facilitator for creating an institutional culture that is open to change, is willing to take risks, and fosters innovations by providing real incentives for participants.

- The appropriate stakeholders (faculty, coaches, mentors and participants) participate in identifying, defining, and reaching consensus about important competencies.
- Competencies are clearly defined, understood and accepted by relevant stakeholders.
- Competencies are defined at a sufficient level of specificity that they can be assessed.
- Multiple assessments of competencies provide useful and meaningful information that is relevant to the decision-making and policy development contexts.
- Faculty and staff participate in making decisions about the strongest assessment instruments that will measure their specific competencies.
- Precision, reliability, validity, credibility and costs are all considered and examined in making selections of the best commercially developed assessments or locally developed assessment approaches.
- The competency-based educational initiative is embedded in a larger institutional planning process.
- The assessments of competencies are directly linked with the goals of the learning experience.
- The assessment results are used in making critical decisions about strategies to improve student learning.
- The assessment results are clear and are reported in a meaningful way so that all relevant stakeholders understand the findings.
- The institution experiments with new ways to document students' mastery of competencies that supplement the traditional transcript.

Overall, UVEI offers multiple opportunities for candidates to demonstrate and advance their competency.

### **Collaborative Inquiry and Action Research**

At UVEI, we believe that the “action researcher’s mindset” is an important habit of mind for teachers and school leaders. Through ongoing inquiry, and more intensively through conducting an action research study, UVEI candidates learn to develop theories of action when confronting challenges of practice, asking themselves:

- What is the problem or challenge here?
- What do I know, and what is known, about this problem?
- What is my actionable space for this problem?
- How will I evaluate the efficacy of the actions taken?

Action Research as an approach to identifying, understanding, and responding to educational challenges provides a thematic arc for your professional development as an educator. Shani and Pasmore (in Coghlan & Brannick, 2005) defined action research as “...an emergent inquiry process in which applied behavioral science knowledge is integrated with existing organizational knowledge and applied to solve real organizational problems. It is simultaneously concerned with bringing about change in organizations, in developing self-help competencies in organizational members and adding to scientific knowledge. Finally, it is an evolving process that is undertaken in a spirit of collaboration and co-inquiry.”

John Creswell (2012) claims that, of all research designs, action research is the most applied and practical since action researchers explore practical problems with an aim toward developing solutions. The National Research Council (2000) singled out action research as a critical tool for

developing teachers' metacognition and problem solving capacities. Finally, Geoffrey Mills (2007) describes action research as “wonderfully uncomfortable” stating that: “Action research, like any other problem-solving process, is an ongoing creative activity that exposes us to surprises along the way. What appeared to matter in the planning stages of an action research investigation may provide us with only a hint, a scratching of the surface, of what is really the focus of our investigations. How we deal with the uncertainty of the journey positions us as learners of our own craft, an attitude that is critical to our success” (p. 2).

## Candidate Services

As a small graduate level program focused exclusively on the professional preparation of educators, UVEI provides student services through personalized advising and support adapted to the needs of our career oriented candidates. With this purpose in mind, and unlike many colleges and universities, UVEI does not offer student support in the form of housing, health care, job placement services, or counseling. However, UVEI does offer candidates academic and non-academic support in the following ways:

- *Personalized advising:* Each UVEI candidate is assigned a coach. The coach's role is academic (evaluating progress towards the standards of competency and feedback on progress), professional (providing guidance on how to compete for appropriate employment), and personal (supporting personal growth and emotional well being).
- *Tiered personal or academic intervention:* UVEI provides several [tiers of support](#) intended to communicate expectations and support structures for candidates who may be struggling.
- *Career readiness:* While UVEI does not offer job placement services, programs include elements intended to support students career readiness. For instance, programs may include preparation for resume and cover letter writing, mock interviews, opportunities for candidates to share application, and opportunities for candidates to engage with employers directly.

Should a candidate have needs or concerns of a more personal and intensive nature (such as mental health counseling, substance abuse support, etc.), UVEI maintains a list of external agencies to which we can refer candidates. UVEI also has a [grievance process](#), described in detail in this handbook.

## Campus & Library

UVEI offers blended programs, which means learning takes place at our campus, at your placement site, and virtually. UVEI is located in Lebanon, NH:

Upper Valley Educators Institute  
194 Dartmouth College Highway  
Lebanon, NH 03766  
(603) 678-4888 • [www.uvei.edu](http://www.uvei.edu) • [map](#)

The building has easy access to Interstate 89, almost a mile from Exit 17 and two miles from the Lebanon Green. UVEI's building contains a large classroom that can accommodate up to 45 candidates (for groups of more than 25, at least two faculty members are assigned) and office space, as well as a library and rooms for breakout groups. UVEI provides wireless Internet

service to candidates. Candidates are required to bring their own electronic devices.

UVEI maintains an education library with more than 2500 titles (candidates can access [a full, searchable list of titles in the UVEI library digitally](#)). In addition, through a partnership with the Lebanon Public Library, UVEI students (regardless of your place of residence) are entitled to a Lebanon Public Library card, which includes access to a librarian, the full collection at Lebanon and Kilton locations, and access to digital resources including EBSCO. EBSCO Academic Search Premier is a multidisciplinary database that provides full text for more than 4,600 journals, including full text for nearly 3,900 peer-reviewed titles.

Additionally, as part of Dartmouth College's commitment to supporting the Upper Valley community, if you visit Dartmouth libraries in person, you have access to the full range of the library's electronic databases, including the unique special collections in Rauner Library located in Webster Hall.

Finally, UVEI maintains a library budget and can purchase generally relevant titles and journal articles upon request.

Please ask the UVEI Registrar to assist you in accessing any of these resources.

## **New Hampshire & Vermont Approvals**

UVEI is approved by the New Hampshire Higher Education Commission as an institution of higher education, including authorization to confer master's degrees. UVEI licensure programs are authorized by the New Hampshire State Board of Education to lead to recommendations for licensure. The principal, curriculum & assessment, and literacy specialist licensure programs are authorized by the Vermont Standards Board for Professional Educators to lead to recommendations for licensure.

## **Accreditation**

### **Current Accreditation**

UVEI has been granted Candidate for Accreditation status by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.) as of October 21, 2021. Candidacy for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

Candidacy is not accreditation nor does it assure eventual accreditation.

Inquiries regarding the status of an institution affiliated with the Commission should be directed to the administrative staff of the college or university. Individuals may also contact:

New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
(781) 425 7785

E-Mail: [info@neche.org](mailto:info@neche.org)

### **Accreditation History**

- UVEI was nationally accredited by the Accrediting Council for Continuing Education & Training (ACCET) from 2011 to 2021.
- UVEI was accredited by the New England Association of Schools and Colleges (NEASC) Commission on Technical and Career Institutions (CTCI) from 1999-2011.

### **Exceptions to Policies & Procedures in this Handbook**

UVEI programs are based on the principle that candidate goal attainment should be based on their demonstrated performance, and the recognition that different candidates will take different pathways to achieving these goals. The program pathways, policies, and procedures in this handbook are designed to reflect this fundamental purpose, which is why many of these policies and procedures look different than the typical institution of higher education. UVEI recognizes that no policies can anticipate all eventualities or circumstances. Exceptions to the policies and procedures described in this handbook, when appropriate, are considered on a case-by-case basis by either the Executive Director (on matters of routine interpretation of the policies) or the Academic Committee (on matters of academic program quality and integrity) as appropriate. All exceptions require extenuating circumstances and are applied only when the spirit and principles of the policies or procedures are violated by the letter of the policies. In all cases, exceptions are made consistent with the values, rules, regulations, and accreditation commitments that govern UVEI. Exceptions will be reflected in writing.

## Academic Calendar

The academic year is divided into 11 equal terms (terms A-K), each consisting of 25 instructional days (Sundays, holidays, Saturdays on long weekends, and winter & spring breaks are not counted). An instructional day is a designated day that is available for faculty to schedule a seminar, coaching session, or other instructional activity. There are a total of 275 instructional days in an academic year. Candidates individual clinical settings may require additional responsibilities on non-instructional days.

*Academic Calendar Showing Seminar Dates for 2020-2021:*

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UVEI Fall Semester Session (Teacher Internship Program, Principal Internship Program\*):

8/1/2020 - 1st Day of Fall Semester Session

8/15/2020 - Fall Add/Drop/Change (Full Refund) Date

10/17/2020 - Fall Prorated Drop By Date (last day to qualify for partial refund if you withdraw)

12/24/2020-1/1/2021 - Winter Break Program Closure

2/23/2021 - Fall Semester Session Official Transcripts Available

UVEI Spring Semester Session (Teacher Internship Program, Principal Internship Program\*):

1/23/2021 - 1st Day of Spring Semester Session

2/6/2021 - Spring Add/Drop/Change (Full Refund) Date

4/15/2021 - Spring Prorated Drop By Date (last day to qualify for partial refund if you withdraw)

8/1/2021 - Spring Semester Session Official Transcripts Available

\*C&A Specialization has irregular start, add/drop, and prorated drop-by dates.

*Term Dates 2020-2021:*

<b>Term</b>	<b>Dates</b>	<b>Instructional Day Exclusions (in addition to Sundays)</b>	<b>Program Closures</b>
<b>A</b>	July 1 - July 31	July 3-5 (July 4th holiday)	
<b>B</b>	August 1 - August 30		
<b>C</b>	August 31 - September 30	September 5 - 7 (Labor Day holiday)	
<b>D</b>	October 1 - November 1	October 10-12 (Indigenous People's Day holiday)	
<b>E</b>	November 2 - December 6	November 11 (Veterans Day holiday) November 25 - 29 (Thanksgiving holiday)	
<b>F</b>	December 7 - January 19	December 22-January 3 (Winter Break holiday) January 16 - January 18 (Martin Luther King Day holiday)	December 24-January 1 (Winter Break program closure)
	<i>January 20 - January 22</i>	<i>Winter assessment period</i>	
<b>G</b>	January 23 - February 23	February 13-15 (President's Day holiday)	
<b>H</b>	February 24 - March 24		
	<i>March 25 - 26</i>	<i>Spring Assessment Period</i>	
<b>I</b>	March 27 - April 28	April 16 - 19 (Spring Break weekend)	
<b>J</b>	April 29 - May 27		
<b>K</b>	May 28 - June 28	May 29-31 (Memorial Day holiday)	
	<i>June 29-June 30</i>	<i>Summer Assessment Period</i>	
<b>AA</b>	July 1 - August 1	July 3-5 (July 4th holiday)	
<b>BB</b>	August 2 - August 30		

Important definitions related to UVEI's academic calendar:

- *Term:* A UVEI academic year is divided into 11 terms (A-K), each consisting of 25 instructional days (total of 275 instructional days).
- *Course of Study:* An individual candidate's plan for work to be completed at UVEI. Includes sessions, learning strands, start dates, planned completion dates, number of credits, and tuition costs (see [sample Course of Study](#)).
- *Session:* The specific parts of a candidate's Course of Study that are being undertaken at a specific time. For example, a Teacher Intern who is a concurrent Master of Education in Teaching candidate may have a course of study that is planned to complete the degree in two years and combines work with licensure and MEd programs. The learning strands they are undertaking between terms C-F in a given year would be their current "session."

- *Learning Strand*: Inquiry oriented experiences, competencies, and performance assessments that together culminate in the granting of credit. These are usually put together in one or more inquiry cycles. Learning strands have “*organizers*” that describe the expected experiences, practicums, and assessments. The length of a learning strand cannot exceed 11 consecutive terms.
- *Cycle*: A combination of seminars, practicum assignments, field experiences, and assessments designed to advance candidates towards competency.
- *Credit*: Awarded based on demonstrated competency. While different participants may need more or less time to get to the demonstrated competency level, number of credits are based on the faculty’s estimates of how long it would take the typical, target candidate to develop to the competent level (15 hours seminar/coaching + 24 hours of independent practice + 6 hours of homework = 1 credit).
- *Instructional Day*: A designated day that is available for faculty to schedule a seminar, field coaching, or other instructional activity.
- *Program Day*: A designated day available for participation in clinical work. More expansive than instructional days, all calendar days that are not specifically designated as program closure days may be used for clinical work, including onsite placement activities or offsite preparation of practicum activities, independent of UVEI instructional faculty activity.
- *Clock Hours*: While candidates may need differing amounts of time to demonstrate a particular competency, and an experiential program all candidates must engage in a predetermined number of clock hours for their course of study.
- *Schedule*: A candidate’s schedule consists of three elements (included on the “schedule” tab of the enrollment dashboard): 1) The required total number of clock hours, seminar days, and placement days; 2) The schedule of seminars, and 3) The academic calendar which outlines the windows in which the Candidate can schedule clock hours and/or placement days.

All sessions start on the 1st day of the term regardless of the first in-person meeting date. Candidates will receive the relevant learning strand organizers and/or their initial tasks on the first day of the term.

# Admissions & Enrollment Process and Requirements

## Who Should Apply

UVEI is designed for candidates interested in pursuing or advancing their careers in education. UVEI seeks applicants who are college graduates bringing subject matter expertise, educational and life experiences that are likely to enrich schools and students, a commitment to working with young people and colleagues in education, a readiness to engage in the complexity and uncertainty of teaching and leadership, the initiative and growth orientation required to learn in an experiential and performance based setting.

## Admissions Process

All UVEI programs have a rolling admissions procedure where we consider each candidate as they apply and make admissions decisions accordingly. The admissions team for each program meets regularly (approximately monthly) to make decisions about candidates, at which point candidates are either:

- a. Admitted
- b. Admitted with special circumstances or requirements (see [admitted with special circumstances or requirements](#) below)
- c. Provisionally admitted (see [provisional admissions/enrollment](#) below)
- d. Denied admissions
- e. Action is deferred (the candidate remains in the pool for consideration at the next admissions meeting)

Steps in the admissions process (steps - not necessarily in order):

1. Attend an information session or talk with UVEI staff/faculty about the program (optional)
2. Submit an application
3. Interview with admissions committee member(s)
4. Initial meeting(s) regarding the clinical placement setting (may include potential mentors and/or site personnel) to determine suitability of the clinical setting (may occur after admissions and prior to enrollment)
5. Admissions committee decision
6. Candidate decision

## Application

Each UVEI program has different prerequisites (see program descriptions), and each licensure or degree pathway has their own application. The admission process normally begins with the submission of a completed application and a non-refundable \$40 fee.

## Interview

Once an application has been received, along with supporting materials, UVEI staff will review the application and may invite the candidate for an interview.

## Criteria

### Degree Requirement:

To be eligible applicants for all UVEI programs are required to have a baccalaureate degree from a regionally accredited college or university. International applicants or applicants with special circumstances who earned baccalaureate degrees from non-regionally accredited colleges or universities should contact UVEI about means of demonstrating equivalency.

### GPA Requirement:

To be eligible applicants to all UVEI programs are required to demonstrate a qualifying Grade Point Average. The general requirement is a 3.0 cumulative GPA or higher in their most recent degree or graduate level licensure program. Candidates who have at least a 2.5 cumulative GPA may meet the GPA requirement through alternative calculations including:

- The most recent 60 credits earned (3.0 GPA or higher)
- GPA in a degree or licensure program other than the most recent (3.2 GPA or higher)
- GPA in the undergraduate major (3.2 GPA or higher)
- GPA in the applicants area of emphasis (30 credits of qualifying coursework in area of endorsement for Teacher Intern Program applicants only) (3.2 GPA or higher)

Candidates with promise who do not meet the GPA requirement may be able to demonstrate their academic readiness through other means and should contact the registrar about this option. Applicants who do not meet the GPA requirement but believe that there is strong evidence of their academic readiness will be asked to submit additional evidence including:

- *Attestation Letter:* An attestation submitted by the applicant explaining why they believe their GPA calculation(s) do not adequately represent their academic readiness.
- *Writing Sample:* A UVEI administered demonstration of their ability to convey their thinking in writing through an independent writing assessment. This assessment evaluates the candidate's ability to synthesize complex information, to make clear claims based on the use low-inference evidence and research literature, to develop a cohesive analytical narrative, and to use appropriate writing conventions will be conducted based on an independent writing sample based on response to a research article that is evaluated using the UVEI writing rubric.
- *Letter of Reference:* Amongst the letters of reference submitted as part of the application, one must be from a credible source in a position to speak to the applicant's academic readiness.
- *Other Evidence:* Applicants may also submit additional evidence, such as work products or published materials, that further demonstrate academic readiness.

The admissions committee will evaluate these sources of evidence along with GPA calculations and exam results to determine if the applicant qualifies as a candidate with academic promise. Applicants admitted under the "Candidates with Promise" provision will begin the program on a personalized support plan (see "[tiered intervention system](#)") to monitor and support their academic readiness over the first session of their course of study.

### General Criteria for All UVEI Programs

Admissions to each program are decided based on established criteria, developed by the Academic Committee. Criteria include:

- ✓ Academic readiness

- ✓ Educational and life experience
- ✓ Commitment to working with young people and educators
- ✓ UVEI philosophical match/prior experience with UVEI
- ✓ Initiative
- ✓ Readiness for the complexity/uncertainty of teaching and leadership
- ✓ Growth orientation
- ✓ Interpersonal skills
- ✓ Qualifications (Depending on program, may include such things as BA degree, subject matter exam, subject competency, completed application, teaching license, verified teaching experience. See specific program descriptions below for specifics)
- ✓ Suitable clinical setting for applied aspects of the program

Potential sources of evidence for determining meeting of criteria:

- Transcripts/Transcript analyses
- Letters of reference
- Personal references
- Prior faculty, coaches, mentors, and/or partner school principals' input
- Interview
- Essays
- Prior work with/connection to UVEI
- Resume
- Exam results

Other Criteria:

- UVEI programs require candidates to follow the policies of their placement sites regarding immunizations, medical/physical exams, drug tests, etc.
- UVEI programs require candidates to have appropriate background checks as required by their placement site.

## Clinical Settings

All UVEI programs are designed to foster deeper learning built around authentic experience. To that end, UVEI seeks to link new knowledge, collaboration, individualized goals, deliberate practice, demonstrations of applied understanding and skills, and reflection. This approach requires that candidates have an appropriate clinical setting in which to apply their knowledge, practice their skills, and collect and reflect on evidence. For each course of study at UVEI, an appropriate Clinical Setting is a required co-requisite (See learning strand descriptions for 200, 201, 202, 203, 204, 205, 300, 301, 400, 401, and 600). As a requirement of enrollment, an appropriate clinical setting must be arranged/confirmed for all candidates. In cases where no appropriate clinical setting is available, the candidate will be entitled to a full refund for any tuition paid towards the session related to that placement. Once the placement in the clinical setting has commenced, the [refund policy](#) applies.

There are two types of clinical settings at UVEI:

### Supervised Internship

Typically associated with licensure programs, supervised internships are intended to be an immersive and holistic experience, and while they have a defined range of expected field

experiences, they also allow for extensive emergent learning opportunities that are not specified or directed by UVEI. Supervised internships include an assigned UVEI faculty coach with responsibility for ensuring the candidate is appropriately and ethically engaging in teaching/leadership practices, along with a field mentor who shares responsibility for providing guidance to and supporting reflection by the candidate. They include a procedure for mentor, coach, and candidate communication about progress and expectations. The specific requirements for a supervised internship vary, and are outlined in the specific learning strand description and organizer. Internships require a partnership agreement between representatives from the site, the mentor, and the UVEI faculty coach; along with appropriate informed consent to collect, analyze, and share evidence from practice.

### **Clinical Placements**

Other learning strands or courses of study require a clinical placement that is minimally sufficient for the candidate to engage in the specific required practices, inquiry, or research and do not include the same degree of oversight as internships. Clinical placements include an assigned UVEI faculty coach, with a more targeted focus on providing guidance and feedback related to the target standards and the associated knowledge, practices, and reflection of the learning strand or program. The specific requirements for clinical placements vary, and are outlined in the learning strand description and organizer. Clinical placements require informed consent to collect, analyze, and share evidence by site representatives (and in some cases individuals at the site).

### **Waitlist Policy**

When the enrollment limit is reached, candidates are placed on the waitlist. The wait list is not a first come, first served process. Instead, should spaces open up, candidates on the waitlist are reviewed and considered based on the following criteria:

1. The candidate's ratings based on the admissions criteria
2. Ability to serve, which includes factors such as:
  - Availability of a coach
  - Availability of an appropriate clinical placement
  - Geographic feasibility
  - Ability to accommodate the grade level/subject needs of the candidate (teachers)
  - The completeness of the candidate's application
  - How the candidate adds to the cohort as a collaborative group
  - Candidate's desire to pursue high need areas (math, science, remote rural settings, etc.)
  - Number on the waitlist

### **Candidate Decision**

Candidates who are admitted have several options:

1. Candidates may *accept* admissions by submitting a non-refundable enrollment fee of \$150.
2. Candidates may *decline* admissions.
3. Candidates may *defer* admission – Admitted applicants may choose to hold their admissions for one year from the start date of the program to which they were admitted, in which case no additional application materials will be required. Deferred candidates will be contacted in the subsequent year's enrollment window and will be required to submit their enrollment

form and deposit not less than six months prior to planned enrollment. Applicants who do not complete the application process are not eligible for deferrals (and thus not eligible for guaranteed future enrollment), but may use many of the materials towards a future application.

### **Admitted with Special Circumstances or Requirements**

The admissions committee(s) understand that applicants may meet the spirit of admissions requirements while still having specific issues that may need to be addressed. For example, an applicant may be required by the admissions committee, after admissions, to complete additional coursework, gain additional experience, or demonstrate other competencies not included in the regular program. Applicants may be admitted with special circumstances detailing the specific additional requirements, the timeframe for completion, and the implications for program completion or recommendations for licensure.

### **Provisional Admissions/Enrollment**

**Provisional Admissions:** Applicants may be “provisionally admitted” pending completion of additional requirements until they meet all of the admissions prerequisites (such as passing required tests, submitting additional references, etc.). Provisionally admitted applicants who have not met all of the application requirements by the time the program commences may, at the discretion of the admissions committee, either have their admissions deferred or withdrawn; or be provisionally enrolled in the program. Candidates will be informed in their provisional admissions letters what the remaining requirements are in order to become fully enrolled.

**Provisional Program Enrollment:** Candidates may be provisionally enrolled in a program, which means that they may invited by the faculty to participate in program activities, attend seminars, participate in fieldwork, provisionally admitted candidates, but are not formally enrolled or invoiced tuition. Candidates who are provisionally enrolled in a program will have a course of study reflecting their participation in relevant learning strands, while indicating their provisional, non-credit earning, and non-tuition encumbering status. Candidates who are provisionally enrolled in a program will sign an enrollment contract consistent with this course of study, and all policies and protections apply to the candidate. Upon meeting the admissions requirements, candidates will complete the add/drop/change course of study process and will be invoiced accordingly. Candidates who are provisionally enrolled are ineligible for Title IV funds. Those seeking Title IV funds should work closely with the Business & Operations Manager to address any outstanding issues prior to Federal Financial Aid deadlines. Candidates may not be provisionally enrolled beyond the [pro-rated drop date](#) for their initial session (special circumstances will be considered on a case by case basis by the academic committee). Any work towards competency and any accumulated clock hours during provisional enrollment will be recognized upon full enrollment.

**Provisional Learning Strand Enrollment:** (Non-provisionally) admitted candidates enrolled in a program who have not met the prerequisites for a specific learning strand or strands may be provisionally enrolled in that learning strand with the consent of the supervising faculty member. Candidates who are provisionally enrolled in a learning strand will have a course of study reflecting their participation in relevant learning strands, while indicating their provisional, non-credit earning, and non-tuition encumbering status. Upon meeting the prerequisite

requirements, candidates will complete the add/drop/change course of study process and will be invoiced accordingly.

## Enrollment

Candidates are considered enrolled when they have been admitted, signed and returned the required enrollment agreement, have agreed to a planned Course of Study, and a planned schedule.

Candidates will be issued a UVEI email address, and all official correspondence will be sent to this address. Candidates are responsible for any materials sent from the program to their account.

Candidates enroll in UVEI based on an enrollment dashboard that includes:

- A course of study that defines a plan for what learning strands they will participate in and the planned start and completion terms (each different start/end time is a “session”). A course of study may be amended with the agreement of a supervising faculty member.
- A timesheet that is used to track seminar and clinical clock hours, and which includes the expected number of clock hours, seminar days, and placement days required based on the candidates course of study.
- A tab that provides guidance on calculating clock hours.
- A progress review tab that serves as an unofficial transcript
- A tab that includes a copy of the UVEI enrollment agreement
- A tab that describes the individual schedule based on the course of study

A candidate's schedule consists of three elements (included on the “schedule” tab of the enrollment dashboard):

1. The required total number of clock hours, seminar days, and placement days
2. The schedule of seminars, and
3. The academic calendar which outlines the windows in which the Candidate can schedule clock hours and/or placement days.

## Course of Study

A Candidate's Course of Study is their individual plan for work to be completed at UVEI. It includes the specific learning strands, session start dates, planned completion dates, number of credits, and tuition costs for that candidate. A course of study is agreed to upon enrollment and is included as part of the enrollment contract. (see [Sample Course of Study](#)).

## Add/Drop/Change the Course of Study

As part of a competency based program, candidates may find that they need to revise, extend, or otherwise change their course of study in order to reach competency and/or to achieve their goals. To change a course of study, a candidate must work out an agreed revised course of study with a supervising faculty member and the registrar, after which an add/drop/change confirmation must be submitted electronically to the registrar (see electronic [UVEI Course of Study Change Form](#)), which serves as an amendment to the candidate's enrollment contract.

Learning strands may be lengthened, with faculty approval, for up to 11 consecutive terms (1 calendar year). A candidate may not take longer than 11 consecutive terms to complete a

learning strand, and candidates who are not able to achieve the requisite level of competency in that time frame will have to withdraw from the learning strands (see [Refund Policy](#)). Candidates may seek to add drop learning strands to their course of study at a later date, however all tuition requirements will apply.

Adjustments to a Course of Study must be consistent with the “[continuing enrollment](#)” policies.

#### Adding Learning Strands or Sessions:

- Candidates may add learning strands up until the Full Refund Drop By Date at the discretion of supervising faculty members. Candidates who enroll in a learning strand between the first day of the term and the Full Refund Drop by Date will be eligible for a full refund for two weeks from the date of enrollment, independent of the first day of the term.
- A candidate may have a course of study that has a first day that is later than that of colleagues who started at the planned start date. In such cases, the candidates Full Drop By Date, Prorated Drop Date, and refund calculations are all adjusted to reflect the candidates course of study.

#### Dropping Learning Strands or Sessions:

- *Dropping prior to the Full Drop By Date* (see also “[Full Refund Drop By Date](#)”): Candidates may drop a session without penalty (and for a full refund excluding application fees) if the [last day of attendance](#) is on or before 10% of the instructional days of the session from the first day of the session or within two calendar weeks of the first day of the session, whichever is more. The course of study will be adjusted so that the associated session/learning strands are deleted and the transcript of candidates who drop a session before the Full Drop by Date will not have the associated learning strand(s) reflected on their transcript.
- *Dropping prior to the Pro-Rated Drop By Date*: Candidates who withdraw prior to 50% of session, based on the [last day of attendance](#), are eligible for a [pro-rated refund](#). Transcripts of candidates who drop a session after the Full Drop by Date and before the pro-rated refund date will reflect that the candidate “withdrew prior to determination.”
- *Dropping/changing prior to the end of the session*: Candidates who withdraw after the Pro-rated Drop by Date but before the last date of the session are not eligible for a refund. Transcripts of candidates who drop a session after the Full Drop by Date and before the last date of the session will reflect that the candidate “withdrew prior to determination.” Candidates, with the approval of supervising faculty, may change their course of study to allow more time in a session to achieve required or desired competencies. Continuing enrollment fees apply.
- *After the last day of the session*: Candidates who withdraw after a session on their course of study has concluded, assuming their last day of attendance is after the pro-rated refund date, are not eligible for a refund. If the [Date of Determination](#) of withdraw is after the last day of the session, transcripts will reflect the supervising faculty member’s determination of the level of competency based on the evidence already reviewed at the time of withdrawal.

## Academic Programs

### Teaching Program

#### Teacher Internship Program

##### *Teacher Intern Program Description*

The UVEI Teacher Intern Program prepares people for a career in teaching, and is designed primarily for career changers who are coming to education with rich background knowledge and prior study in their areas of expertise. Typically over the course of one academic year, intern teachers work as apprentice teachers in the classrooms of mentor teachers. As interns' skills increase, they take on increasing responsibilities. The Teacher Intern Program qualifies candidates for teacher licensure, although individual candidates may have varied career goals that do not require licensure.

### Competency Level Teaching Standards of Competency

At the accomplished beginner level, candidates demonstrate competency at the level of a beginning teacher, indicating that they are able to understand and demonstrate the target standard, although implementation may be inconsistent or uneven (see [“Determinations of Progress Toward Competency”](#)).



#### The Learner and Learning Differences:

*Teaching Standard #1: Understanding how learners develop:* 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. This standard of competency is based on the National InTASC Standard for Learner Development.

*Teaching Standard #2: Understanding & responding to learning differences:* 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. This standard of competency is based on the National InTASC Standard for Learning Differences.

*Teaching Standard #3: Fostering safe & productive learning environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. This standard of competency is based on the National InTASC Standard for Learning Environments.

### **Content Knowledge and Application<sup>1</sup>:**

*Teaching Standard #4: Understanding the content of the discipline:* 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.

*Teaching Standard #5: Applying content knowledge:* 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.

### **Instructional Practice: Planning, Assessment and Instruction:**

*Teaching Standard #6: Assessing student learning:* 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.

*Teaching Standard #7: Planning for instruction:* 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.

*Teaching Standard #8: Engaging students in learning:* 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.

### **Professional Learning and Collaboration:**

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<sup>1</sup> When demonstrated at the competent level or above, these competencies are awarded in specific subject areas

*Teaching Standard #9: Engaging in professional learning:* 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.

*Teaching Standard #10: Collaborating with colleagues:* 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.

### *Teacher Intern Program Course of Study*

The course of study for the Teacher Intern Program includes the following Learning Strands, Competencies, and credits.

#### *Teacher Intern Program Typical Course of Study*

<b>#</b>	<b>Learning Strand Standard of Competency</b>	<b>Sem. Crds.</b>	<b>Terms</b>
200	<i>Teaching Internship Placement</i>	Co-Rec Not for Credit	C-K
210a	<i>Introduction to the Learner and Learning Environments</i> Understanding how learners develop Understanding & responding to learning differences Fostering safe & productive learning environments	3	B-F
215a	<i>Introduction to Content Knowledge &amp; Application</i> Understanding the content of the discipline - [Endorsement Area] Applying content knowledge - [Endorsement Area]	2	B-F
220a	<i>Introduction to Planning, Assessment and Instructional Strategies</i> Assessing student learning Planning for instruction Engaging students in learning	4	B-F
225a	<i>Introduction to Professional Learning &amp; Collaboration</i> Engaging in professional learning Collaborating with colleagues	3	B-F
210b	<i>Inquiry into the Learner and Learning Environments</i> Understanding how learners develop Understanding & responding to learning differences Fostering safe & productive learning environments	3	G-K
215b	<i>Inquiry into Content Knowledge &amp; Application</i>  [FOR ELEMENTARY TEACHERS] Understanding the content of the discipline - Elementary Education (K-6) Literacy & Language Arts Mathematics Social Studies Science Applying content knowledge - Elementary Education (K-6)	2	G-K

<p>Literacy &amp; Language Arts  Mathematics  Social Studies  Science  Integrated creative arts</p> <p>[FOR ELA TEACHERS]  Understanding the content of the discipline - English (5-12)  Literature  Writing  Reading  Speaking &amp; Listening  Language Use  Media Literacy  Applying content knowledge - English (5-12)</p> <p>[FOR SOCIAL SCIENCE TEACHERS]  Understanding the content of the discipline - Social Studies (5-12)  Civics  US History  World History  Economics  Geography  Sociology*  Psychology*  Anthropology*  Applying content knowledge - Social Studies (5-12)</p> <p>*Related area: must have at least one.</p> <p>[FOR PHYSICS TEACHERS]  Understanding the content of the discipline - Physics (7-12)  General Science  Physics  Applying content knowledge - Physics (7-12)</p> <p>[FOR EARTH SPACE SCIENCE TEACHERS]  Understanding the content of the discipline - Earth/Space Science (7-12)  General Science  Earth &amp; Space Science  Applying content knowledge - Earth/Space Science (7-12)</p> <p>[FOR LIFE SCIENCE TEACHERS]  Understanding the content of the discipline - Life Sciences (7-12)  General Science  Life Sciences  Applying content knowledge - Life Sciences (7-12)</p> <p>[FOR CHEMISTRY TEACHERS]  Understanding the content of the discipline - Chemistry (7-12)  General Science</p>		
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	<p>Chemistry Applying content knowledge - Chemistry (7-12)</p> <p>[FOR MIDDLE LEVEL SCIENCE TEACHERS] Understanding the content of the discipline - Science (5-8) General Science Physical Science Earth Science Life Science Applying content knowledge - Science (5-8)</p> <p>[FOR UPPER LEVEL MATHEMATICS TEACHERS] Understanding the content of the discipline - Mathematics, Upper Level Algebra Geometry Measurement &amp; Data Probability &amp; Statistics Calculus Discrete Math Modeling Applying content knowledge - Mathematics (7-12)</p> <p>[FOR MIDDLE LEVEL MATHEMATICS TEACHERS] Understanding the content of the discipline - Mathematics, Middle Level Algebra Geometry Measurement &amp; Data Probability &amp; Statistics</p> <p>[FOR WORLD LANGUAGE TEACHERS] Understanding the content of the discipline - Language Speaking &amp; Listening Writing Culture Reading Applying content knowledge - Language</p>		
220b	<p><i>Inquiry into Planning, Assessment and Instructional Strategies</i> Assessing student learning Planning for instruction Engaging students in learning</p>	4	G-K
225b	<p><i>Inquiry into Professional Learning &amp; Collaboration</i> Engaging in professional learning Collaborating with colleagues</p>	3	G-K

Learning strands are not undertaken sequentially, but are instead threaded throughout each session. For a more detailed description of each learning strand, see "[Learning Strand Descriptions](#)" below.

### ***Teacher Intern Program Job Preparation***

The Teacher Intern Program is designed to prepare educators for a wide variety of teaching roles. The primary emphasis of the program is to prepare teachers for work in public schools and therefore includes preparation for licensure, although individual candidates may have varied

career goals that do not require licensure. For instance; candidates are also prepared to teaching in private school settings; school-linked program settings; educational enrichment settings; in early childhood education settings; and as paraprofessionals or in other non-formal settings.

Applicants and candidates should be aware that UVEI places responsibility for job placement upon the graduates, while assisting its graduates with information, references and referrals by UVEI program staff as they become aware of career opportunities. UVEI does not guarantee employment of its graduates upon or after receipt of certification.

Specifically, UVEI's Teacher Intern Program prepares educators for roles in the following categories:

*Teacher Programs, Multiple Levels (IPEDS 13.1206):*

A job as a teacher can take many forms, any role that incorporates planning, organizing and implementing appropriate instructional programs in a learning environment that guides and encourages students to develop and fulfill their academic potential. Typical job titles in this category include:

- Teacher
- Long-term substitute teacher

*Teacher Assistant/Aide (IPEDS 13.1501):*

Teaching assistants perform duties that are instructional in nature and include delivery of direct services to students. Teaching assistant positions are collaborative in nature, and require planning, organizing and implementing appropriate instructional programs in concert with a teacher. These jobs frequently require the educator to enhance or adapt instruction for particular students or subsets of students. Typical job titles in this category include:

- Teacher assistant
- Para-professional

The Teacher Intern Program also prepares candidates for advanced preparation in the MEd in Teaching degree program.

### *Teacher Intern Program Requirements*

*Minimum Qualifications for the Teacher Intern Program*

In addition to the [admissions criteria](#) described above, Teacher Intern Program candidates must meet the following specific requirements:

- Bachelor of Arts degree
- 30 credits (or equivalent) in subject area(s)

*Teacher Intern Program Additional Requirements*

In addition to being required as part of demonstrating competency, the Praxis exams and the Foundations in Reading exam (for elementary grades candidates) are required by the State of New Hampshire for those seeking a license. The following outlines the specific exams required for each endorsement area:

*Required Praxis II Exams by Subject Area*

Endorsement	Test Name	Test Code
All Endorsement Areas	Praxis Core Reading	5712
	Praxis Core Writing	5722
	Praxis Core Mathematics	5732
Art	Praxis Art: Content Knowledge	5134
Chemistry (7-12)	Praxis Chemistry: Content Knowledge	5245
Earth and Space Science (7-12)	Praxis Earth and Space Sciences: Content Knowledge	5571
Elementary Education (K-6)	Praxis Elementary Ed: Multiple Subjects (Reading)	5002
	Praxis Elementary Ed: Multiple Subjects (Mathematics)	5003
	Praxis Elementary Ed: Multiple Subjects (Social Studies)	5004
	Praxis Elementary Ed: Multiple Subjects (Science)	5005
	Pearson: NH Foundations of Reading	N/A
English (5-8)	Praxis Middle School English Language Arts	5047
English (5-12)	Praxis English Language Arts: Content and Analysis	5039
French	Praxis French: World Language	5174
German	Praxis German: World Language	5183
Life Sciences (7-12)	Praxis Biology: Content Knowledge	5235
Mathematics (Middle Level)	Praxis Middle School Mathematics	5169
Mathematics (Upper Level)	Praxis Mathematics: Content Knowledge	5161
Science (5-8)	Praxis Middle School Science	5440
Physics (7-12)	Praxis Physics: Content Knowledge	5265
Spanish	Praxis Spanish: World Language	5195
Social Studies (5-8)	Praxis Middle School Social Studies	5089
Social Studies (5-12)	Praxis Social Studies: Content and Interpretation	5086

In addition, the State of New Hampshire requires:

- A recommendation for licensure from UVEI (which is granted on the basis of satisfactory completion of the Teacher Intern Program)
- An attestation that you have not been convicted of a felony, you are not currently under investigation, that you have never had a teacher credential revoked, and that you have never surrendered a teaching credential.
- NOTE: Those seeking licensure in Vermont through reciprocity are also required to submit an additional background check at the point of application for licensure. Other states requirements may vary.

#### *Teacher Intern Program Duration & Time Commitments*

The Teacher Internship Program requires both a significant internship as the core of the program, and a series of seminars to help deepen and enhance learning in the internship.

The UVEI Teacher Internship Program is designed to be completed over the course of one academic year (10 terms), beginning in term B and culminating in term K (see [academic calendar](#)). The program begins with a self-directed induction period in August followed by an

orientation in August, and the internship and ongoing seminars that take place from September through June. Candidates who require more time to complete the program may extend for up to 5 additional terms in the subsequent academic year with the approval of the relevant program's administrator. A continuing enrollment fee and personalized study commitments will apply (see "[Continuing Enrollment](#)"). Total program duration may not exceed 150% of the planned program of study.

A seminar day, whether in-person or virtual, is 5 hours and 15 minutes (9am-3pm with a 45-minute lunch). A placement day is typically 5 hours, which is the time required for engaging in placement activities (defined as the time in the placement dedicated to direct practicum work, including conferencing with the mentor, observing, co-planning, engaging in staff development activities, monitoring children during recess, implementing practicum projects and performance assessments, working with a faculty member, or other routine duties of a working teacher). It is important to note that actual commitments and requirements at each placement site may vary, and that 5 hours may be distributed over the course of a longer day or candidates may need to commit additional time. Consistent with the professional standards of the teaching profession, candidates should track their attendance and their absences, which are submitted at progress reviews, ensuring that they meet the required total number of clock hours.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of required clock hours for the program. In reviewing this table, it is important to remember that semester credits are awarded based on demonstration of competency at the expected level, and not based on time spent (see "[How Credits Are Determined](#)"). Individual candidates may need more or less time on a given learning strand or competency within the total required clock hours.

*Teacher Intern Program approximate time commitment*

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>210a Introduction to the Learner and Learning Environments</i>	30	15	70	20	3	115
<i>215a Introduction to Content Knowledge &amp; Application</i>	10	20	47	13	2	77

<i>220a Introduction to Planning, Assessment and Instructional Strategies</i>	42	18	93	27	4	153
<i>225a Introduction to Professional Learning &amp; Collaboration</i>	20	25	70	20	3	115
<i>210b Inquiry into the Learner and Learning Environments</i>	26	19	70	20	3	115
<i>215b Inquiry into Content Knowledge &amp; Application</i>	5	25	47	13	2	77
<i>220b Inquiry into Planning, Assessment and Instructional Strategies</i>	32	28	93	27	4	153
<i>225b Inquiry into Professional Learning &amp; Collaboration</i>	37	8	70	20	3	115
<i>200 Teaching Internship Placement (Not for Credit, Time commitments are incorporated into the co-requisite learning strands above)</i>						
<b>Total</b>	<b>202</b>	<b>158</b>	<b>560</b>	<b>160</b>	<b>24</b>	<b>920</b>

### *Accelerated Pathway through the Teacher Intern Program*

Candidates with *extensive* prior experience and study in education may seek an appraisal of their current levels of competency based on submitted evidence. Based on this appraisal, candidates may earn between one and six credits (up to 25% of the credits required for program completion). These candidates would then have a revised, and more personalized course of study, and adjusted required clock hours based on their prior work and remaining requirements for demonstrating introductory level competency (230a and 230b in lieu of 210a, 215a, 220a, and 225b). Candidates are only eligible for the accelerated pathway if they are admitted on this basis.

In order to be eligible for this pathway, candidates need to be admitted to the program and they need to be prepared to submit evidence similar to that required for the program (lesson and unit plans and analysis, analysis of student work, observation of instruction, etc.) The determination of prior competency levels, credits to be awarded, and a revised course of study will be a collective effort among a faculty reviewer and the applicable program/faculty teams.

### *Teacher Licensure*

#### *Teacher Intern Program Licensure Options*

While the Teacher Intern Program is not intended exclusively to prepare candidates for licensure (graduates may wish to pursue employment as a teacher in a private or non-traditional setting that does not require licensure, or may pursue employment in training aligned roles such as teacher assistant or paraprofessional), graduation from the Teacher Intern Program qualifies a candidate for a recommendation for licensure in the state of New Hampshire (and, through [inter-state agreements](#), in Vermont and other states; approximately 50% of Teacher Intern Program graduates seek and earn licensure in Vermont). While completion requirements for designated programs are consistent with licensure requirements, there is no requirement that program graduates seek licensure.

*Teacher Intern Program Licensure Endorsement Areas*

UVEI is approved, based on completion of the Teacher Intern Program, to recommend licensure in the following areas:

<ul style="list-style-type: none"> <li>● Elementary Education (K-6)</li> <li>● English Language Arts (5-12)</li> <li>● English Language Arts (5-8)</li> <li>● Mathematics, Middle Level</li> <li>● Mathematics, Upper Level</li> <li>● Social Studies (5-12)</li> <li>● Social Studies (5-8)</li> <li>● Visual Arts (K-12)</li> </ul>	<ul style="list-style-type: none"> <li>● Chemistry (7-12)</li> <li>● Earth/Space Science (7-12)</li> <li>● Life Sciences (7-12)</li> <li>● Science (5-8)</li> <li>● Physics (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>● World Languages: French (K-12)</li> <li>● World Languages: German (K-12)</li> <li>● World Languages: Spanish (K-12)</li> </ul>
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Dual Endorsement: UVEI offers pathways to a second endorsement for teacher candidates highly qualified in two areas (e.g., English and history, physics and math). Candidates seeking two endorsements at the same time must be well-prepared academically in both areas and must successfully complete supervised internships and the required Praxis exams in both. Candidates seeking dual endorsements must demonstrate additional competency in the standards “Understanding the content of the discipline” and “Applying content knowledge,” should expect to complete additional performance assessments, Praxis exams, and portfolio requirements.

Dual endorsement candidates needing additional time to complete the requirements for one of their endorsements may enroll in a second iteration of 215b Inquiry into Content Knowledge and Application for the second endorsement. Learning experiences will be largely the same as if the two endorsements had been completed concurrently, however, additional documentation of clock hours and additional evidence of subject specific competency may be required. Candidates pursuing this option will pay a discounted cost for the two additional credits. This option will allow candidates to be recommended for licensure in one of their endorsement areas while still working on meeting the requirements for the other.

Teacher Intern Program Graduates may apply for readmission to the Teacher Intern Program for the purposes of adding a second endorsement. If admitted, candidates will complete another iteration of 215b Inquiry into Content Knowledge and Application, be required to demonstrate competency in the standards “Understanding the content of the discipline” and “Applying content knowledge,” and will earn an additional 2 credits and a recommendation for licensure in the new endorsement area. Learning experiences include additional collaborative inquiry, deliberate practice, and supervised fieldwork. Additional performance assessments included evidence of subject specific instruction, planning, assessment (including the Teacher Candidate Assessment of Performance if relevant), and reflection; relevant Praxis exams, and other requirements. Admissions is contingent on meeting all Teacher Intern Program admissions requirements for the desired endorsement at the time of re-application. Admissions is also contingent on verification that the 22 credits previously earned through the Teacher Intern Program (excluding the two credits of 215b Inquiry into Content Knowledge and Application) meet all of the requirements of the program at the time of readmissions.

### *Interstate Licensure Agreements*

Graduates of the program will be accorded consideration for licensure by the members of the [NASDTEC Compact](#): 44 states, the District of Columbia, Puerto Rico and Guam have signed this interstate agreement. Since requirements vary from state to state, issues of licensure should be discussed with target state credentialing officials prior to enrolling in the program. Approximately half of all teacher program graduates apply for and receive licensure in Vermont. Please note: Regardless of where you plan to seek licensure, candidates are required to meet all UVEI requirements, which are aligned to the New Hampshire requirements. This is a condition both of program completion and of the NASDTEC Compact.

### *Articulation with the Master of Education*

UVEI candidates and graduates may apply the 24 credits earned through the Teacher Intern Program towards a Master of Education degree (in Teaching or Teacher Leadership) . Candidates may apply to complete their degree either concurrently with the Teacher Intern Program or after completion. Depending on the degree pathway a candidate pursues, these 24

credits constitute approximately  $\frac{2}{3}$  of the requirements for a degree. Degree candidates are required to build on the competency level standards demonstrated in the Teacher Intern Program, demonstrating more advanced teaching practice and action research. See the MEd Programs section of the Catalog for additional information.

## Master of Education (MEd) in Teaching<sup>2</sup>

The MEd in Teaching program is designed to advance practicing and aspiring teachers' skills in using research-based frameworks to deeply understand students' learning and development, plan focused and differentiated instruction, engage students in productive disciplinary instruction, develop a variety of flexible assessment tools to understand student learning, and collaboratively reflect on their and their colleagues' practice. This degree program requires the completion of the following series of learning strands.

200 Series: Foundational and Competency Level Learning Strands	24 Credits
400 Series: Advanced Teaching Learning Strands	6 Credits
600 Series: Action Research Learning Strands	<u>6 Credits</u>
	36 Credits

### *Standards of Competency for the MEd in Teaching*

MEd in Teaching candidates demonstrate competency in three levels of standards (see [“Determinations of Progress Toward Competency”](#)):

- For the *Foundational and Competency Level Teaching Standards*, candidates demonstrate competency at the level of an accomplished beginning teacher, indicating that they are able to understand and clearly demonstrate the target standard.
- For the *Advanced Teaching Standards*, candidates demonstrate competency at the level of an effective practicing teacher, indicating that they consistently and clearly demonstrate the target standard and understand the research base of the practice.
- For the *Action Research Standards*, candidates demonstrate competency at the level of a beginning action researcher, indicating they have developed the habits to improve their teaching through a design development process with some success.

### *Competency Level Teaching Standards*

*Teaching Standard 1: Understanding how learners develop:* 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.

*Teaching Standard 2: Understanding & responding to learning differences:* 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.

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<sup>2</sup> The “Master of Arts in Teaching” degree was changed to the “Master of Education in Teaching” on November 8, 2019.

*Teaching Standard 3: Fostering safe & productive learning environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Teaching Standard 4: Understanding the content of the discipline:* 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.

*Teaching Standard 5: Applying content knowledge:* 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.

*Teaching Standard 6: Assessing student learning:* 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.

*Teaching Standard 7: Planning for instruction:* 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.

*Teaching Standard 8: Engaging students in learning:* 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.

*Teaching Standard 9: Engaging in professional learning:* 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.

*Teaching Standard 10: Collaborating with colleagues:* 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.

### *Advanced Teaching Standards of Competency*

*Advanced Teaching Standard 11: Demonstrating applied knowledge of learners and differentiation:* Effective teachers have high expectations for each learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and

family backgrounds, skills, abilities, perspectives, talents and interests. At advanced levels, teachers use this knowledge of the range of differences to anticipate and enhance access to challenging learning experiences by providing appropriate guidance, instruction, and resources to each student. Furthermore, teachers at this level consult the research and professional knowledge base to guide their practice, and integrate this knowledge base into reflections on their practice.

*Advanced Teaching Standard 12: Demonstrating effective subject specific instructional planning:* Drawing on deep and flexible understanding of their content areas and content knowledge, effective instructional practice requires that teachers understand and integrate content, assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Planning focuses on using a range of formative and summative assessments and appropriate and targeted instructional strategies to address diverse ways of learning, to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways. Plans incorporate structured opportunities for learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Teachers at this level consult the research and professional knowledge base to guide their practice, and integrate this knowledge base into reflections on their practice.

*Advanced Teaching Standard 13: Fostering student engagement & understanding using subject specific pedagogies:* Teachers must have a deep and flexible understanding of their content areas and be able to draw on content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. At advanced levels teachers integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) with the tools of the specific discipline to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. They use a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to maximize and individualize learning, to allow learners to take charge of their own learning and do it in creative ways, and to make content knowledge accessible to learners.. They integrate formative assessment into their instructional practice in order to provide immediate feedback, to reinforce student learning, and to modify instruction during lessons. Teachers at this level consult the research and professional knowledge base to guide their practice, and integrate this knowledge base into reflections on their practice.

*Advanced Teaching Standard 14: Using multiple & aligned methods of assessment:* Effective instructional practice requires that teachers understand and integrate content, assessment, planning, and instructional strategies in coordinated and engaging ways. At advanced levels teachers use multiple assessment methods/modes to support individual learner development toward the learning objectives, to challenge learners to demonstrate their understanding in a variety of ways, and to help learners see their own learning. Effective teachers understand how to design, implement and interpret results from a range of formative and summative assessments, incorporating these tools into backward-designed learning sequences. This knowledge is integrated into instructional practice so that teachers and students have access to information that can be used to provide feedback to students and to modify instruction. Teachers at this level consult the research and professional

knowledge base to guide their practice, and integrate this knowledge base into reflections on their practice.

*Advanced Teaching Standard 15: Engaging in advanced collaborative & reflective learning on teaching:* In order to develop their capacity as effective and continuously-improving educators, teachers need to engage in regular formal and informal professional learning and to contribute to the learning of their colleagues. At the advanced level, teachers enthusiastically engage in collective inquiry with their colleagues, including extensive deliberate practice, high-level use of evidence of practice to guide improvement, high quality feedback to and from colleagues based on quality indicators of effective teaching, and a deep commitment to their own and their colleagues' continuous growth and development of expertise.

### *Action Research Standards*

*Action Research Standard 1: Conceptualizing research based theories of action:* Candidate is able to conceptualize a problem/challenge of practice, and can construct a research-based theory of action for addressing that problem/challenge.

*Action Research Standard 2: Consulting the knowledge base:* Candidate is able to consult the knowledge base (research literature, practitioner literature, and/or outside expertise) to deepen their understanding of instructional/leadership challenges and promising remedies.

*Action Research Standard 3: Taking authentic action based on research:* Candidate is able to take action by conducting an action research project, with the involvement and support of appropriate stakeholders, including administrators, teachers, students, and/or parents.

*Action Research Standard 4: Gathering & synthesizing data:* Candidate is able to evaluate the efficacy of their theory of action by gathering and synthesizing appropriate data on the outcomes and validity of the action research project.

*Action Research Standard 5: Presenting action research process & findings:* Candidate is able to present their action research project, both in written and oral forms, to audiences of faculty, colleagues, and other stakeholders, in ways that deepen audiences understanding of issues and informs possible future actions

### *MEd in Teaching Pathways:*

There are three pathways towards an MEd in Teaching:

1. **Concurrent Candidates:** Candidates *concurrently* demonstrating competency on the Competency Level Teaching Standards through enrollment in UVEI Teacher Intern Program.
2. **1999–2019 Alumni of the Teacher Intern Program:** Candidates who have demonstrated competency on the Competency Level Teaching Standards through their satisfactory completion of the Teacher Intern Program during this period.
3. **Pre-1999 Alumni of TIP and non-alumni (“Experienced Educators”):** Candidates who will *need to demonstrate competency* on the Competency Level Teaching Standards through an appraisal of prior evidence and through enrollment in 200 level learning strands as an alternative to TIP.

### *MEd in Teaching for Concurrent Candidates*

#### *MEd in Teaching for Concurrent Candidates Description:*

This program allows accepted UVEI Teacher Interns to concurrently enroll in the 200 level Learning Strands through UVEI and the Advanced Teaching Learning Strands (400 level) and the Action Research Learning Strands (600 level). Completion of this program results in eligibility for a teaching license in NH (upon completion of the UVEI Teacher Intern Program) and an MEd degree (upon completion of the 400 and 600 level strands). Concurrent Candidates can apply the 24 credits earned in the 200 level Learning Strands through UVEI to their MEd degree. This is a particularly challenging program for UVEI Teacher Interns, as they are expected to reach the performance level of an effective level teacher by the end of the program. It is recommended to only those who can manage the intellectual and time demands of the three sets of learning strands.

#### *MEd in Teaching for Concurrent Candidate's Degree Pathway Course of Study:*

#	Learning Strand • Competency Standard	Credits	Terms
<b>Foundational and Competency Level Learning Strands and Standards (Year 1, UVEI)</b>			
200	<i>Teaching Internship Placement</i>	Co-Requisite, Not for Credit	C–K
210a	<i>Introduction to the Learner and Learning Environments</i> <ul style="list-style-type: none"> <li>• Understanding how learners develop</li> <li>• Understanding &amp; responding to learning differences</li> <li>• Fostering safe &amp; productive learning environments</li> </ul>	3	B–F
215a	<i>Introduction to Content Knowledge &amp; Application</i> <ul style="list-style-type: none"> <li>• Understanding the content of the discipline</li> <li>• Applying content knowledge</li> </ul>	2	B–F
220a	<i>Introduction to Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>• Assessing student learning</li> <li>• Planning for instruction</li> <li>• Engaging students in learning</li> </ul>	4	B–F
225a	<i>Introduction to Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>• Engaging in professional learning</li> <li>• Collaborating with colleagues</li> </ul>	3	B–F
210b	<i>Inquiry into the Learner and Learning Environments</i> <ul style="list-style-type: none"> <li>• Understanding how learners develop</li> <li>• Understanding &amp; responding to learning differences</li> <li>• Fostering safe &amp; productive learning environments</li> </ul>	3	G–K
215b	<i>Inquiry into Content Knowledge &amp; Application</i> <ul style="list-style-type: none"> <li>• Understanding the content of the discipline</li> <li>• Applying content knowledge</li> </ul>	2	G–K
220b	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>• Assessing student learning</li> </ul>	4	G–K

	<ul style="list-style-type: none"> <li>• Planning for instruction</li> <li>• Engaging students in learning</li> </ul>		
225b	<i>Inquiry into Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>• Engaging in professional learning</li> <li>• Collaborating with colleagues</li> </ul>	3	G–K
<b>Advanced Teaching Learning Strands and Standards (Year 1 or Year 2, MEd)</b>			
400	<i>Clinical Placement in Advanced Teaching</i>	Co-Requisite, Not for Credit	C–K
440a	<i>Introduction to Advanced Teaching Practice</i> <ul style="list-style-type: none"> <li>• Demonstrating applied knowledge of learners and differentiation</li> <li>• Demonstrating effective subject specific instructional planning</li> <li>• Fostering student engagement &amp; understanding using subject specific pedagogies</li> <li>• Using multiple &amp; aligned methods of assessment</li> </ul>	2	C–F
430a	<i>Introduction to Advanced Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>• Engaging in advanced collaborative &amp; reflective learning on teaching</li> </ul>	1	C–F
440b	<i>Inquiry into Advanced Teaching Practice</i> <ul style="list-style-type: none"> <li>• Demonstrating applied knowledge of learners and differentiation</li> <li>• Demonstrating effective subject specific instructional planning</li> <li>• Fostering student engagement &amp; understanding using subject specific pedagogies</li> <li>• Using multiple &amp; aligned methods of assessment</li> </ul>	2	G–K
430b	<i>Inquiry into Advanced Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>• Engaging in advanced collaborative &amp; reflective learning on teaching</li> </ul>	1	G–K
<b>Action Research Learning Strands and Standards (Year 2 or 3, MEd)</b>			
600	<i>Clinical Setting for Design Research</i>	Co-Requisite, Not for Credit	C–BB
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>• Conceptualizing research based theories of action</li> <li>• Consulting the knowledge base</li> </ul>	2	C–H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>• Conceptualizing research based theories of action</li> <li>• Consulting the knowledge base</li> <li>• Taking authentic action based on research</li> <li>• Gathering &amp; synthesizing data</li> <li>• Presenting action research process &amp; findings</li> </ul>	4	I–BB
	<b>Total</b>	<b>36</b>	

For a more detailed description of each learning strand, see "[Learning Strand Descriptions](#)" below.

***MEd in Teaching for Concurrent Candidates Program Duration:***

The MEd in Teaching for Concurrent Candidates is designed for the typical candidate to be completed in 25 months, beginning in Term B. The program can be accelerated to be completed in 13 months; or it can be extended to be completed in 37 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A [continuing enrollment](#) fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

In addition to requirements of the Foundational and Competency Level Teaching Learning Strands through UVEI, concurrent candidates engage in the following seminar and practicum hours in the 400 level and 600 level Learning Strands.

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent Practice &amp; Self-Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Anticipated Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>400 Clinical Placement in Advanced Teaching</i>					0	
<i>440a Introduction to Advanced Teaching Practice</i>	21	9	48	12	2	78
<i>440b Inquiry into Advanced Teaching Practice</i>	6	24	48	12	2	78
<i>430a Introduction to Advanced Professional Learning &amp; Collaboration</i>	3	12	24	9	1	39
<i>430b Inquiry into Advanced Professional Learning &amp; Collaboration</i>	12	3	24	9	1	39
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<b>Total</b>	<b>78</b>	<b>102</b>	<b>284</b>	<b>82</b>	<b>12</b>	<b>464</b>

***MEd in Teaching for Concurrent Candidates Licensure Options:***

While the MEd in Teaching for concurrent candidates is not intended exclusively to prepare candidates for licensure (graduates may wish to pursue employment as a teacher in a private or non-traditional setting that does not require licensure or may pursue employment in training aligned roles such as teacher assistant or para-educator), completion of the 200 level learning strands through UVEI as part of the MEd in Teaching for concurrent candidates (including 200 Teaching Internship Placement) qualifies a candidate for a recommendation for licensure in the state of New Hampshire. While these requirements for designated programs are consistent with licensure requirements, there is no requirement that program graduates seek licensure.

***MEd in Teaching for Concurrent Candidates Endorsement Areas:***

UVEI is approved, based on completion of the foundational and competency level learning strands as part of the MEd in Teaching for concurrent candidates (including 200 Teaching Internship Placement), to recommend licensure in the following areas:

- Elementary Education (K-6)
- English Language Arts (5-12)
- Mathematics, Middle Level
- Mathematics, Upper Level
- Social Studies (5-8)
- Social Studies (5-12)
- Visual Arts (K-12)
- Chemistry (7-12)
- Earth and Space Science (7-12)
- Life Sciences (7-12)
- Science (5-8)
- Physics (7-12)
- World Languages: French (K-12)
- World Languages: German (K-12)
- World Languages: Spanish (K-12)

UVEI offers pathways to multiple endorsements. Candidates seeking a second endorsement must be well-prepared academically in both areas and must successfully complete supervised internships and the required Praxis exams in both. Candidates seeking dual endorsements should expect to complete additional performance assessments, Praxis exams, and portfolio requirements.

***Minimum Qualifications for MEd in Teaching for concurrent candidates***

In addition to the [admissions criteria](#) described above, candidates for this program must meet the following specific requirements:

- Bachelor's degree
- 30 credits (or equivalent) in subject area
- Concurrent Enrollment in 200 level foundational and competency level teaching learning strands

***MEd in Teaching for 1999–2020 TIP Graduates******MEd in Teaching for TIP Graduates Description:***

TIP graduates between 1999 and 2020 who have demonstrated Competent level performance in the Competency Level Teaching Standards during their enrollment in TIP can apply up to 24 credits toward a MEd in Teaching. This program allows TIP graduates between these years to build on their accomplished beginning experience and knowledge and earn their MEd degree with 12 additional credits in the Advanced Teaching and Action Research Learning Strands.

***MEd in Teaching for 1999–2020 TIP Graduates Degree Pathway:***

#	Learning Strand	Credits	Terms
	<ul style="list-style-type: none"> <li>• Standard of Competency</li> </ul>		

<b>Foundational and Competency Level Teaching Learning Strands and Standards (Transferred or Applied from UVEI)<sup>3</sup></b>			
200	<i>Teaching Internship Placement</i>	Co-Requirement, Not for Credit	
210	<i>Inquiry into the Learner and Learning Environments</i> <ul style="list-style-type: none"> <li>Understanding how learners develop</li> <li>Understanding &amp; responding to learning differences</li> <li>Fostering safe &amp; productive learning environments</li> </ul>	6	
215	<i>Inquiry into Content Knowledge &amp; Application</i> <ul style="list-style-type: none"> <li>Understanding the content of the discipline</li> <li>Applying content knowledge</li> </ul>	4	
220	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>Assessing student learning</li> <li>Planning for instruction</li> <li>Engaging students in learning</li> </ul>	8	
225	<i>Inquiry into Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>Engaging in professional learning</li> <li>Collaborating with colleagues</li> </ul>	6	
<b>Advanced Teaching Learning Strands and Standards (Year 1)</b>			
400	<i>Clinical Placement in Teaching</i>	Co-Requirement, Not for Credit	C–K
440a	<i>Introduction to Advanced Teaching Practice</i> <ul style="list-style-type: none"> <li>Demonstrating applied knowledge of learners and differentiation</li> <li>Demonstrating effective subject specific instructional planning</li> <li>Fostering student engagement &amp; understanding using subject specific pedagogies</li> <li>Using multiple &amp; aligned methods of assessment</li> </ul>	2	C–F
430a	<i>Introduction to Advanced Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on teaching</li> </ul>	1	C–F
440b	<i>Inquiry into Advanced Teaching Practice</i> <ul style="list-style-type: none"> <li>Demonstrating applied knowledge of learners and differentiation</li> <li>Demonstrating effective subject specific instructional planning</li> <li>Fostering student engagement &amp; understanding using subject specific pedagogies</li> <li>Using multiple &amp; aligned methods of assessment</li> </ul>	2	G–K
430b	<i>Inquiry into Advanced Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on teaching</li> </ul>	1	G–K
<b>Action Research Learning Strands and Standards (Year 1 or 2)</b>			

<sup>3</sup> For alumni who already earned credit through UVGSE, these may be applied.

600	<i>Clinical Setting for Design Research</i>	Co-Requirement, Not for Credit	C–BB
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>● Conceptualizing research based theories of action</li> <li>● Consulting the knowledge base</li> </ul>	2	C–H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>● Conceptualizing research based theories of action</li> <li>● Consulting the knowledge base</li> <li>● Taking authentic action based on research</li> <li>● Gathering &amp; synthesizing data</li> <li>● Presenting action research process &amp; findings</li> </ul>	4	I–BB
<b>Total</b>		<b>36</b>	

For a more detailed description of each learning strand, see “Learning Strand Descriptions” below.

*MEd in Teaching for 1999–2020 TIP Graduates Duration:*

The MEd in Teaching for TIP Graduates is designed for the typical candidate to complete in 24 months, beginning in Term C. The program can be accelerated to be completed in 12 months; or it can be extended to be completed in 36 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A [continuing enrollment](#) fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

TIP Graduates enrolled in the program engage in the following seminar and practicum hours in the 400 level and 600 level Learning Strands:

Learning Strands	Seminar Anticipated Time (In Hours) 15 hours = 1 credit	Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit	Independent Practice & Self-Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, 1.6 hours of independent practice	Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, .4 hours of study	Semester Credits	Total Anticipated Clock Hours (Seminar + Structured Field Work + Independent Practice)
<i>400 Clinical Placement in Advanced Teaching</i>					0	
<i>440a Introduction to Advanced Teaching Practice</i>	21	9	48	12	2	78

<i>440b Inquiry into Advanced Teaching Practice</i>	6	24	48	12	2	78
<i>430a Introduction to Advanced Professional Learning &amp; Collaboration</i>	3	12	24	9	1	39
<i>430b Inquiry into Advanced Professional Learning &amp; Collaboration</i>	12	3	24	9	1	39
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<b>Total</b>	<b>78</b>	<b>102</b>	<b>284</b>	<b>82</b>	<b>12</b>	<b>464</b>

*Minimum Qualifications for MEd in Teaching for TIP Graduates:*

In addition to the [admissions criteria](#) described above, candidates for this program must meet the following specific requirements:

- Completion of the UVEI Teacher Intern Program (1999–present) having achieved “competent” ratings in each standard.
- Approved Clinical Placement in Teaching and Setting for Design Research

*MEd in Teaching for Experienced Educators*

*MEd in Teaching for Experienced Educators Description:*

The MEd in Teaching allows pre-1999 TIP graduates and non-graduates of TIP (“Experienced Educators”) to enroll in the program and demonstrate the ten Competency Level Teaching Standards through a pathway other than the UVEI Teacher Intern Program. Specifically, to earn these 24 credits required of all MEd candidates, Experienced Educators can have up to nine (9) of the 36 total program credits awarded based on the appraisal of previous evidence of competency at the “Developing” level on nine of the ten Competency Level Teaching Standards. They can then earn the remaining 15 credits through demonstrating the ten Competency Level Teaching Standards at the “Competent” level or above. This takes place in 200 level learning strands below.

*MEd in Teaching for Experienced Educators Degree Pathway:*

#	<b>Learning Strand</b> • Competency Standard	Credits	Terms
<b>Introductory Level Learning Strand (earned through an appraisal of previous evidence in 1st term of program)</b>			
235	<i>Introductory Level Effective Teaching 3</i> <ul style="list-style-type: none"> <li>• Understanding how learners develop</li> <li>• Understanding &amp; responding to learning differences</li> <li>• Fostering safe &amp; productive learning environments</li> <li>• Understanding the content of the discipline</li> </ul>	1–9	First term of enrollment

	<ul style="list-style-type: none"> <li>Applying content knowledge</li> <li>Assessing student learning</li> <li>Planning for instruction</li> <li>Engaging students in learning</li> <li>Engaging in professional learning</li> </ul>		
<b>Competency Level Teaching Learning Strands and Standards (Year 1)</b>			
210d	<i>Inquiry into the Learner and Learning Environments</i> <ul style="list-style-type: none"> <li>Understanding how learners develop</li> <li>Understanding &amp; responding to learning differences</li> <li>Fostering safe &amp; productive learning environments</li> </ul>	3	C–H
215d	<i>Inquiry into Content Knowledge &amp; Application</i> <ul style="list-style-type: none"> <li>Understanding the content of the discipline</li> <li>Applying content knowledge</li> </ul>	2	C–H
220d	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>Assessing student learning</li> <li>Planning for instruction</li> <li>Engaging students in learning</li> </ul>	4	C–H
225c	<i>Inquiry into Professional Learning, Leadership &amp; Collaboration</i> <ul style="list-style-type: none"> <li>Engaging in professional learning</li> <li>Collaborating with colleagues</li> </ul>	6	C–H
<b>Advanced Teaching Learning Strands and Standards (Year 1)</b>			
400	<i>Clinical Placement in Teaching</i>	Co-Requi site, Not for Credit	C–K
440a	<i>Introduction to Advanced Teaching Practice</i> <ul style="list-style-type: none"> <li>Demonstrating applied knowledge of learners and differentiation</li> <li>Demonstrating effective subject specific instructional planning</li> <li>Fostering student engagement &amp; understanding using subject specific pedagogies</li> <li>Using multiple &amp; aligned methods of assessment</li> </ul>	2	C–F
430a	<i>Introduction to Advanced Professional Learning &amp; Collaboration 1</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on teaching</li> </ul>	1	C–F
440b	<i>Inquiry into Advanced Teaching Practice</i> <ul style="list-style-type: none"> <li>Demonstrating applied knowledge of learners and differentiation</li> <li>Demonstrating effective subject specific instructional planning</li> <li>Fostering student engagement &amp; understanding using subject specific pedagogies</li> <li>Using multiple &amp; aligned methods of assessment</li> </ul>	2	G–K
430b	<i>Inquiry into Advanced Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on teaching</li> </ul>	1	G–K
<b>Action Research Learning Strands and Standards (Year 2)</b>			

600	<i>Clinical Setting for Design Research</i>	Co-Requisite, Not for Credit	C–BB
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>● Conceptualizing research based theories of action</li> <li>● Consulting the knowledge base</li> </ul>	2	C–H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>● Conceptualizing research based theories of action</li> <li>● Consulting the knowledge base</li> <li>● Taking authentic action based on research</li> <li>● Gathering &amp; synthesizing data</li> <li>● Presenting action research process &amp; findings</li> </ul>	4	I–BB
<b>Total</b>		<b>36</b>	

For a more detailed description of each learning strand, see “Learning Strand Descriptions” below.

*MEd in Teaching for Experienced Educators Duration:*

The MEd in Teaching for Experienced Educators is designed for the typical candidate to complete in 24 months, beginning in Term C. The program can be accelerated to be completed in 12 months; or it can be extended to be completed in 36 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A [continuing enrollment](#) fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

Experienced Educators enrolled in the program engage in the following seminar and practicum hours in the 200 level, 400 level and 600 level Learning Strands. Because these candidates earn competency in the 200 level learning strands based on current and previous teaching experience, the typical practicum hours listed below are based on estimated previous teaching experience needed to develop competency in the competency level standards.

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent Practice &amp; Self-Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Anticipated Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>235 Introductory Level Effective</i>	n/a	n/a	n/a	n/a	1-9	n/a

<i>Teaching 3</i>						
<i>210d Inquiry into the Learner and Learning Environments</i>	17	28	70	20	3	115
<i>215d Inquiry into Content Knowledge &amp; Application</i>	15	15	47	13	2	77
<i>220d Inquiry into Planning, Assessment and Instructional Strategies</i>	30	30	93	27	4	153
<i>225c Inquiry into Professional Learning &amp; Collaboration</i>	21	69	140	40	6	230
<i>400 Clinical Placement in Advanced Teaching</i>					0	
<i>440a Introduction to Advanced Teaching Practice</i>	21	9	48	12	2	78
<i>440b Inquiry into Advanced Teaching Practice</i>	6	24	48	12	2	78
<i>430a Introduction to Advanced Professional Learning &amp; Collaboration</i>	3	12	24	9	1	39
<i>430b Inquiry into Advanced Professional Learning &amp; Collaboration</i>	12	3	24	9	1	39
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<b>Total</b>	<b>161</b>	<b>244</b>	<b>634</b>	<b>182</b>	<b>36</b>	<b>1035</b>

*Minimum Qualifications MEd in Teaching for Experienced Educators*

In addition to the [admissions criteria](#) described above, candidates for this program must meet the following specific requirements:

- Bachelor's Degree
- Experience teaching in classroom settings
- Approved Clinical Placement in Teaching and Setting for Design Research



# Educational Leadership Program

## Principal Internship Program

### Principal Intern Program Description

The UVEI Principal Intern Program prepares educators for a career in school leadership, and is designed primarily for emerging leaders with rich background and expertise in teaching and work with students. Typically over the course of one academic year, intern leaders work as apprentice principals in a school and under the guidance of a mentor leader. As interns' skills increase, they take on increasing responsibilities. The Principal Intern Program qualifies candidates for principal licensure, although individual candidates may have varied career goals that do not require licensure.

### Leadership Standards.



### *Competency Level Leadership Standards of Competency*

At the Demonstrating level (see [“Determinations of Progress Toward Competency”](#)), candidates demonstrate competency at the level of a beginning leader, indicating that they demonstrate the target standard at times and with awareness, however implementation may be inconsistent.

#### *School Leadership & Professional Growth*

*Leadership Standard 1. Fostering a shared vision:* Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Mission, Vision, and Values.

*Leadership Standard 2. Modeling professional learning & ethical practice:* Effective educational leaders model engagement in ongoing professional learning, collaboration, and the use of evidence to continually improve his/her practice. Educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Ethics and Professional Norms.

*Leadership Standard 3. Fostering equity & cultural responsiveness:* Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Equity and Cultural Responsiveness.

*Leadership Standard 6. Leading school improvement.* Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for School Improvement Effective.

#### *School Improvement & Professional Learning*

*Leadership Standard 4. Developing the professional capacity of teachers:* Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Professional Capacity of School Personnel.

*Leadership Standard 5. Fostering professional community:* Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Professional Community for Teachers and Staff.

### *Curriculum Leadership*

*Leadership Standard 7. Developing coherent curriculum, instruction, & assessment systems:* Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Curriculum, Instruction, and Assessment.

### *School Management*

*Leadership Standard 8. Managing school operations & resources:* Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Operations and Management.

### *Positive School Climates*

*Leadership Standard 9. Cultivating a climate of care and support for students:* Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Community of Care and Support for Students.

*Leadership Standard 10. Engaging families & community:* Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Meaningful Engagement of Families and Community.

### *Principal Intern Program Course of Study*

The typical course of study for the Principal Intern Program includes the following Learning Strands, Competencies, and credits.

#### *Principal Intern Program Typical Course of Study*

<b>#</b>	<b>Learning Strand Competency</b>	<b>Sem. Crds.</b>	<b>Typical Terms</b>
201	<i>Principal Internship Placement</i>	Not for credit	C-K
250a	<i>Introduction to School Leadership &amp; Professional Growth</i> Fostering a shared vision Modeling professional learning & ethical practice Fostering equity and cultural responsiveness Leading school improvement	3	B-F
257a	<i>Introduction to School Improvement &amp; Teacher Learning</i> Developing the professional capacity of teachers Fostering professional community	3	B-F
260a	<i>Introduction to Curriculum Leadership</i> Developing coherent curriculum, instruction, and assessment systems	2	B-F
270a	<i>Introduction to School Management</i> Managing school operations & resources	2	B-F
273a	<i>Introduction to Positive School Climates</i> Cultivating a climate of care & support for students Engaging families & community	2	B-F
250b	<i>Inquiry into School Leadership &amp; Professional Growth</i> Fostering a shared vision Modeling professional learning & ethical practice Fostering equity and cultural responsiveness Leading school improvement	3	G-K
257b	<i>Inquiry into School Improvement &amp; Teacher Learning</i> Developing the professional capacity of teachers Fostering professional community	3	G-K
260b	<i>Inquiry into Curriculum Leadership</i> Developing coherent curriculum, instruction, and assessment systems	2	G-K
270b	<i>Inquiry into School Management</i> Managing school operations & resources	2	G-K
273b	<i>Inquiry into Positive School Climates</i> Cultivating a climate of care & support for students Engaging families & community	2	G-K

Learning strands are not undertaken sequentially, but are instead threaded throughout the session. For a more detailed description of each learning strand, see "[Learning Strand Descriptions](#)" below.

### *Principal Intern Program Job Preparation*

The Principal Intern Program is designed to prepare educators for a wide variety of leadership roles. The primary emphasis of the program is to prepare educators for the principalship in public schools, and therefore includes preparation for licensure, although individual candidates may have varied career goals that do not require licensure. For instance, candidates are also prepared to lead in private school settings; school-linked program settings; educational enrichment settings; in early childhood education settings; and as school leaders other than the principal.

Applicants and candidates should be aware that UVEI places responsibility for job placement upon the graduates, while assisting its graduates with information, references and referrals by UVEI program staff as they become aware of career opportunities. UVEI does not guarantee employment of its graduates upon or after receipt of certification.

Specifically, UVEI's Principal Intern Program prepares educators for roles in the following category:

#### *Educational Leadership and Administration (IPEDS 13.0401):*

A job as a leader can take many forms, and incorporates any role that includes curricular leadership, instructional coaching and supervision, leading improvement efforts, managing operations, engaging families, and creating a positive environment for students. Typical job titles in this category include:

- Head of school
- Headmaster
- Principal
- Assistant Principal
- Dean of Students
- Department Chair
- Instructional Coach
- Project Coordinator

### *Principal Intern Program Requirements*

#### *Principal Intern Program Minimum Qualifications*

In addition to the [admissions criteria](#) described above, Principal Intern Program candidates must meet the following specific requirements:

- Experience and record of accomplished teaching
- Master's degree in educational leadership or related education field (may be completed concurrently through MEd in School Leadership program)

#### *Principal Intern Program Duration & Time Commitments*

The Principal Intern Program requires both a significant internship as the core of the program, and a series of seminars to help deepen and enhance learning in the internship.

The UVEI Principal Internship Program is designed to be completed over the course of one academic year (10 terms), beginning in term B and culminating in term K (see [academic calendar](#)). The program begins with a self-directed induction period in August followed by an orientation in August, and the internship and ongoing seminars from September through June.

Candidates who require more time to complete the program may extend for up to 5 additional terms in the subsequent academic year with the approval of the relevant program's administrator. A continuing enrollment fee and personalized study commitments will apply (see "[Continuing Enrollment](#)"). Total program duration may not exceed 150% of the planned program of study.

A seminar day, whether in person or virtual, is 5 hours and 15 minutes (9am-3pm with a 45-minute lunch). A placement day is typically 5 hours, which is the time required for engaging in placement activities (defined as the time in the placement dedicated to direct practicum work, including conferencing with the mentor, observing, co-planning, engaging in staff development activities, monitoring children during recess, implementing practicum projects and performance assessments, working with a faculty member, or other routine duties of a working school leader). It is important to note that actual commitments and requirements at each placement site may vary, and that 5 hours may be distributed over the course of a longer day or candidates may need to commit additional time. Consistent with the professional standards of school leadership, candidates should track their attendance and their absences, which are submitted at progress reviews, ensuring that they meet the required total number of clock hours.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of required clock hours for the program. In reviewing this table, it is important to remember that semester credits are awarded based on demonstration of competency at the expected level, and not based on time spent (see "[How Credits Are Determined](#)"). Individual candidates may need more or less time on a given learning strand or competency within the total required clock hours.

## Principal Intern Program approximate time commitment

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>250a Intro to School Leadership &amp; Professional Growth</i>	32	13	72	18	3	117
<i>257a Intro to School Improvement &amp; Teacher Learning</i>	16	29	72	18	3	117
<i>260a Intro to Curriculum Leadership</i>	0	30	47	13	2	77
<i>270a Intro to School Management</i>	11	19	47	13	2	77
<i>273a Intro to Positive School Climates</i>	15	15	47	12	2	77
<i>250b Inquiry into School Leadership &amp; Professional Growth</i>	15	30	72	20	3	117
<i>257b Inquiry into Teacher Learning</i>	9	36	72	18	3	117
<i>260b Inquiry into Curriculum Leadership</i>	16	14	47	13	2	77
<i>270b Inquiry into School Management</i>	5	25	47	13	2	77
<i>273b Inquiry into Positive School Climates</i>	0	30	47	12	2	77
<i>201 Principal Internship Placement (Not for Credit. Time commitments are incorporated into the co-requisite learning strands above)</i>						930
<b>Total</b>	<b>127</b>	<b>233</b>	<b>570</b>	<b>160</b>	<b>24</b>	<b>930</b>

## *Principal Licensure*

### *Principal Intern Program Licensure Options*

While the Principal Intern Program is not intended exclusively to prepare candidates for licensure (graduates may wish to pursue employment as a leader in a private or non-traditional setting that does not require licensure, or may pursue employment in training aligned roles such as school-linked non-profit leadership, teacher preparation, or other school leadership roles), graduation from the Principal Intern Program, together with a qualifying masters degree, qualifies a candidate for a recommendation for licensure in the states of New Hampshire and Vermont (and, through [inter-state agreements](#), in other states). While completion requirements for designated programs are consistent with licensure requirements, there is no requirement that program graduates seek licensure.

### *Principal Intern Program Licensure Endorsement Areas*

UVEI is approved, based on completion of the Principal Intern Program and obtaining a qualifying masters degree (UVEI's MEd in School Leadership is a qualifying degree), to recommend completers for licensure in New Hampshire and Vermont in the following areas:

- Principal
- Director of Curriculum (Vermont, see "[Curriculum & Assessment Specialization](#)" below)
- Curriculum Administrator (New Hampshire, see "[Curriculum & Assessment Specialization](#)" below)

The states of New Hampshire and Vermont require:

- A recommendation for licensure from UVEI (which is granted on the basis of satisfactory completion of the program)
- An attestation that you have not been convicted of a felony, you are not currently under investigation, that you have never had an educator credential revoked, and that you have never surrendered an educator credential.
- An additional background check at the point of application for licensure.
- A qualifying Master's Degree (in education leadership or a related instructional area in New Hampshire; and in any field in Vermont). UVEI's qualifying master degree requirement for degrees earned at other institutions is based on the Academic Committee's interpretation of the state requirements; however, each state department of education makes an independent determination and may change their requirements at any time.

### *Interstate Licensure Agreements*

Graduates of the program will be accorded consideration for licensure by the members of the [NASDTEC Compact](#): 44 states, the District of Columbia, Puerto Rico and Guam have signed this interstate agreement. Since requirements vary from state to state, issues of licensure should be discussed with target state credentialing officials prior to enrolling in the program. Please note: Interstate recognition of leadership certifications tends to be more restrictive than teacher licensure, so if you intend to seek licensure outside of New Hampshire or Vermont, please plan carefully. Please note: Regardless of where you plan to seek licensure, candidates are required to meet all UVEI requirements, which are aligned to the New Hampshire and Vermont requirements. This is a condition both of program completion and of the NASDTEC Compact.

### *Dual Endorsement*

UVEI offers a second Curriculum & Assessment endorsement (“Director of Curriculum” in Vermont and “Curriculum Administrator” in New Hampshire) for Principal Intern Program candidates based on completing the Curriculum & Assessment Specialization (see “[Curriculum & Assessment Specialization](#)” below). Candidates seeking dual endorsements should expect to engage in additional learning experiences (both seminars and clinical), to complete additional performance assessments, to demonstrate a higher level of proficiency in several standards areas, and to produce additional performance assessments and other evidence.

### *Articulation with the Master of Education in School Leadership Program*

UVEI candidates and graduates may apply the 24 credits earned through the Principal Intern Program towards a Master of Education in School Leadership degree. Candidates may apply to complete their degree either concurrently with the Principal Intern Program or after completion. The 24 credits earned through the Principal Intern Program constitute approximately  $\frac{2}{3}$  of the requirements for a degree. Degree candidates are required to build on the competency level standards demonstrated in the Principal Intern Program, demonstrating more advanced leadership practice and action research. See the MEd in School Leadership section of the Catalog for additional information.

## **Curriculum & Assessment Specialization**

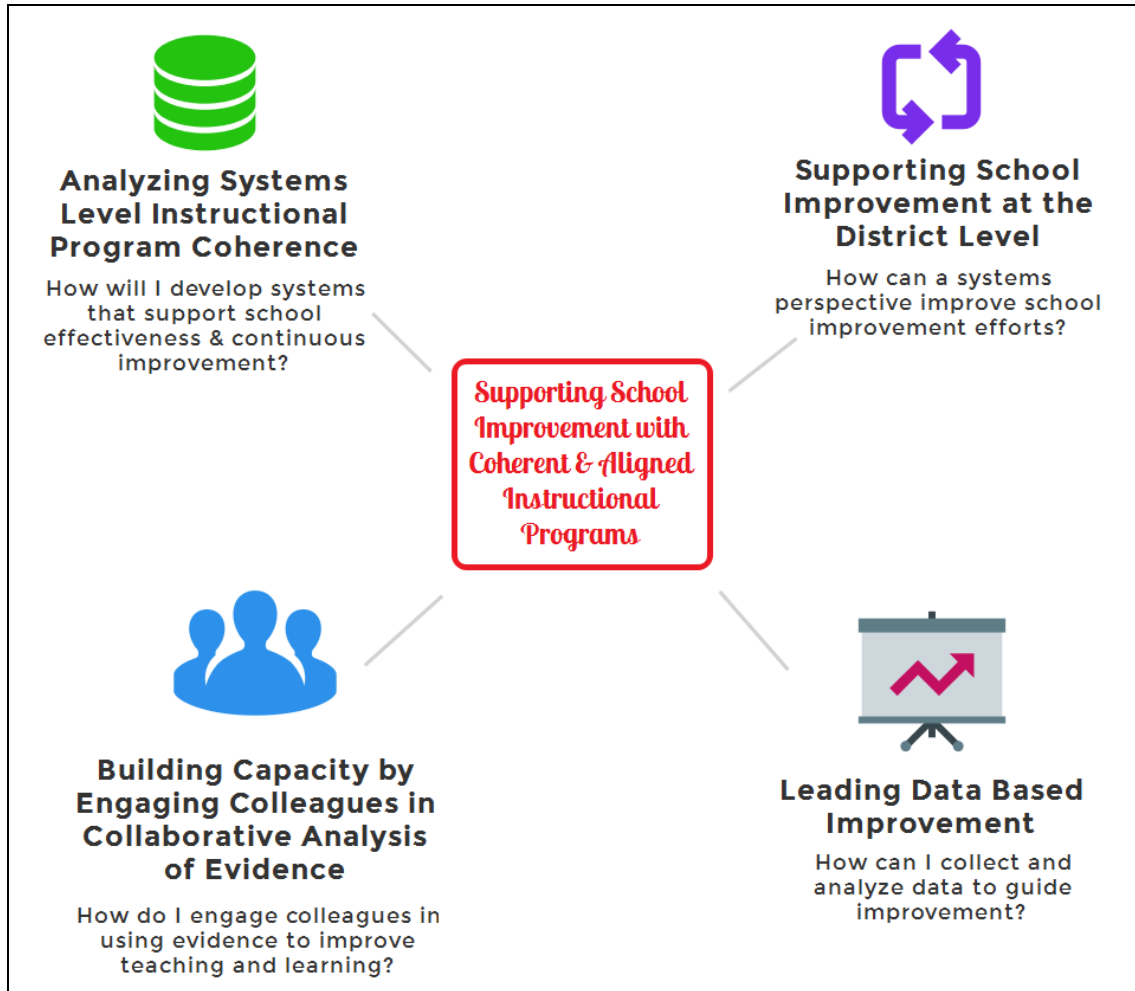
### *Curriculum & Assessment Specialization Description*

The Curriculum & Assessment Specialization is an enhancement to the Principal Intern Program and extends and deepens school level explorations of leadership to incorporate systems level analysis. The specialization may be pursued concurrently with the Principal Intern Program, or Principal Intern Program graduates may pursue the specialization after graduation. The specialization is not open to those who do not complete the Principal Intern Program.

The Curriculum & Assessment Specialization requires clinical experiences at the systems level that go beyond the traditional principal internship, including working with district personnel, examining district level data, and connecting site level work to district level initiatives. The specialization also requires more advanced demonstrations of proficiency in several standards of competency areas.

### *Curriculum & Assessment Specialization Standards of Competency*

Candidates for the Curriculum & Assessment Specialization demonstrate competency at the accomplished beginner level of systems leaders, which includes more advanced competency in examining instructional program coherence using a systems lens (see [“Determinations of Progress Toward Competency”](#)).



*Curriculum Leadership Standard 1. Analyzing systems level instructional program coherence:* Effective systems leaders develop and support intellectually rigorous, coherent, and aligned instructional program systems to promote and support school effectiveness and continuous improvement.

*Curriculum Leadership Standard 2. Supporting school improvement at the district level:* Effective systems leaders take a systems perspective when evaluating and implementing coherent improvement efforts responsive to all aspects of school organization, programs, and services.

*Curriculum Leadership Standard 3: Leading data based improvement:* Effective systems leaders collect and use assessment data appropriately to identify challenges, guide inquiry, collaboratively design remedies, and to guide collective action to support school and teacher effectiveness.

*Curriculum Leadership Standard 4: Building capacity by engaging colleagues in collaborative analysis of evidence:* Effective systems leaders build teachers' capacity by engaging colleagues in gathering, examining, and interpreting evidence of student achievement to improve teaching and learning.

### *Curriculum & Assessment Specialization Course of Study*

The course of study for the Curriculum & Assessment Specialization incorporates the full course of study for the Principal Intern Program (with some enhancements and special areas of focus) with additional inquiry into data-based improvement.

Graduates of the Principal Intern Program before the class of 2016 (which was prior to the launch of this specialization) engage in additional inquiry.

*Curriculum & Assessment Specialization Typical Course of Study for **Concurrent Principal Intern Program Candidates** (In addition to meeting all of the requirements of the Principal Intern Program Described above):*

<b>#</b>	<b>Learning Strand Competency</b>	<b>Sem. Crds.</b>	<b>Terms</b>
201	<i>Principal Internship Placement</i>	Co-Rec Not for Credit	B-K
261	<i>Inquiry into School &amp; District Curriculum Leadership<sup>4</sup></i> Analyzing systems level instructional program coherence (applying level) Supporting school improvement at the district level (applying level)	3	G-K
280a	<i>Inquiry into Data Based Improvement</i> Leading data based improvement Building capacity by engaging colleagues in collaborative analysis of evidence	3	F-K

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<sup>4</sup> 260b is a corequisite or prerequisite to 261.

**Curriculum & Assessment Specialization Course of Study for *Principal Intern Program*  
Graduates Class of 2016 - Present<sup>5</sup>**

<b>#</b>	<b>Learning Strand Competency</b>	<b>Sem. Crds.</b>	<b>Terms</b>
202	<i>Clinical Placement in Curriculum Leadership</i>	Co-Rec, Not for Credit	F-K
260g <sup>3</sup>	<i>Inquiry into Curriculum Leadership</i> Developing coherent curriculum, instruction, and assessment systems (applying level)		
261	<i>Inquiry into School &amp; District Curriculum Leadership</i> Analyzing systems level instructional program coherence (applying level) Supporting school improvement at the district level (applying level)	3	I-K
280a	<i>Inquiry into Data Based Improvement</i> Leading data based improvement Building capacity by engaging colleagues in collaborative analysis of evidence	3	F-I

**Curriculum & Assessment Specialization Course of Study for *Principal Intern Program*  
Graduates Class of 2015 and prior**

<b>#</b>	<b>Learning Strand Competency</b>	<b>Sem. Crds.</b>	<b>Terms</b>
202	<i>Clinical Placement in Curriculum Leadership</i>	Co-Rec, Not for Credit	F-K
260f <sup>6</sup>	<i>Inquiry into Curriculum Leadership</i> Developing coherent curriculum, instruction, and assessment systems (applying level)	2	I-K
261	<i>Inquiry into School &amp; District Curriculum Leadership</i> Analyzing systems level instructional program coherence (applying level) Supporting school improvement at the district level (applying level)	3	I-K
280a	<i>Inquiry into Data Based Improvement</i> Leading data based improvement Building capacity by engaging colleagues in collaborative analysis of evidence  OR	3	F-I

<sup>5</sup> Depending on the competency level achieved for “Developing coherent curriculum, instruction, and assessment systems” when candidate completed the Principal Internship Program, candidate may need to enroll in 260f to get to “applying” in this standard..

<sup>6</sup> 260b is a corequisite or prerequisite to 260f.

280b <sup>7</sup>	<i>Inquiry into Data Based Improvement - Extending Knowledge &amp; Practice</i> <sup>8</sup> Leading data based improvement Building capacity by engaging colleagues in collaborative analysis of evidence	1	F-I
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## *Curriculum & Assessment Specialization Requirements*

### *Curriculum & Assessment Specialization Minimum Qualifications*

In addition to the [admissions criteria](#) described above, Curriculum & Assessment Specialization candidates must meet the following specific requirements:

- Completion of the [Principal Intern Program](#) (either prior or concurrently)
- A master's degree that incorporates instructional program/curriculum leadership (Including but not limited to MEd in School Leadership). For candidates who have a Masters Degree in Education but whose coursework does not include Curriculum, demonstrating Masters Level competency in specific MEd learning strands may be an option.
- A suitable placement incorporating district level personnel.
- A course in education relevant statistics (either prior or concurrently). This requirement may be met through *360: Practical Statistics for Educators*, or through similar coursework at an accredited graduate school.<sup>9</sup>

### *Curriculum & Assessment Specialization Duration & Time Commitments*

In addition to the regular Principal Intern Program, the UVEI Curriculum & Assessment specialization is designed to be completed over the course of approximately ½ of an academic year, (beginning term F and culminating in term K (see [academic calendar](#)). The specialization begins with a self-directed inquiry into statistics in education through UVEI (this requirement may be met through similar coursework at another institution) and includes both seminars and clinical experiences. Candidates who require more time to complete the specialization may extend for an additional three terms. A continuing enrollment fee and personalized study commitments will apply (see "[Continuing Enrollment](#)").

The specialization requires both a significant internship as the core of the experience, and a series of seminars to help deepen and enhance what you are learning in your internship.

A seminar day, whether in-person or virtual, is either 5 hours and 15 minutes (9am-3pm with a 45-minute lunch) or 3 hours (4:30pm-7:30pm for weeknights and 9am-12pm for Saturdays). Consult program materials for specific schedules. Due to the nature of the program, placement days are not specifically defined, but candidates should expect to spend a total of between 153-230 hours (depending on the specific course of study) engaged in seminars or clinical practice (defined as the time in clinical setting dedicated to direct practicum work, including conferencing with the mentor, shadowing, co-leading, engaging in leadership of staff

<sup>7</sup>280b is intended for candidates who completed MEd 365 & 366 with a competency of "applying" or above, or similar coursework and attainment levels, as a prerequisite

<sup>8</sup> 280b is intended for people who have already demonstrated the MEd 365 and 366 competencies at the "applying" level. Additional work required is applying these competencies on an ongoing basis through the progress review process, including towards a comprehensive change project.

<sup>9</sup>

development activities, implementing Practicum Projects, working with a faculty member, or other routine duties of a working leader; but excluding non-leadership elements of work at the site, such as teaching classes). For concurrent Principal Intern Program Candidates, there will be considerable overlap between these commitments and your regular internship placement, and you should anticipate spending approximately 153 additional hours focused on Curriculum & Assessment work beyond what is integrated into the typical internship. For Principal Intern Program graduates, much of the clinical experience was achieved through your internship, and you should expect to dedicate between 200 and 230 hours of additional clinical work to the specialization. Consistent with the professional standards of the education profession, Candidates keep time sheets, which are submitted quarterly, ensuring that they meet the required number of clock hours.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the specialization. In reviewing this table, it is important to remember that semester credits are awarded based on demonstration of competency at the expected level, and not based on time spent (see "[How Credits Are Determined](#)"). Individual candidates may need more or less time on a given learning strand or competency.

Curriculum & Assessment Specialization approximate time commitments for **Concurrent Principal Intern Candidates** (in addition to the Principal Intern Program commitments described above)

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>201 Principal Intern Placement (with enhancements)</i>						
<i>261 Inquiry into School &amp; District Curriculum Leadership</i>	0	45	72	18	3	117
<i>280a Inquiry into Data Based Improvement</i>	12	33	70	20	3	115
<i>360 Practical Statistics for Educators</i>	0	15	23	7	1	38
<b>Total</b>	<b>12</b>	<b>93</b>	<b>165</b>	<b>45</b>	<b>7</b>	<b>270</b>

**Curriculum & Assessment Specialization approximate time commitments for *Principal Intern Program Graduates 2016-Present***

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent Practice &amp; Self-Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>202 Clinical Placement in Curriculum Leadership (Not for Credit,. Time commitments are incorporated into the co-requisite learning strands below)</i>						
<i>261 Inquiry into School &amp; District Curriculum Leadership</i>	0	45	72	18	3	117
<i>280a Inquiry into Data Based Improvement</i>	12	33	70	20	3	115
<i>360 Practical Statistics for Educators</i>	12	3	23	7	1	38
<i>260g Inquiry into Curriculum Leadership (may be required)</i>						
<b>Total</b>	<b>24</b>	<b>51</b>	<b>117</b>	<b>33</b>	<b>5</b>	<b>192</b>

*Curriculum & Assessment Specialization approximate time commitments for **Principal Intern Program Graduates 2015 and before***

<b>Learning Strands</b>	<b>Seminar</b> Anticipated Time (In Hours) 15 hours = 1 credit	<b>Structured Fieldwork</b> Anticipated Time (In Hours) 15 hours = 1 credit	<b>Independent Practice &amp; Self-Study</b> Anticipated Time (In Hours) For each hour of seminar/struct ured fieldwork, 1.6 hours of independent practice	<b>Study</b> Anticipated Time (In Hours) For each hour of seminar/struct ured fieldwork, .4 hours of study	<b>Semester Credits</b>	<b>Total Clock Hours</b> (Seminar + Structured Field Work + Independent Practice)
<i>261 Inquiry into School &amp; District Curriculum Leadership</i>	0	45	72	18	3	117
<i>280 Inquiry into Data Based Improvement</i>	12	33	70	20	3	115
<i>360 Practical Statistics for Educators</i>	12	3	23	7	1	38
<i>202 Clinical Placement in Curriculum Leadership (Not for Credit., Time commitments are incorporated into the co-requisite learning strands above)</i>						
<b>Total</b>	<b>31</b>	<b>59</b>	<b>140</b>	<b>40</b>	<b>6</b>	<b>230</b>

### *Curriculum Director Licensure*

#### *Curriculum & Assessment Licensure Options*

While the Curriculum & Assessment Specialization is not intended exclusively to prepare candidates for licensure (graduates may wish to pursue employment as a leader in a private or non-traditional setting that does not require licensure, or may pursue employment in training aligned roles such as school-linked non-profit leadership, school level curriculum coordinator, or other school leadership roles), completion of the Curriculum & Assessment Specialization qualifies a candidate for recommendations for licensure in Vermont and New Hampshire. While completion requirements are consistent with licensure requirements, there is no requirement that graduates seek licensure.

The States of Vermont and New Hampshire require:

- A recommendation for licensure from UVEI (which is granted on the basis of satisfactory completion of the specialization)
- An attestation that you have not been convicted of a felony, you are not currently under investigation, that you have never had an educator credential revoked, and that you have never surrendered an educator credential.
- An additional background check at the point of application for licensure.

### *Curriculum & Assessment Specialization Licensure Endorsement Areas*

UVEI is approved, based on completion of the Curriculum & Assessment Specialization to recommend licensure in the following areas:

- Director of Curriculum (state of Vermont)
- Curriculum Administrator (state of NH)

### *Interstate Licensure Agreements*

Completers of the specialization will be accorded consideration for licensure by the members of the [NASDTEC Compact](#): 44 states, the District of Columbia, Puerto Rico and Guam have signed this interstate agreement. Since requirements vary from state to state, issues of licensure should be discussed with target state credentialing officials prior to enrolling in the specialization. Please note: Interstate recognition of leadership certifications tends to be more restrictive than teacher licensure, so if you intend to seek licensure outside of New Hampshire or Vermont, please plan carefully. Please note: Regardless of where you plan to seek licensure, candidates are required to meet all UVEI requirements, which are aligned to the New Hampshire and Vermont requirements. This is a condition both of specialization completion and of the NASDTEC Compact.

### *Dual Endorsement*

UVEI offers a second Director of Curriculum endorsement (“Director of Curriculum” in Vermont and “Curriculum Administrator” in New Hampshire) concurrently with Principal Licensure for Principal Intern Program candidates. Candidates seeking concurrent endorsements should expect to engage in additional learning experiences (both seminars and clinical), to complete additional performance assessments, to demonstrate a higher level of proficiency in several standards areas, and to produce additional performance assessments and other evidence.

## **Master of Education (MEd) in Teacher Leadership<sup>10</sup>**

The MEd in Teacher Leadership program is designed for practicing teachers to develop their skills and capacities, and understand the research that supports best practices, in curriculum leadership and school change, instructional coaching, and professional learning facilitation. Teachers in this degree concentration are expected to have a clinical placement that will support their learning of these skills, and enroll in 300 level Professional Educational Learning Strands in teacher leadership to provide practice feedback as they develop their leadership skills and knowledge. This degree program requires the completion of the following series of learning strands:

200 Series: Foundational and Competency Level Teaching Strands	24 Credits
300 Series: Professional Education Teacher Leadership Learning Strands	6–7 Credits
400 Series: Advanced Leadership Learning Strands	6 Credits
600 Series: Action Research Learning Strands	<u>6 Credits</u>
	42–43 Credits

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<sup>10</sup> The “Master of Arts in Teaching” degree was changed to the “Master of Education” on November 8, 2019.

### *Standards of Competency for the MEd Teacher Leadership*

MEd in Teacher Leadership candidates demonstrate competency in four levels of standards (see [“Determinations of Progress Toward Competency”](#)):

- For the *Foundational and Competency Level Teaching Standards*, candidates demonstrate competency at the level of an accomplished beginning teacher, indicating that they are able to understand and clearly demonstrate the target standard.
- For the *Professional Education Teacher Leadership Standards*, candidates demonstrate competency at the level of an accomplished beginning leader, indicating that they are able to understand and clearly demonstrate the target standard.
- For the *Advanced Leadership Standards*, candidates demonstrate competency at the level of an effective practicing leader, indicating that they consistently and clearly demonstrate the target standard and understand the research base of the practice.
- For the *Action Research Standards*, candidates demonstrate competency at the level of a beginning action researcher, indicating they have developed the habits to improve their teaching through a design development process with some success.

#### *Competency Level Teaching Standards*

*Teaching Standard 1: Understanding how learners develop:* 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.

*Teaching Standard 2: Understanding & responding to learning differences:* 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.

*Teaching Standard 3: Fostering safe & productive learning environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Teaching Standard 4: Understanding the content of the discipline:* 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.

*Teaching Standard 5: Applying content knowledge:* 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.

*Teaching Standard 6: Assessing student learning:* 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.

*Teaching Standard 7: Planning for instruction:* 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.

*Teaching Standard 8: Engaging students in learning:* 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.

*Teaching Standard 9: Engaging in professional learning:* 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.

*Teaching Standard 10: Collaborating with colleagues:* 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.

#### *Professional Education Teacher Leadership Standards*

*Coaching Standard 1: Structuring effective instructional conferences*

*Coaching Standard 2: Using discourse strategies to advance teacher learning*

*Coaching Standard 3: Engaging teachers in metacognitive & reflective thinking*

*Facilitation Standard 1: Facilitating professional learning meetings:* Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning

*Facilitation Standard 2: Fostering professional community:* Effectively engages teachers in collective learning conversations focused on problems of practice; builds trust; fosters shared intentions, meaning, and purpose; and positions teachers to resolve or respond to teaching problems.

*Leading School Improvement Standard 4: Collecting and analyzing data:* Uses measurement concepts and knowledge of their local context to evaluate the relevance and validity of assessments and assessment data.

*Leading School Improvement Standard 5: Developing assessment systems to monitor student progress:* Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction. Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning

*Leading School Improvement Standard 6: Evaluating the impact of instructional programs:*

Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.

### *Advanced Leadership Standards*

*Advanced Leadership Standard 11: Advanced Facilitating Collective Teacher Learning:* The educational leader deeply understands how professional culture, structures, and routines within schools impacts teacher learning and uses research-based strategies with groups of teachers to build trust, foster shared goals and practices, inquire into practice, and develop their capacities to improve instruction.

*Advanced Leadership Standard 12: Advanced Leading Curricular Improvement:* The educational leader uses measurement concepts and knowledge of their local context to evaluate the relevance and validity of assessments and assessment data, promotes and builds a culture of evidence-based inquiry and continuous improvement centered on assessment of student learning, and facilitates colleagues' use of student learning these data to identify and take action on problems of student learning and instructional practice.

*Advanced Leadership Standard 13: Advanced Facilitating Individual Teacher Learning:* The educational leader effectively works closely with individual teachers to identify areas of instructional strength and improvement, facilitates evidence-based reflective dialogue and feedback with individual teachers, provides technical and emotional support for teachers in improving their instruction, and uses knowledge of adult learners and effective instructional coaching to analyze their practice.

*Advanced Leadership Standard 14: Advanced Change Management and Leadership:* The educational leader uses research-based frameworks of leadership and organizational change to understand the school as a complex system and plans for actionable, school-wide improvement that promotes both teacher and student learning and addresses a range of shareholders' values, needs, and goals.

*Advanced Leadership Standard 15: Advanced Professional Collaborative and Reflective Learning:* The educational leader enthusiastically engages in collective inquiry with their colleagues, including extensive deliberate practice, high-level use of evidence of practice to guide improvement, high quality feedback to and from colleagues based on quality indicators of effective leadership, and a deep commitment to their own and their colleagues' continuous growth and development of expertise.

### *Action Research Standards*

*Action Research Standard 1: Conceptualizing research based theories of action:* Candidate is able to conceptualize a problem/challenge of practice, and can construct a research-based theory of action for addressing that problem/challenge.

*Action Research Standard 2: Consulting the knowledge base:* Candidate is able to consult the knowledge base (research literature, practitioner literature, and/or outside expertise) to deepen their understanding of instructional/leadership challenges and promising remedies.

*Action Research Standard 3: Taking authentic action based on research:* Candidate is able to take action by conducting an action research project, with the involvement and support of appropriate stakeholders, including administrators, teachers, students, and/or parents.

*Action Research Standard 4: Gathering & synthesizing data:* Candidate is able to evaluate the efficacy of their theory of action by gathering and synthesizing appropriate data on the outcomes and validity of the action research project.

*Action Research Standard 5: Presenting action research process & findings:* Candidate is able to present their action research project, both in written and oral forms, to audiences of faculty, colleagues, and other stakeholders, in ways that deepen audiences understanding of issues and informs possible future actions

### *MEd in Teacher Leadership Pathways:*

There are two pathways towards an MEd in Teacher Leadership:

1. **1999–2020 Alumni of the Teacher Intern Program:** Candidates who have demonstrated Competent level performance in the Competency Level Teaching Standards through their satisfactory completion of the Teacher Intern Program.
2. **Pre-1999 Alumni of TIP and non-alumni (“Experienced Educators”):** Candidates who will *need to demonstrate competency* in the Competency Level Teaching Standards through an appraisal of prior evidence and through engagement in Foundational and Competency Level Teaching learning strands as an alternative to the TIP.

### *MEd in Teacher Leadership for 1999–2020 TIP Graduates*

#### *MEd in Teacher Leadership for 1999–2020 TIP Graduates Description:*

TIP graduates between 1999 and 2020 who have demonstrated Competent level performance in the Competency Level Teaching Standards during their enrollment in TIP can apply up to 24 credits toward a MEd in Teacher Leadership. This program allows TIP graduates between these years to build on their foundational experience and knowledge and earn their MEd degree with 6–7 additional credits in the Professional Education in Teacher Leadership Learning Strands (300 level) and 12 additional credits in the Advanced Leadership (400 level) and Action Research Learning Strands (600 level).

#### *MEd in Teacher Leadership for 1999–2020 TIP Graduates Degree Pathway Course of Study:*

#	Learning Strand • Standard of Competency	Credits	Terms
<b>Foundational and Competency Level Teaching Learning Strands and Standards (Transferred or applied from UVEI)<sup>11</sup></b>			
200	<i>Teaching Internship Placement</i>	Co-Requirement, Not for Credit	
210d	<i>Inquiry into the Learner and Learning Environments</i> • Understanding how learners develop	6	

<sup>11</sup> For alumni who already earned credit through UVGSE, these may be applied.

	<ul style="list-style-type: none"> <li>Understanding &amp; responding to learning differences</li> <li>Fostering safe &amp; productive learning environments</li> </ul>		
215d	<i>Inquiry into Content Knowledge &amp; Application</i> <ul style="list-style-type: none"> <li>Understanding the content of the discipline</li> <li>Applying content knowledge</li> </ul>	4	
220d	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>Assessing student learning</li> <li>Planning for instruction</li> <li>Engaging students in learning</li> </ul>	8	
225c	<i>Inquiry into Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>Engaging in professional learning</li> <li>Collaborating with colleagues</li> </ul>	6	
<b>Professional Education Teacher Leadership Learning Strands and Standards (Year 1)</b>			
320	<i>Inquiry Into Instructional Coaching &amp; Mentoring</i> <ul style="list-style-type: none"> <li>Structuring effective instructional conferences</li> <li>Using discourse strategies to advance teacher learning</li> <li>Engaging teachers in metacognitive &amp; reflective thinking</li> <li>Growing and developing professionally</li> </ul>	2	C–E
340	<i>Inquiry into Facilitating Teacher Learning</i> <ul style="list-style-type: none"> <li>Facilitating productive learning conversations</li> <li>Fostering a productive professional culture</li> <li>Growing and developing professionally</li> </ul>	2	E–F
360 <sup>12</sup>	<i>Practical Statistics for Educators</i> <ul style="list-style-type: none"> <li>Collecting and analyzing data</li> </ul>	1	F
365	<i>Inquiry into Data Based Curricular Leadership</i> <ul style="list-style-type: none"> <li>Collecting and analyzing data</li> <li>Developing assessment systems to monitor student progress</li> <li>Evaluating the impact of instructional programs</li> <li>Growing and developing professionally</li> </ul>	2	F–K
<b>Advanced Leadership Learning Strands and Competencies (Year 1)</b>			
401	<i>Clinical Placement in Advanced Leadership</i>		Co-Requirement, Not for Credit
475a	<i>Introduction to Advanced Leadership Practice</i> <ul style="list-style-type: none"> <li>Facilitating collective teacher learning</li> <li>Leading curricular improvement</li> <li>Facilitating individual teacher learning</li> <li>Leading instructional improvement initiatives</li> </ul>	2	C–F
475b	<i>Inquiry into Advanced Leadership Practice</i> <ul style="list-style-type: none"> <li>Facilitating collective teacher learning</li> <li>Leading curricular improvement</li> <li>Facilitating individual teacher learning</li> <li>Leading instructional improvement initiatives</li> </ul>	2	C–F

<sup>12</sup> Requirement for 360 may be waived with demonstrated prior coursework in or experience with educational statistics.

470a	<i>Introduction to Advanced Professional Collaboration &amp; Reflective Learning</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on leadership</li> </ul>	1	G–K
470b	<i>Inquiry into Advanced Professional Collaboration &amp; Reflective Learning</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on leadership</li> </ul>	1	G–K
<b>Action Research Learning Strands and Standards (Year 1 or 2)</b>			
600	<i>Clinical Setting for Design Research</i>	Co-Requirement, Not for Credit	
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> </ul>	2	C–H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> <li>Taking authentic action based on research</li> <li>Gathering &amp; synthesizing data</li> <li>Presenting action research process &amp; findings</li> </ul>	4	I–BB
<b>Total</b>		<b>42–43</b>	

For a more detailed description of each learning strand, see “Learning Strand Descriptions” below.

*MEd in Teacher Leadership for 1999–2020 TIP Graduates Duration:*

The MEd in Teacher Leadership for TIP Graduates is designed for the typical candidate to complete in 24 months, beginning in Term C. The program can be accelerated to be completed in 12 months, or it can be extended to be completed in 36 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A [continuing enrollment](#) fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

TIP Graduates enrolled in the program engage in the following seminar and practicum hours in the 300 level, 400 level, and 600 level Learning Strands:

Learning Strands	Seminar Anticipated Time (In Hours)	Structured Fieldwork	Independent Practice & Self-Study Anticipated Time (In Hours)	Study Anticipated Time (In Hours) For each hour of seminar/structured	Semester Credits	Total Anticipated Clock Hours (Seminar + Structured Field)
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	15 hours = 1 credit	Anticipated Time (In Hours) 15 hours = 1 credit	For each hour of seminar/structured fieldwork, 1.6 hours of independent practice	fieldwork, .4 hours of study		Work + Independent Practice)
401 Clinical Placement in Advanced Leadership					0	
600 Clinical Setting for Design Research					0	
475a Introduction to Advanced Leadership Practice	6	24	47	13	2	77
475b Inquiry into Advanced Leadership Practice	9	21	47	13	2	77
470a Introduction to Advanced Professional Collaboration & Reflective Learning	3	12	23	7	1	38
470b Inquiry into Advanced Professional Collaboration & Reflective Learning	12	3	23	7	1	38
320 Inquiry Into Instructional Coaching & Mentoring	12	18	47	13	2	77
340 Inquiry into Facilitating Teaching Learning	12	18	47	13	2	77
360 Practical Statistics for Educators	0	15	23	7	1	38
365 Inquiry into Data-based Curricular Leadership	12	18	47	13	2	77
610 Introduction to Action Research	21	9	47	13	2	77
620 Action Research	15	45	93	27	4	153
<b>Total</b>	<b>102</b>	<b>183</b>	<b>444</b>	<b>126</b>	<b>19</b>	<b>729</b>

*Minimum Qualifications for MEd in Teacher Leadership for 1999–2020 TIP Graduates:*

In addition to the [admissions criteria](#) described above, candidates for this program must meet the following specific requirements:

- Completion of the UVEI Teacher Intern Program between 1999–present having achieved “demonstrating” ratings in each standard.
- Approved Clinical Placement in Teacher Leadership and Setting for Design Research

*MEd in Teacher Leadership for Experienced Educators*

*MEd in Teacher Leadership for Experienced Educators Description:*

The MEd in Teacher Leadership allows pre-1999 TIP graduates and non-graduates of TIP (“Experienced Educators”) to enroll in the program and demonstrate the ten Competency Level

Teaching Standards through a pathway other than the UVEI Teacher Intern Program. Specifically, to earn these 24 credits required of all MEd candidates, Experienced Educators can have up to nine (9) of the 36 total program credits awarded based on the appraisal of previous evidence of competency at the “Developing” level in nine of the ten Competency Level Teaching Standards. They can then earn the remaining 15 credits through demonstrating the ten Competency Level Teaching Standards at the “Competent” level or above. This takes place in 200 level learning strands below..

*MEd in Teacher Leadership for Experienced Educators Degree Pathway Course of Study:*

#	Learning Strand • Standard of Competency	Credits	Terms
<b>Introductory Level Learning Strand (earned through an appraisal of previous evidence in 1st term of program)</b>			
235	<i>Introductory Level Effective Teaching 3</i> <ul style="list-style-type: none"> <li>• Understanding how learners develop</li> <li>• Understanding &amp; responding to learning differences</li> <li>• Fostering safe &amp; productive learning environments</li> <li>• Understanding the content of the discipline</li> <li>• Applying content knowledge</li> <li>• Assessing student learning</li> <li>• Planning for instruction</li> <li>• Engaging students in learning</li> <li>• Engaging in professional learning</li> </ul>	1–9	Credits
<b>Foundational Level Learning Strands and Standards (Year 1)</b>			
200	<i>Clinical Placement in Teaching</i>	not for credit	
210d	<i>Inquiry into the Learner and Learning Environments</i> <ul style="list-style-type: none"> <li>• Understanding how learners develop</li> <li>• Understanding &amp; responding to learning differences</li> <li>• Fostering safe &amp; productive learning environments</li> </ul>	3	C–H
215d	<i>Inquiry into Content Knowledge &amp; Application</i> <ul style="list-style-type: none"> <li>• Understanding the content of the discipline</li> <li>• Applying content knowledge</li> </ul>	2	C–H
220d	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>• Assessing student learning</li> <li>• Planning for instruction</li> <li>• Engaging students in learning</li> </ul>	4	C–H
225c	<i>Inquiry into Professional Learning, Leadership &amp; Collaboration</i> <ul style="list-style-type: none"> <li>• Engaging in professional learning</li> <li>• Collaborating with colleagues</li> </ul>	6	C–H
<b>Professional Education Teacher Leadership Learning Strands and Competency Standards (Year 1)</b>			
320	<i>Inquiry Into Instructional Coaching &amp; Mentoring</i> <ul style="list-style-type: none"> <li>• Structuring effective instructional conferences</li> <li>• Using discourse strategies to advance teacher learning</li> <li>• Engaging teachers in metacognitive &amp; reflective thinking</li> <li>•</li> <li>• Growing and developing professionally</li> </ul>	2	C–E

340	<i>Inquiry into Facilitating Teacher Learning</i> <ul style="list-style-type: none"> <li>Facilitating productive learning conversations</li> <li>Fostering a productive professional culture</li> <li>Growing and developing professionally</li> </ul>	2	E–F
360 <sup>13</sup>	<i>Practical Statistics for Educators</i> <ul style="list-style-type: none"> <li>Collecting and analyzing data</li> </ul>	1	F
365	<i>Inquiry into Data Based Curricular Leadership</i> <ul style="list-style-type: none"> <li>Collecting and analyzing data</li> <li>Developing assessment systems to monitor student progress</li> <li>Evaluating the impact of instructional programs</li> <li>Growing and developing professionally</li> </ul>	2	F–K
<b>Advanced Leadership Learning Strands and Standards (Year 1)</b>			
401	<i>Clinical Placement in Advanced Leadership</i>		Co-Req quisite, Not for Credit
475a	<i>Introduction to Advanced Leadership Practice</i> <ul style="list-style-type: none"> <li>Facilitating collective teacher learning</li> <li>Leading curricular improvement</li> <li>Facilitating individual teacher learning</li> <li>Leading instructional improvement initiatives</li> </ul>	2	C–F
475b	<i>Inquiry into Advanced Leadership Practice</i> <ul style="list-style-type: none"> <li>Facilitating collective teacher learning</li> <li>Leading curricular improvement</li> <li>Facilitating individual teacher learning</li> <li>Leading instructional improvement initiatives</li> </ul>	2	C–F
470a	<i>Introduction to Advanced Professional Collaboration &amp; Reflective Learning</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on leadership</li> </ul>	1	G–K
470b	<i>Inquiry into Advanced Professional Collaboration &amp; Reflective Learning</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on leadership</li> </ul>	1	G–K
<b>Action Research Learning Strands and Competency Standards (Year 2)</b>			
600	<i>Clinical Setting for Design Research</i>		Co-Requisite, Not for Credit
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> </ul>	2	C–H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> </ul>	4	I–BB

<sup>13</sup> Requirement for 360 may be waived with demonstrated prior coursework in or experience with educational statistics.

	<ul style="list-style-type: none"> <li>• Taking authentic action based on research</li> <li>• Gathering &amp; synthesizing data</li> <li>• Presenting action research process &amp; findings</li> </ul>		
	<b>Total</b>	<b>42–43</b>	<b>Credits</b>

For a more detailed description of each learning strand, see “Learning Strand Descriptions” below.

*MEd in Teacher Leadership for Experienced Educators Duration:*

The MEd in Teacher Leadership for Experienced Educators is designed for the typical candidate to complete in 36 months, beginning in Term C. The program can be accelerated to be completed in 12 months; or it can be extended to be completed in 36 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A [continuing enrollment](#) fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

Experienced Educators enrolled in the program engage in the following seminar and practicum hours in 200 level, 300 level, 400 level, and 600 level Learning Strands:

Learning Strands	Seminar Anticipated Time (In Hours) 15 hours = 1 credit	Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit	Independent Practice & Self-Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, 1.6 hours of independent practice	Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, .4 hours of study	Semester Credits	Total Anticipated Clock Hours (Seminar + Structured Field Work + Independent Practice)
235 Introductory Level Effective Teaching 3	n/a	n/a	n/a	n/a	1-9	n/a
210d Inquiry into the Learner and Learning Environments	17	28	70	20	3	115
215d Inquiry into Content Knowledge & Application	15	15	47	13	2	77
220d Inquiry into Planning, Assessment and Instructional Strategies	30	30	93	27	4	153
225c Inquiry into	21	69	140	40	6	230

<i>Professional Learning &amp; Collaboration</i>						
<i>401 Clinical Placement in Advanced Leadership</i>					0	
<i>600 Clinical Setting for Design Research</i>					0	
<i>475a Introduction to Advanced Leadership Practice</i>	6	24	47	13	2	77
<i>475b Inquiry into Advanced Leadership Practice</i>	9	21	47	13	2	77
<i>470a Introduction to Advanced Professional Collaboration &amp; Reflective Learning</i>	3	12	23	7	1	38
<i>470b Inquiry into Advanced Professional Collaboration &amp; Reflective Learning</i>	12	3	23	7	1	38
<i>320 Inquiry Into Instructional Coaching &amp; Mentoring</i>	12	18	47	13	2	77
<i>340 Inquiry into Facilitating Teaching Learning</i>	12	18	47	13	2	77
<i>360 Practical Statistics for Educators</i>	0	15	23	7	1	38
<i>365 Inquiry into Data-based Curricular Improvement</i>	12	18	47	13	2	77
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<b>Total</b>	<b>182</b>	<b>328</b>	<b>794</b>	<b>226</b>	<b>43</b>	<b>1227</b>

*Minimum Qualifications for MEd in Teacher Leadership for Experienced Educators:*

In addition to the [admissions criteria](#) described above, candidates for this program must meet the following specific requirements:

- Bachelor's Degree
- Experience teaching in classroom settings
- Approved Clinical Placement in Teacher Leadership and Setting for Design Research

## Master of Education (MEd) in School Leadership

The MEd in School Leadership program is designed for current and graduated UVEI Principal Interns to advance their leadership skills and capacities, and understand the research that supports best practices, in curriculum leadership and school change, instructional coaching, and professional learning facilitation. This degree program requires the completion of the following series of learning strands:

200 Series: Foundational and Competency Level Learning Strands	24 Credits
400 Series: Advanced Leadership Learning Strands <sup>14</sup>	6 Credits
600 Series: Action Research Learning Strands	<u>6 Credits</u>
	36 Credits

### *Standards of Competency for the MEd in School Leadership*

MEd in School Leadership candidates demonstrate competency in three levels of standards (see [“Determinations of Progress Toward Competency”](#)):

- For the *Foundational and Competency Level Leadership Standards*, candidates demonstrate competency at the level of an accomplished beginning leader, indicating that they are able to understand and clearly demonstrate the target standard. This is exclusively satisfied through completion of the PIP.
- For the *Advanced Leadership Standards*, candidates demonstrate competency at the level of an effective practicing leader, indicating that they consistently and clearly demonstrate the target standard and understand the research base of the practice.
- For the *Action Research Standards*, candidates demonstrate competency at the level of a beginning action researcher, indicating they have developed the habits to improve their teaching through a design development process with some success.

### *Competency Level Leadership Standards*

#### *Leadership & Professional Growth*

*Leadership Standard 6. Leading school improvement.* Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for School Improvement Effective.

*Leadership Standard 1. Fostering a shared vision:* Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student. This standard of competency is

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<sup>14</sup> Because the PIP underwent significant change in 2013 to increase its focus on instructional leadership, pre-2014 PIP graduates who apply for the MEd in School Leadership program will need to provide sufficient documentation of their instructional leadership experience and training, or enroll in one or more 300 level Professional Education Learning Strands to gain foundational experience in Facilitation, Coaching, and/or Leading Data Improvement efforts. This determination will ultimately be made by the MEd admissions committee.

based on the National Professional Standards for Educational Leaders standard for Mission, Vision, and Values.

*Leadership Standard 2. Modeling professional learning & ethical practice:* Effective educational leaders model engagement in ongoing professional learning, collaboration, and the use of evidence to continually improve his/her practice. Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Ethics and Professional Norms.

*Leadership Standard 3. Fostering equity & cultural responsiveness:* Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Equity and Cultural Responsiveness.

### *School Improvement & Professional Learning*

*Leadership Standard 4. Developing the professional capacity of teachers:* Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Professional Capacity of School Personnel.

*Leadership Standard 5. Fostering a productive professional culture:* Effective leaders design learning to promote understanding and application of shared goals focused on teaching and learning. They lead the conversation, connecting daily work to larger ideas about equity, a vision for schooling, and a shared sense of purpose. By doing the work directly, leaders not only make a direct contribution, they also model leadership that fosters productive professional community and engage in shared leadership practice with groups of distributed leaders.

### *Curriculum Leadership*

*Leadership Standard 7. Developing coherent curriculum, instruction, & assessment systems:* Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Curriculum, Instruction, and Assessment.

### *School Management*

*Leadership Standard 8. Managing school operations & resources:* Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. This standard of competency is based on the National

Professional Standards for Educational Leaders standard for Operations and Management.

### *Student, Family & Community Development*

*Leadership Standard 3. Fostering equity & cultural responsiveness:* Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Equity and Cultural Responsiveness.

*Leadership Standard 9. Cultivating a climate of care and support for students:* Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Community of Care and Support for Students.

*Leadership Standard 10. Engaging families & community:* Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. This standard of competency is based on the National Professional Standards for Educational Leaders standard for Meaningful Engagement of Families and Community.

### *Advanced Leadership Standards*

*Advanced Leadership Standard 11: Facilitating Collective Teacher Learning:* The educational leader deeply understands how professional culture, structures, and routines within schools impacts teacher learning and uses research-based strategies with groups of teachers to build trust, foster shared goals and practices, inquire into practice, and develop their capacities to improve instruction.

*Advanced Leadership Standard 12: Leading Curricular Improvement:* The educational leader uses measurement concepts and knowledge of their local context to evaluate the relevance and validity of assessments and assessment data, promotes and builds a culture of evidence-based inquiry and continuous improvement centered on assessment of student learning, and facilitates colleagues' use of student learning these data to identify and take action on problems of student learning and instructional practice.

*Advanced Leadership Standard 13: Facilitating Individual Teacher Learning:* The educational leader effectively works closely with individual teachers to identify areas of instructional strength and improvement, facilitates evidence-based reflective dialogue and feedback with individual teachers, provides technical and emotional support for teachers in improving their instruction, and uses knowledge of adult learners and effective instructional coaching to analyze their practice.

*Advanced Leadership Standard 14: Leading instructional improvement initiatives:* The educational leader uses research-based frameworks of leadership and organizational

change to understand the school as a complex system and plans for actionable, school-wide improvement that promotes both teacher and student learning and addresses a range of shareholders' values, needs, and goals.

*Advanced Leadership Standard 15: Engaging in advanced collaborative & reflective learning on leadership:* The educational leader enthusiastically engages in collective inquiry with their colleagues, including extensive deliberate practice, high-level use of evidence of practice to guide improvement, high quality feedback to and from colleagues based on quality indicators of effective leadership, and a deep commitment to their own and their colleagues' continuous growth and development of expertise.

### *Action Research Standards*

*Action Research Standard 1: Conceptualizing research based theories of action:* Candidate is able to conceptualize a problem/challenge of practice, and can construct a research-based theory of action for addressing that problem/challenge.

*Action Research Standard 2: Consulting the knowledge base:* Candidate is able to consult the knowledge base (research literature, practitioner literature, and/or outside expertise) to deepen their understanding of instructional/leadership challenges and promising remedies.

*Action Research Standard 3: Taking authentic action based on research:* Candidate is able to take action by conducting an action research project, with the involvement and support of appropriate stakeholders, including administrators, teachers, students, and/or parents.

*Action Research Standard 4: Gathering & synthesizing data:* Candidate is able to evaluate the efficacy of their theory of action by gathering and synthesizing appropriate data on the outcomes and validity of the action research project.

*Action Research Standard 5: Presenting action research process & findings:* Candidate is able to present their action research project, both in written and oral forms, to audiences of faculty, colleagues, and other stakeholders, in ways that deepen audiences understanding of issues and informs possible future actions

### *MEd in School Leadership Pathways*

There are two pathways towards an MEd in School Leadership:

1. **Concurrent Principal Intern Program Candidates:** Candidates *concurrently* demonstrating competency in the competency level leadership standards through enrollment in 24 credits in the Foundational and Competency Level Leadership Learning Stands (200 level) in UVEI
2. **Alumni of the Principal Intern Program<sup>15</sup>:** Candidates who have *demonstrated competency* in the competency level leadership standards through their satisfactory completion of the Principal Intern Program

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<sup>15</sup> Because the PIP underwent significant change in 2013 to increase its focus on instructional leadership, pre-2014 PIP graduates who apply for the MEd in School Leadership program will need to provide sufficient documentation of their instructional leadership experience and training, or enroll in one or more 300 level Professional Education Learning Strands to gain foundational experience in Facilitation, Coaching, and/or Leading Data Improvement efforts. This determination will ultimately be made by the MEd admissions committee.

### *MEd in School Leadership for Concurrent Candidates*

#### *MEd in School Leadership for Concurrent Candidates Description:*

This pathway is designed for current UVEI Principal Interns who do not have a master's degree upon entering the intern program, as a master's degree is required to hold the position of school principal in New Hampshire ([NH Ed 506.04](#)) and Vermont ([VT Rule 5440-91](#)). The MEd in School Leadership program allows UVEI Principal Interns to concurrently enroll in the Foundational and Competency Level Leadership Learning Strands (200 level) through UVEI and the Advanced Leadership Learning Strands (400 level) and the Action Research Learning Strands (600 level). Completion of this program results in eligibility for a principal license in NH and VT and an MEd degree. Concurrent Candidates can apply the 24 credits earned in the 200 level Learning Strands through UVEI to their UVGSE degree.

#### *MEd in School Leadership for Concurrent Candidates Degree Pathway Course of Study:*

#	Learning Strand • Standard of Competency	Credits	Terms
<b>Foundational and Competency Leadership Learning Strands and Standards (Year 1)</b>			
201	<i>Principal Internship Placement</i>		
250a	<i>Introduction to School Leadership &amp; Professional Growth</i> • Fostering a shared vision • Modeling professional learning & ethical practice	3	B-F
257a	<i>Introduction to School Improvement &amp; Teacher Learning</i> • Developing the professional capacity of teachers • Fostering professional community • Leading school improvement	3	B-F
260a	<i>Introduction to Curriculum Leadership</i> • Developing coherent curriculum, instruction, and assessment systems	2	B-F
270a	<i>Introduction to School Management</i> • Managing school operations & resources	2	B-F
273a	<i>Introduction to Positive School Climates</i> • Fostering equity & cultural responsiveness • Cultivating a climate of care & support for students • Engaging families & community	2	B-F
250b	<i>Inquiry into School Leadership &amp; Professional Growth</i> • Fostering a shared vision • Modeling professional learning & ethical practice	3	G-K
257b	<i>Inquiry into School Improvement &amp; Teacher Learning</i> • Developing the professional capacity of teachers • Fostering professional community • Leading school improvement	3	G-K
260b	<i>Inquiry into Curriculum Leadership</i> • Developing coherent curriculum, instruction, and assessment systems	2	G-K

270b	<i>Inquiry into School Management</i> <ul style="list-style-type: none"> <li>Managing school operations &amp; resources</li> </ul>	2	G-K
273b	<i>Inquiry into Positive School Climates</i> <ul style="list-style-type: none"> <li>Fostering equity &amp; cultural responsiveness</li> <li>Cultivating a climate of care &amp; support for students</li> <li>Engaging families &amp; community</li> </ul>	2	G-K
<b>Advanced Leadership Learning Strands and Standards (Year 1)</b>			
401	<i>Clinical Placement in Advanced Leadership</i>	Co-Requisite, Not for Credit	
475a	<i>Introduction to Advanced Leadership Practice</i> <ul style="list-style-type: none"> <li>Facilitating collective teacher learning</li> <li>Leading curricular improvement</li> <li>Facilitating individual teacher learning</li> <li>Leading instructional improvement initiatives</li> </ul>	2	C-F
475b	<i>Inquiry into Advanced Leadership Practice</i> <ul style="list-style-type: none"> <li>Facilitating collective teacher learning</li> <li>Leading curricular improvement</li> <li>Facilitating individual teacher learning</li> <li>Leading instructional improvement initiatives</li> </ul>	2	G-K
470a	<i>Introduction to Advanced Professional Collaboration &amp; Reflective Learning</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on leadership</li> </ul>	1	C-F
470b	<i>Inquiry into Advanced Professional Collaboration &amp; Reflective Learning</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on leadership</li> </ul>	1	G-K
<b>Action Research Learning Strands and Competency Standards (Year 1 or 2)</b>			
600	<i>Clinical Setting for Design Research</i>	Co-Requisite, Not for Credit	
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> </ul>	2	C-H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> <li>Taking authentic action based on research</li> <li>Gathering &amp; synthesizing data</li> <li>Presenting action research process &amp; findings</li> </ul>	4	I-BB
	<b>Total</b>	<b>36</b>	

For a more detailed description of each learning strand, see "[Learning Strand Descriptions](#)" below.

***MEd in School Leadership for Concurrent Candidates Duration:***

The MEd in School Leadership for Concurrent Candidates is designed for the typical candidate to complete in 25 months, beginning in Term B. The program can be accelerated to be completed in 13 months; or it can be extended to be completed in 37 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A [continuing enrollment](#) fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program. In reviewing this table, it is important to remember that semester credits are awarded based on demonstration of competency at the expected level, and not based time spent (see "[How Credits Are Determined](#)"). Individual candidates may need more or less time on a given learning strand or competency.

In addition to the requirements of the Foundational and Competency Level Leadership Learning Strands through UVEI, Concurrent Candidates engage in the following seminar and practicum hours in the 400 level and 600 level Learning Strands:

<b>Learning Strands</b>	<b>Seminar</b> Anticipate d Time (In Hours) 15 hours = 1 credit	<b>Structured Fieldwork</b> Anticipated Time (In Hours) 15 hours = 1 credit	<b>Independent Practice &amp; Self-Study</b> Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, 1.6 hours of independent practice	<b>Study Anticipated Time (In Hours)</b> For each hour of seminar/structured fieldwork, .4 hours of study	<b>Semester Credits</b>	<b>Total Anticipated Clock Hours</b> (Seminar + Structured Field Work + Independent Practice)
<i>401 Clinical Placement in Advanced Leadership</i>					0	
<i>600 Clinical Setting for Design Research</i>					0	
<i>475a Introduction to Advanced Leadership Practice</i>	6	24	48	12	2	78
<i>475b Inquiry into Advanced Leadership Practice</i>	9	21	48	12	2	78
<i>470a Introduction to Advanced Professional Collaboration &amp; Reflective Learning</i>	2	13	24	6	1	39

<i>470b Inquiry into Advanced Professional Collaboration &amp; Reflective Learning</i>	13	2	23	7	1	38
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<b>Total</b>	<b>66</b>	<b>114</b>	<b>280</b>	<b>80</b>	<b>12</b>	<b>460</b>

*MEd in School Leadership for Concurrent Candidates Licensure Options:*

While the MEd for concurrent candidates is not intended exclusively to prepare candidates for licensure (graduates may wish to take on the role of a teacher leader, or administrator at a private school), completion of the foundational and competency level learning strands (including 201 Principal Internship Placement) and earning (or having already earned) a master's degree qualifies a candidate for a recommendation for licensure in the states of New Hampshire and Vermont. While these requirements for designated programs are consistent with licensure requirements, there is no requirement that program graduates seek licensure.

*Minimum Qualifications for MEd in School Leadership for Concurrent Candidates*

In addition to the [admissions criteria](#) described above, candidates for this program must meet the following specific requirements:

- Experience and record accomplished of teaching
- Enrollment in the Foundational and Competency Level Leadership Learning Strands (through UVEI)

*MEd in School Leadership for PIP Alumni*

*MEd in School Leadership for PIP Alumni Description:*

PIP graduates can apply up to 24 credits toward the MEd in School Leadership. This program allows PIP graduates to build on their foundational experience and knowledge and earn their MEd degree with 12<sup>16</sup> additional credits in the Advanced Leadership and Action Research Learning Strands.

*MEd in School Leadership for PIP Alumni Degree Pathway Course of Study:*

#	Learning Strand	Credits	Terms
	<ul style="list-style-type: none"> <li>• Standard of Competency</li> </ul>		
<b>Foundational and Competency Leadership Learning Strands and Standards (Transferred or applied from UVEI)<sup>17</sup></b>			
201	<i>Principal Internship Placement</i>		

<sup>16</sup>Because the PIP underwent significant change in 2013 to increase its focus on instructional leadership, pre-2014 PIP graduates who apply for the MEd in School Leadership program will need to provide sufficient documentation of their instructional leadership experience and training, or enroll in one or more 300 level Professional Education Learning Strands to gain foundational experience in Facilitation, Coaching, and/or Leading Data Improvement efforts. This determination will ultimately be made by the MEd admissions committee.

<sup>17</sup> For alumni who already earned credit through UVGSE, these may be applied.

250a	<i>Introduction to School Leadership &amp; Professional Growth</i> <ul style="list-style-type: none"> <li>• Fostering a shared vision</li> <li>• Modeling professional learning &amp; ethical practice</li> </ul>	3	
257a	<i>Introduction to School Improvement &amp; Teacher Learning</i> <ul style="list-style-type: none"> <li>• Developing the professional capacity of teachers</li> <li>• Fostering professional community</li> <li>• Leading school improvement</li> </ul>	3	
260a	<i>Introduction to Curriculum Leadership</i> <ul style="list-style-type: none"> <li>• Developing coherent curriculum, instruction, and assessment systems</li> </ul>	2	
270a	<i>Introduction to School Management</i> <ul style="list-style-type: none"> <li>• Managing school operations &amp; resources</li> </ul>	2	
273a	<i>Introduction to Positive School Climates</i> <ul style="list-style-type: none"> <li>• Fostering equity &amp; cultural responsiveness</li> <li>• Cultivating a climate of care &amp; support for students</li> <li>• Engaging families &amp; community</li> </ul>	2	
250b	<i>Inquiry into Leadership &amp; Professional Growth</i> <ul style="list-style-type: none"> <li>• Fostering a shared vision</li> <li>• Modeling professional learning &amp; ethical practice</li> </ul>	3	
257b	<i>Inquiry into School Improvement &amp; Teacher Learning</i> <ul style="list-style-type: none"> <li>• Developing the professional capacity of teachers</li> <li>• Fostering professional community</li> <li>• Leading school improvement</li> </ul>	3	
260b	<i>Inquiry into Curriculum Leadership</i> <ul style="list-style-type: none"> <li>• Developing coherent curriculum, instruction, and assessment systems</li> </ul>	2	
270b	<i>Inquiry into School Management</i> <ul style="list-style-type: none"> <li>• Managing school operations &amp; resources</li> </ul>	2	
273b	<i>Inquiry into Positive School Climates</i> <ul style="list-style-type: none"> <li>• Fostering equity &amp; cultural responsiveness</li> <li>• Cultivating a climate of care &amp; support for students</li> <li>• Engaging families &amp; community</li> </ul>	1	
<b>Advanced Leadership Learning Strands and Standards (Year 1)</b>			
401	<i>Clinical Placement in Advanced Leadership</i>		Co-Req uisite, Not for Credit
475a	<i>Introduction to Advanced Leadership Practice</i> <ul style="list-style-type: none"> <li>• Facilitating collective teacher learning</li> <li>• Leading curricular improvement</li> <li>• Facilitating individual teacher learning</li> <li>• Leading instructional improvement initiatives</li> </ul>	2	C–F
475b	<i>Inquiry into Advanced Leadership Practice</i> <ul style="list-style-type: none"> <li>• Facilitating collective teacher learning</li> <li>• Leading curricular improvement</li> <li>• Facilitating individual teacher learning</li> </ul>	2	G–K

	<ul style="list-style-type: none"> <li>Leading instructional improvement initiatives</li> </ul>		
470a	<i>Introduction to Advanced Professional Collaboration &amp; Reflective Learning</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on leadership</li> </ul>	1	C–F
470b	<i>Inquiry into Advanced Professional Collaboration &amp; Reflective Learning</i> <ul style="list-style-type: none"> <li>Engaging in advanced collaborative &amp; reflective learning on leadership</li> </ul>	1	G–K
<b>Action Research Learning Strands and Competency Standards (Year 1 or 2)</b>			
600	<i>Clinical Setting for Design Research</i>		Co-Req uisite, Not for Credit
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> </ul>	2	C–H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> <li>Taking authentic action based on research</li> <li>Gathering &amp; synthesizing data</li> <li>Presenting action research process &amp; findings</li> </ul>	4	I–BB
	<b>Total</b>	<b>36</b>	

For a more detailed description of each learning strand, see "[Learning Strand Descriptions](#)" below.

#### *MEd in School Leadership for PIP Alumni Duration:*

The MEd in School Leadership for PIP Alumni is designed for the typical candidate to complete in 24 months, beginning in Term C. The program can be accelerated to be completed in 12 months; or it can be extended to be completed in 36 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A [continuing enrollment](#) fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program. In reviewing this table, it is important to remember that semester credits are awarded based on demonstration of competency at the expected level, and not based time spent (see "[How Credits Are Determined](#)"). Individual candidates may need more or less time on a given learning strand or

competency.

PIP alumni who enroll in the MEd program engage in the following seminar and practicum hours in the 400 level and 600 level Learning Strands:

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) = 1 credit</b>	<b>Independent Practice &amp; Self-Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/structured fieldwork, .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Anticipated Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>401 Clinical Placement in Advanced Leadership</i>					0	
<i>600 Clinical Setting for Design Research</i>					0	
<i>475a Introduction to Advanced Leadership Practice</i>	6	24	48	12	2	78
<i>475b Inquiry into Advanced Leadership Practice</i>	9	21	48	12	2	78
<i>470a Introduction to Advanced Professional Collaboration &amp; Reflective Learning</i>	2	13	24	6	1	39
<i>470b Inquiry into Advanced Professional Collaboration &amp; Reflective Learning</i>	13	2	23	7	1	38
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<b>Total</b>	<b>66</b>	<b>114</b>	<b>280</b>	<b>80</b>	<b>12</b>	<b>460</b>

*Minimum Qualifications for MEd in School Leadership for PIP Alumni:*

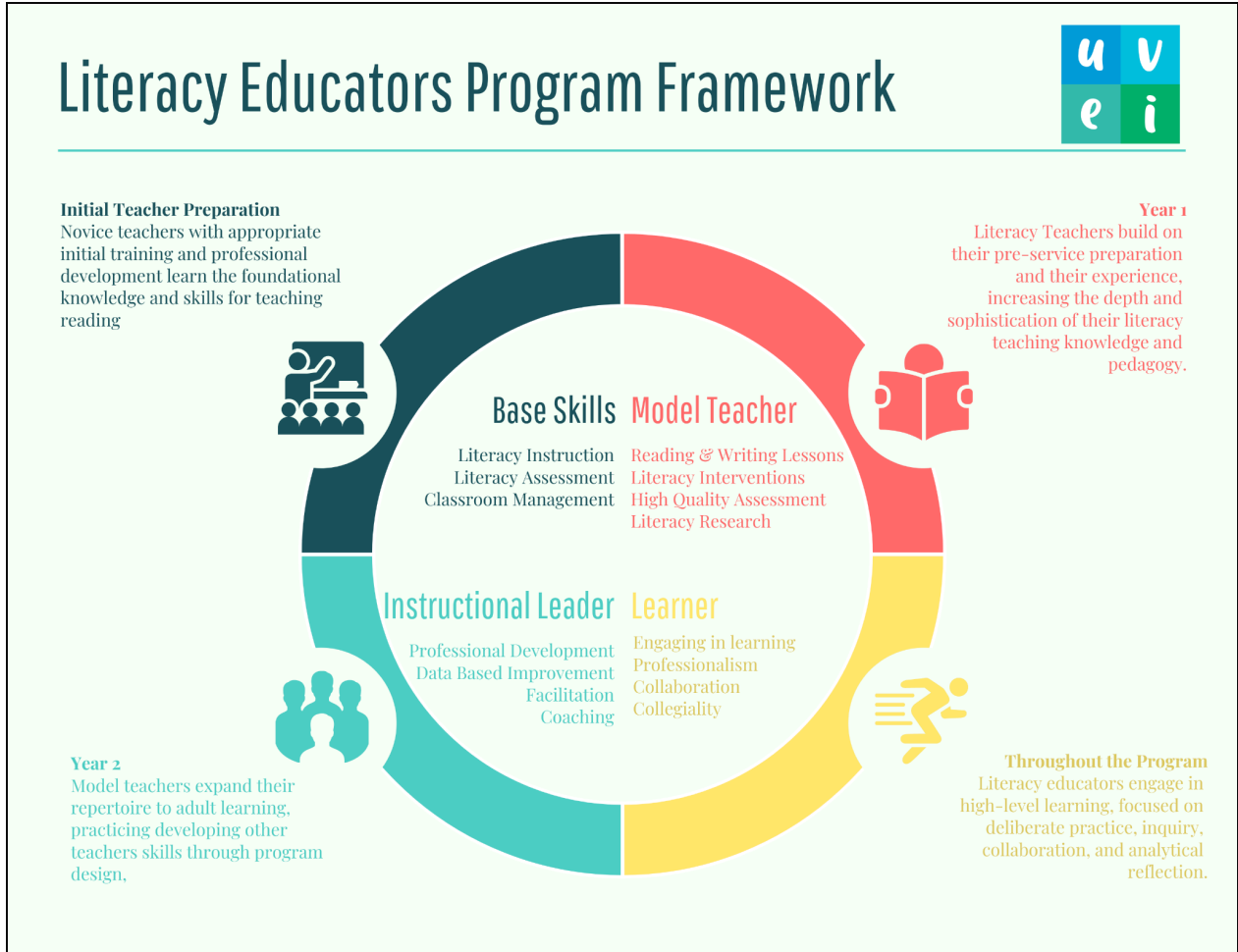
In addition to the [admissions criteria](#) described above, candidates for this program must meet the following specific requirements:

- Completion of the UVEI Principal Intern Program
- Approved Clinical Placement in School Leadership and Setting for Design Research

# Literacy Educators Program

The Literacy Educators Program is intended to advance teachers’ career goals related to teaching literacy (e.g, literacy interventionist, literacy core teacher), informal teacher leadership (e.g., modeling effective practice, leading professional development, facilitating grade level and department collaborative learning, peer coaching), and/or formal teacher/school leadership (e.g., serving as a literacy specialist). It is intended for experienced educators who already have formal training in literacy instruction, literacy teaching experience, and a track record of effectiveness in the area of literacy instruction and/or teacher leadership.

The program consists of two pathways: *Literacy Teacher Pathway*, a one year sequence focused on advanced literacy instruction and assessment practices that is designed to lead to recommendation for licensure as a “Reading and Writing Teacher” in New Hampshire (NH Ed 507.52); and *Literacy Specialist Pathway*, a two-year sequence that includes both advanced literacy teacher and leadership competencies and is designed to lead to recommendation for licensure as a “Reading and Writing Specialist” in New Hampshire (NH Ed 507.12) and a “Specialized Literacy Professional” in Vermont. Both pathways can be combined with concentrations for a UVEI Master of Education degree, MEd in Literacy Teaching and MEd in Literacy Leadership.



## Literacy Teacher Pathway

### *Literacy Teacher Pathway Description*

The Literacy Teacher pathway develops teachers' advanced knowledge and skills in the teaching and assessment of reading and writing. It is composed of a two semester clinical placement in literacy instruction (incorporating model classroom teaching and literacy interventions), supported by two learning strands focused on an integrated sequence of advanced literacy instruction and assessment. Teachers will learn how to effectively diagnose reading and writing skills and needs and use assessments to develop proper interventions; the building blocks of children's literacy learning, including phonological awareness, phonemic awareness, print to speech, and morphology; how to design deeper learning experiences in literacy; and how to effectively instruct literacy skills in a workshop environment.

### *Literacy Teacher Pathway Standards of Competency*

Candidates in the Literacy Teacher Pathway demonstrate competency at the level of an accomplished beginning teacher of literacy (see [“Determinations of Progress Toward Competency”](#)).

#### **Literacy Standard 1: Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction.**

Effective literacy teachers model the ability to *meet the developmental needs of all learners and use a variety of print and digital materials to engage and motivate all learners; foster a positive climate that supports a literacy-rich learning environment; have high expectations for each learner; and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.* Teachers do this by combining a base of professional knowledge, including *knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading and writing teacher in schools. Effective literacy teachers model the use of knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction; and create inclusive and affirming classroom environments and pedagogy by designing and implementing instruction that is culturally responsive and acknowledges and values diversity.* At advanced levels, teachers use this knowledge of the range of differences to anticipate and enhance access to challenging learning experiences by providing appropriate guidance, instruction, and resources to each student.

#### **Literacy Standard 2: Modeling Advanced Literacy Specific Instructional Planning.**

*Drawing on deep and flexible pedagogical content knowledge of literacy instruction, teacher leaders design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate instructional approaches to provide a coherent, integrated, and motivating literacy program.*

#### **Literacy Standard 3: Modeling Advanced Literacy Pedagogies.**

Teachers must have a deep and flexible understanding of literacy and apply their understanding to *implement instruction that is evidence-based and meets the needs of diverse learners, across the grades and in the disciplines.* Effective literacy teachers *can adapt and modify various instructional approaches when teaching the many different dimensions of literacy (e.g., reading, writing, speaking, listening, viewing, and visually representing) to meet the needs of students; provide opportunities for student engagement in high-level thinking processes and provide for student choice; provide access to many different texts (both print and digital), children's and adolescent literature, and multiple means of expression; and develop instruction that is integrated and provides students with opportunities to work with their peers.*

**Literacy Standard 4: Modeling Advanced Literacy Assessment Practices.** *Effective literacy teachers understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.*

**Literacy Standard 5: Demonstrating Literacy Intervention Approaches.** *Effective literacy teachers understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement to inform and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. They design literacy curricula and instruction to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.*

**Literacy Standard 10: Engaging in professional learning & collaboration.** The literacy leader enthusiastically engages in collective inquiry with their colleagues, including extensive deliberate practice, high-level use of evidence of practice to guide improvement, the use of research and theoretical concepts as a lense for understanding and examining practice, high quality feedback to and from colleagues based on quality indicators of effective leadership, and a deep commitment to their own and their colleagues' continuous growth and development of expertise.

### *Literacy Teacher Pathway Course of Study*

The course of study for the Literacy Teacher Pathway is a two-semester, 8-credit sequence typically completed during one academic year.

#	Learning Strand Competency	Sem. Crds.	Terms
204	<i>Clinical Placement in Literacy Instruction</i>	Co-Rec Not for Credit	C-K
240a	<i>Introduction to Advanced Literacy Instruction and Assessment</i> Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction Modeling Advanced Literacy Specific Instructional Planning Modeling Advanced Literacy Pedagogies Modeling Advanced Literacy Assessment Practices Demonstrating Literacy Intervention Approaches Engaging in professional learning & collaboration	4	C-F
240b	<i>Inquiry into Advanced Literacy Instruction and Assessment</i> Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction Modeling Advanced Literacy Specific Instructional Planning Modeling Advanced Literacy Pedagogies Modeling Advanced Literacy Assessment Practices Demonstrating Literacy Intervention Approaches Engaging in professional learning & collaboration	4	G-K

### *Literacy Teacher Pathway Job Preparation*

The Literacy Teacher Pathway is designed to help teachers develop advanced literacy instruction and assessment strategies, thus preparing them to more effectively teach students to read, write, and communicate throughout the K–12 grades. Additionally, completers of this pathway will be positioned in their school to be resources for literacy instruction and assessment. However, this pathway does not prepare teachers specifically for literacy leadership positions in their school or district (see Literacy Specialist pathway).

### *Literacy Teacher Pathway Requirements*

#### *Literacy Teacher Pathway Minimum Qualifications*

In addition to the [admissions criteria](#) described above, Literacy Teacher Pathway candidates must meet the following specific requirements:

- Minimum 2 years of classroom teaching experience in a setting that would require a teacher license (may be completed by the end of the candidate’s course of study)
- Professional reference(s) attesting to effectiveness as a teacher of reading and writing

#### *Literacy Teacher Pathway Additional Requirements*

The Foundations of Reading exam is required by the State of New Hampshire for those seeking a Reading and Writing Teacher endorsement.

#### *Literacy Teacher Pathway Duration & Time Commitments*

The Literacy Teacher Pathway requires a year-long clinical placement and a series of seminars designed to deepen candidates’ understanding of effective literacy teaching and support their practice.

The UVEI Literacy Teacher Pathway is designed to be completed over the course of one academic year (9 terms), beginning in term C and culminating in term K (see [academic calendar](#)). The program begins in September and seminars take place through June. Candidates who require more time to complete the program may extend for up to 4 additional terms in the subsequent academic year with the approval of the relevant program’s administrator. A continuing enrollment fee and personalized study commitments will apply (see “[Continuing Enrollment](#)”). Total program duration may not exceed 150% of the planned program of study.

A seminar, whether in person or virtual, is 3 hours, 4:30–7:30pm. A placement day is typically 5 hours, which is the time required for engaging in placement activities (defined as the time in the placement dedicated to direct practicum work, including conferencing with the mentor, observing, co-planning, engaging in staff development activities, monitoring children during recess, implementing practicum projects and performance assessments, working with a faculty member, or other routine duties of a working teacher). It is important to note that actual commitments and requirements at each placement site may vary, and that 5 hours may be distributed over the course of a longer day or candidates may need to commit additional time. Consistent with the professional standards of the teaching profession, candidates should track their attendance and their absences, which are submitted at progress reviews, ensuring that they meet the required total number of clock hours.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of required clock hours for the program. In reviewing this table, it is important to remember that semester credits are awarded based on demonstration of competency at the expected level, and not based on time spent (see "[How Credits Are Determined](#)"). Individual candidates may need more or less time on a given learning strand or competency within the total required clock hours.

#### *Literacy Teacher Pathway approximate time commitment*

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>240a Introduction to Advanced Literacy Instruction &amp; Assessment</i>	40	20	96	24	4	156
<i>240b Inquiry into Advanced Literacy Instruction &amp; Assessment</i>	40	20	96	24	4	156
<i>204 Clinical Placement in Literacy Instruction</i>						312
<b>Total</b>	<b>80</b>	<b>40</b>	<b>192</b>	<b>48</b>	<b>8</b>	<b>312</b>

#### *Literacy Teacher Pathway Licensure*

While the Literacy Teacher Pathway is not intended exclusively to prepare candidates for licensure, completion of the pathway, along with documented at least 2 years of successful classroom teaching experience while holding an educator credential, and a passing score on the New Hampshire Foundations of Reading Exam, qualifies a candidate for a recommendation for licensure as a "Reading and Writing Teacher" in New Hampshire (NH Ed 507.52) (and, through [inter-state agreements](#), in other states). While completion requirements for designated programs are consistent with licensure requirements, there is no requirement that program graduates seek licensure. There is not an equivalent license for "literacy teacher" in VT.

#### *Interstate Licensure Agreements*

Graduates of the program will be accorded consideration for licensure by the members of the [NASDTEC Compact](#): 44 states, the District of Columbia, Puerto Rico and Guam have signed this interstate agreement. Since requirements vary from state to state, issues of licensure should be discussed with target state credentialing officials prior to enrolling in the program. Please note: Interstate recognition of leadership certifications tends to be more restrictive than

teacher licensure, so if you intend to seek licensure outside of New Hampshire or Vermont, please plan carefully. Please note: Regardless of where you plan to seek licensure, candidates are required to meet all UVEI requirements, which are aligned to the New Hampshire and Vermont requirements. This is a condition both of program completion and of the NASDTEC Compact.

### *Articulation with the Master of Education in Literacy Teaching*

Literacy Teacher Pathway candidates may apply the 8 credits earned towards a Master of Education in Literacy Teaching. Candidates must reach the “applying” level of competency in the literacy teaching standards in order to apply these credits towards their MEd in Literacy Teaching. Candidates may apply to complete their degree either concurrently with the Pathway or after completion.

## Literacy Specialist Pathway

### *Literacy Specialist Pathway Description*

The Literacy Specialist pathway develops teachers’ advanced knowledge and skills in the teaching and assessment of literacy and instructional leadership in literacy. It is a two year sequence--the first year is composed of a year-long clinical placement in literacy instruction (incorporating model classroom teaching and literacy interventions), supported by two learning strands focused on an integrated sequence of advanced literacy instruction and assessment. Year two is composed of a year-long clinical placement in literacy leadership (incorporating instructional coaching of literacy instruction, facilitating teacher collective teacher learning of literacy, data-based analysis of literacy data, and plans for school-based improvement in literacy), supported by two learning strands focused on an integrated sequence of advanced literacy leadership.

### *Literacy Specialist Pathway Standards of Competency*

Candidates in the Literacy Specialist Pathway demonstrate competency at the level of an accomplished beginning literacy educator in standards 1-3 and 6-10 (see [“Determinations of Progress Toward Competency”](#)). Candidates in the Literacy Specialist Pathway demonstrate competency at the level of an effective working teaching/leader in standards 4-5.

**Literacy Standard 1: Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction.** *Effective literacy teachers model the ability to meet the developmental needs of all learners and use a variety of print and digital materials to engage and motivate all learners; foster a positive climate that supports a literacy-rich learning environment; have high expectations for each learner; and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading and writing teacher in schools. Effective literacy teachers model the use of knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction; and create inclusive and affirming classrooms environments and pedagogy by designing and implementing instruction that is culturally responsive and acknowledges and values diversity. At advanced levels, teachers use this knowledge of the range of differences to anticipate and enhance access to challenging learning experiences by providing appropriate guidance, instruction, and resources to each student.*

**Literacy Standard 2: Modeling Advanced Literacy Specific Instructional Planning.** *Drawing on deep and flexible pedagogical content knowledge of literacy instruction, teacher leaders design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate instructional approaches to provide a coherent, integrated, and motivating literacy program.*

**Literacy Standard 3: Modeling Advanced Literacy Pedagogies.** Teachers must have a deep and flexible understanding of literacy and apply their understanding to *implement instruction that is evidence-based and meets the needs of diverse learners, across the grades and in the disciplines. Effective literacy teachers can adapt and modify various instructional approaches when teaching the many different dimensions of literacy (e.g., reading, writing, speaking, listening, viewing, and visually representing) to meet the needs of students; provide opportunities for student engagement in high-level thinking processes and provide for student choice; provide access to many different texts (both print and digital), children's and adolescent literature, and multiple means of expression; and develop instruction that is integrated and provides students with opportunities to work with their peers.*

**Literacy Standard 4: Modeling Advanced Literacy Assessment Practices.** *Effective literacy teachers understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.*

**Literacy Standard 5: Demonstrating Literacy Intervention Approaches.** *Effective literacy teachers understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement to inform and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. They design literacy curricula and instruction to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.*

**Literacy Standard 6: Facilitating collective teacher learning in literacy instruction.** The literacy instructional leader understands how professional culture, structures, and routines within schools impact teacher learning and uses research-based strategies with groups of teachers to build trust, foster shared goals and practices, inquire into practice, and develop their capacities to improve instruction.

**Literacy Standard 7: Facilitating individual teacher learning in literacy instruction.** The literacy instructional leader effectively coaches individual teachers to identify areas of instructional strength and improvement, facilitate evidence-based reflective dialogue and feedback, provide technical and emotional support for teachers in improving their literacy instruction, and use knowledge of adult learners and effective instructional coaching to analyze their practice.

**Literacy Standard 8: Leading data based improvement in literacy.** Effective systems leaders collect and use assessment data appropriately to identify challenges, guide inquiry, collaboratively design remedies, and to guide collective action to support school and teacher effectiveness.

**Literacy Standard 9: Supporting systems level literacy instructional program coherence.** Effective systems leaders develop and support intellectually rigorous, coherent, and aligned instructional program systems to promote and support school effectiveness and continuous improvement.

**Literacy Standard 10: Engaging in professional learning & collaboration.** The literacy leader enthusiastically engages in collective inquiry with their colleagues, including extensive deliberate practice, high-level use of evidence of practice to guide improvement, the use of research and theoretical concepts as a lense for understanding and examining practice, high quality feedback to and from colleagues based on quality indicators of effective leadership, and a deep commitment to their own and their colleagues' continuous growth and development of expertise.

### *Literacy Specialist Pathway Course of Study*

The course of study for the Literacy Specialist Pathway is a four-semester, 14-credit sequence typically completed during two academic years.

#	Learning Strand Competency	Sem. Crds.	Terms
<i>Year 1</i>			
204	<i>Clinical Placement in Literacy Instruction</i>	Co-Rec Not for Credit	C-K
240a	<i>Introduction to Advanced Literacy Instruction and Assessment</i> Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction Modeling Advanced Literacy Specific Instructional Planning Modeling Advanced Literacy Pedagogies Modeling Advanced Literacy Assessment Practices Demonstrating Literacy Intervention Approaches Engaging in professional learning & collaboration	4	C-F
240b	<i>Inquiry into Advanced Literacy Instruction and Assessment</i> Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction Modeling Advanced Literacy Specific Instructional Planning Modeling Advanced Literacy Pedagogies Modeling Advanced Literacy Assessment Practices Demonstrating Literacy Intervention Approaches Engaging in professional learning & collaboration	4	G-K
<i>Year 2</i>			
205	<i>Clinical Placement in Literacy Instructional Leadership</i>	Co-Rec Not for Credit	C-K
285a	<i>Introduction to Instructional Leadership in Literacy</i> Modeling Advanced Literacy Assessment Practices Demonstrating Literacy Intervention Approaches Facilitating collective teacher learning in literacy instruction Facilitating individual teacher learning in literacy instruction Leading data based improvement in literacy Supporting systems level instructional program coherence in literacy Engaging in professional learning & collaboration	3	C-F
285b	<i>Inquiry into Instructional Leadership in Literacy</i> Modeling Advanced Literacy Assessment Practices Demonstrating Literacy Intervention Approaches Facilitating collective teacher learning in literacy instruction Facilitating individual teacher learning in literacy instruction	3	G-K

	Leading data based improvement in literacy Supporting systems level instructional program coherence in literacy Engaging in professional learning & collaboration		
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### *Literacy Specialist Pathway Job Preparation*

The Literacy Specialist Pathway is designed to help teachers develop both advanced literacy instruction and assessment and instructional leadership in literacy, thus preparing them to more effectively teach students to read, write, and communicate throughout the K–12 grades and work as a literacy leader at the school or district level.

### *Literacy Specialist Pathway Requirements*

#### *Literacy Specialist Pathway Minimum Qualifications*

In addition to the [admissions criteria](#) described above, Literacy Teacher Pathway candidates must meet the following specific requirements:

- Minimum 3 years of classroom teaching experience in a setting that would require a teacher license (may be completed by the end of the candidate’s course of study)
- Professional reference(s) attesting to effectiveness as a teacher of reading and writing
- Master’s degree with a focus on literacy (can be concurrently enrolled in MEd in Literacy Leadership) when pursuing NH licensure ONLY
- A minimum of 7 additional/external literacy/ELA credits (for VT licensure ONLY)

#### *Literacy Specialist Pathway Additional Requirements*

The Foundations of Reading exam is required by the State of New Hampshire for those seeking a Reading and Writing Specialist endorsement.

#### *Literacy Specialist Pathway Duration & Time Commitments*

The Literacy Specialist Pathway requires two year-long clinical placements, one in literacy teaching and one in literacy leadership, and a series of seminars designed to deepen candidates’ understanding of effective literacy teaching and leadership and support their practice.

The UVEI Literacy Teacher Pathway is designed to be completed over the course of two academic years (9 terms in each), beginning in term C and culminating in term K in both years(see [academic calendar](#)). The pathway begins in September and seminars take place through June. The following year follows the same timeline. Candidates who require more time to complete the program may extend for up to 9 additional terms in the subsequent academic year with the approval of the relevant program’s administrator. A continuing enrollment fee and personalized study commitments will apply (see “[Continuing Enrollment](#)”). Total program duration may not exceed 150% of the planned program of study.

A seminar, whether in person or virtual, is typically either 5.25 hours (9:00am–3:00pm with a 45 minute lunch) or 3 hours (often 4:30–7:30pm). A placement day is typically 5 hours, which is the time required for engaging in placement activities (defined as the time in the placement dedicated to direct practicum work, including conferencing with the mentor, observing, co-planning, engaging in staff development activities, monitoring children during recess,

implementing practicum projects and performance assessments, working with a faculty member, or other routine duties of a working teacher). It is important to note that actual commitments and requirements at each placement site may vary, and that 5 hours may be distributed over the course of a longer day or candidates may need to commit additional time. Consistent with the professional standards of the teaching profession, candidates should track their attendance and their absences, which are submitted at progress reviews, ensuring that they meet the required total number of clock hours.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of required clock hours for the program. In reviewing this table, it is important to remember that semester credits are awarded based on demonstration of competency at the expected level, and not based on time spent (see "[How Credits Are Determined](#)"). Individual candidates may need more or less time on a given learning strand or competency within the total required clock hours.

*Literacy Specialist Pathway approximate time commitment*

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>240a Introduction to Advanced Literacy Instruction &amp; Assessment</i>	40	20	96	24	4	156
<i>240b Inquiry into Advanced Literacy Instruction &amp; Assessment</i>	40	20	96	24	4	156
<i>204 Clinical Placement in Literacy Instruction</i>						312
<i>285a Introduction to Instructional Leadership in Literacy</i>	36	9	72	18	3	117
<i>285b Inquiry into Instructional Leadership in Literacy</i>	27	18	72	18	3	117
<i>205 Clinical Placement in Literacy Instructional Leadership</i>						234
<b>Total</b>	<b>143</b>	<b>67</b>	<b>336</b>	<b>84</b>	<b>14</b>	<b>548</b>

### *Literacy Specialist Pathway Licensure*

While the Literacy Teacher Pathway is not intended exclusively to prepare candidates for licensure, completion of the pathway, along with documented at least 3 years of successful classroom teaching experience, and a passing score on the NH Foundations of Reading exam, qualifies a candidate for a recommendation for licensure as a Reading and Writing Specialist in New Hampshire (NH Ed 507.12) (and, through [inter-state agreements](#), in other states). Completion of the pathway also qualifies a candidate for recommendation for licensure as a Specialized Literacy Professional in Vermont. While completion requirements for designated programs are consistent with licensure requirements, there is no requirement that program graduates seek licensure.

### *Interstate Licensure Agreements*

Graduates of the program will be accorded consideration for licensure by the members of the [NASDTEC Compact](#): 44 states, the District of Columbia, Puerto Rico and Guam have signed this interstate agreement. Since requirements vary from state to state, issues of licensure should be discussed with target state credentialing officials prior to enrolling in the program. Please note: Interstate recognition of leadership certifications tends to be more restrictive than teacher licensure, so if you intend to seek licensure outside of New Hampshire or Vermont, please plan carefully. Please note: Regardless of where you plan to seek licensure, candidates are required to meet all UVEI requirements, which are aligned to the New Hampshire and Vermont requirements. This is a condition both of program completion and of the NASDTEC Compact.

### *Articulation with the Master of Education in Literacy Leadership*

Literacy Specialist Pathway candidates may apply the 14 credits earned towards a Master of Education in Literacy Leadership degree. Candidates must reach the applying level of competency in the leadership standards in order to apply these credits towards their MEd in Literacy Leadership. See the MEd in Literacy Leadership section of the Catalog for additional information.

## **Master of Education (MEd) in Literacy Teaching**

The MEd in Literacy Teaching is designed for practicing teachers who are concurrently enrolled in the Literacy Teacher Pathway of the UVEI Literacy Educators program. The MEd in Literacy Teaching allows those candidates to earn their masters degree by demonstrating a more advanced level of competency in Literacy Teaching and by engaging in Action Research. Candidates in this degree program advance their skills in using research-based frameworks to deeply understand students' literacy learning and their differences, plan and teach focused and differentiated literacy instruction, develop and understand a variety of flexible literacy tools to assess students' literacy needs and growth, and collaboratively reflect on their and their colleagues' practice. This degree program requires the completion of the following series of learning strands:

Foundational and Competency Level Learning Strands	22–24 Credits
Advanced Literacy Instruction and Assessment Learning Strands	8 Credits
Action Research Learning Strands	<u>6 Credits</u>
	36–38 Credits

### *Standards of Competency for the MEd in Literacy Teaching*

MEd in Literacy Teaching candidates demonstrate competency in three levels of standards:

- For the *Foundational and Competency Level Teaching Standards*, candidates demonstrate competency at the level of an accomplished beginning teacher, indicating that they are able to understand and clearly demonstrate the target standard.
- For the *Literacy Standards 1–5 and 10*, candidates demonstrate competency at the *Applying* level (effective practicing teacher), indicating that they consistently and clearly demonstrate the target standard and understand the research base of the practice.
- For the *Action Research Standards*, candidates demonstrate competency at the level of a beginning action researcher, indicating they have developed the habits to improve their teaching through a design development process with some success.

#### *Competency Level Teaching Standards*

*Teaching Standard 1: Understanding how learners develop:* 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.

*Teaching Standard 2: Understanding & responding to learning differences:* 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.

*Teaching Standard 3: Fostering safe & productive learning environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Teaching Standard 4: Understanding the content of the discipline:* 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.

*Teaching Standard 5: Applying content knowledge:* 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.

*Teaching Standard 6: Assessing student learning:* 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.

*Teaching Standard 7: Planning for instruction:* 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.

*Teaching Standard 8: Engaging students in learning:* 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.

*Teaching Standard 9: Engaging in professional learning:* 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.

*Teaching Standard 10: Collaborating with colleagues:* 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.

### *Literacy Standards of Competency for MEd in Literacy Teaching*

*Literacy Standard 1: Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction.* Effective literacy teachers model the ability to *meet the developmental needs of all learners and use a variety of print and digital materials to engage and motivate all learners; foster a positive climate that supports a literacy-rich learning environment; have high expectations for each learner; and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.* Teachers do this by combining a base of professional knowledge, including *knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading and writing teacher in schools. Effective literacy teachers model the use of knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction; and create inclusive and affirming classrooms environments and pedagogy by designing and implementing instruction that is culturally responsive and acknowledges and values diversity.* At advanced levels, teachers use this knowledge of the range of differences to anticipate and enhance access to challenging learning experiences by providing appropriate guidance, instruction, and resources to each student.

*Literacy Standard 2: Modeling Advanced Literacy Specific Instructional Planning.* Drawing on deep and flexible pedagogical content knowledge of literacy instruction, teacher leaders design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate instructional approaches to provide a coherent, integrated, and motivating literacy program.

*Literacy Standard 3: Modeling Advanced Literacy Pedagogies.* Teachers must have a deep and flexible understanding of literacy and apply their understanding to *implement instruction that is evidence-based and meets the needs of diverse learners, across the grades and in the disciplines.* Effective literacy teachers can adapt and modify various instructional approaches when teaching the many different dimensions of literacy (e.g., reading, writing, speaking, listening, viewing, and visually representing) to meet the needs of students;

*provide opportunities for student engagement in high-level thinking processes and provide for student choice; provide access to many different texts (both print and digital), children's and adolescent literature, and multiple means of expression; and develop instruction that is integrated and provides students with opportunities to work with their peers.*

*Literacy Standard 4: Modeling Advanced Literacy Assessment Practices. Effective literacy teachers understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.*

*Literacy Standard 5: Demonstrating Literacy Intervention Approaches. Effective literacy teachers understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement to inform and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. They design literacy curricula and instruction to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.*

*Literacy Standard 10: Engaging in and modeling professional learning & collaboration. The literacy leader enthusiastically engages in collective inquiry with their colleagues, including extensive deliberate practice, high-level use of evidence of practice to guide improvement, the use of research and theoretical concepts as a lense for understanding and examining practice, high quality feedback to and from colleagues based on quality indicators of effective leadership, and a deep commitment to their own and their colleagues' continuous growth and development of expertise.*

### *Action Research Standards*

*Action Research Standard 1: Conceptualizing research based theories of action: Candidate is able to conceptualize a problem/challenge of practice, and can construct a research-based theory of action for addressing that problem/challenge.*

*Action Research Standard 2: Consulting the knowledge base: Candidate is able to consult the knowledge base (research literature, practitioner literature, and/or outside expertise) to deepen their understanding of instructional/leadership challenges and promising remedies.*

*Action Research Standard 3: Taking authentic action based on research: Candidate is able to take action by conducting an action research project, with the involvement and support of appropriate stakeholders, including administrators, teachers, students, and/or parents.*

*Action Research Standard 4: Gathering & synthesizing data: Candidate is able to evaluate the efficacy of their theory of action by gathering and synthesizing appropriate data on the outcomes and validity of the action research project.*

*Action Research Standard 5: Presenting action research process & findings:* Candidate is able to present their action research project, both in written and oral forms, to audiences of faculty, colleagues, and other stakeholders, in ways that deepen audiences understanding of issues and informs possible future actions

### *MEd in Literacy Teaching Pathways*

There are two pathways toward an MEd in Literacy Teaching:

- 1. 1999–present Alumni of the Teacher Intern Program:** Candidates who have demonstrated Competent level performance in the Competency Level Teaching Standards through their satisfactory completion of the Teacher Intern Program.
- 2. Pre-1999 Alumni of TIP and non-alumni (“Experienced Educators”):** Candidates who will *need to demonstrate competency* in the Competency Level Teaching Standards through an appraisal of prior evidence and through engagement in Competency Level Teaching and Advanced Literacy Instruction and Assessment Learning Strands as an alternative to the TIP.

### *MEd in Literacy Teaching for 1999–present TIP Graduates*

#### *MEd in Literacy Teaching for 1999–present TIP Graduates Description*

TIP graduates between 1999 and 2020 who have demonstrated Competent level performance in the Competency Level Teaching Standards during their enrollment in TIP can apply up to 24 credits toward a MEd in Literacy Teaching. This program allows qualifying TIP graduates to build on their accomplished beginning experience and knowledge and earn their MEd degree with 14 additional credits in the Advanced Literacy (enrolled through UVEI) and Action Research Learning Strands.

#### *MEd in Literacy Teaching for 1999–present TIP Graduates Degree Pathway*

#	<i>Learning Strand</i> ● <b>Standard of Competency</b>	Credits	Terms
<b>Foundational and Competency Level Teaching Strands and Standards (Transferred or Applied from UVEI)<sup>18</sup></b>			
200	<i>Teaching Internship Placement</i>	Co-Requirement, Not for Credit	
210	<i>Inquiry into the Learner and Learning Environments</i> ● Understanding how learners develop ● Understanding & responding to learning differences ● Fostering safe & productive learning environments	6	
215	<i>Inquiry into Content Knowledge &amp; Application</i> ● Understanding the content of the discipline ● Applying content knowledge	4	
220	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> ● Assessing student learning ● Planning for instruction	8	

<sup>18</sup> For alumni who already earned credit through UVGSE, these may be applied.

	<ul style="list-style-type: none"> <li>Engaging students in learning</li> </ul>		
225	<i>Inquiry into Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>Engaging in professional learning</li> <li>Collaborating with colleagues</li> </ul>	6	
<b>Advanced Literacy Instruction and Assessment Strands and Standards (Year 1)</b>			
204	<i>Clinical Placement in Literacy Instruction</i>	Co-Requirement, Not for Credit	C-K
240a	<i>Introduction to Advanced Literacy Instruction and Assessment</i> <ul style="list-style-type: none"> <li>Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction</li> <li>Modeling Advanced Literacy Specific Instructional Planning</li> <li>Modeling Advanced Literacy Pedagogies</li> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	4	C-F
240b	<i>Inquiry into Advanced Literacy Instruction and Assessment</i> <ul style="list-style-type: none"> <li>Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction</li> <li>Modeling Advanced Literacy Specific Instructional Planning</li> <li>Modeling Advanced Literacy Pedagogies</li> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	4	G-K
<b>Action Research Strands and Standards (Year 2)</b>			
600	<i>Clinical Setting for Design Research</i>	Co-Requirement, Not for Credit	C-BB
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> </ul>	2	C-H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> <li>Taking authentic action based on research</li> <li>Gathering &amp; synthesizing data</li> <li>Presenting action research process &amp; findings</li> </ul>	4	I-BB
	<b>Total</b>	<b>38</b>	

For a more detailed description of each learning strand, see “Learning Strand Descriptions” below (for Action Research) and in the UVEI handbook (for Competency Level and Advanced Literacy).

#### *MEd in Literacy Teaching for 1999–present TIP Graduates Duration*

The MEd in Literacy Teaching for TIP Graduates is designed for the typical candidate to complete in 24 months, beginning in Term C. The program can be accelerated to be completed in 12 months; or it can be extended to be completed in 36 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies

Coordinator. A continuing enrollment fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

TIP Graduates enrolled in the program engage in the following seminar and practicum hours in the 200 level Advanced Literacy and 600 level Action Research Learning Strands:

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>240a Introduction to Advanced Literacy Instruction &amp; Assessment</i>	30	30	96	24	4	156
<i>240b Inquiry into Advanced Literacy Instruction &amp; Assessment</i>	57	3	96	24	4	156
<i>204 Clinical Placement in Literacy Instruction</i>						312
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<i>600 Clinical Setting for Design Research (Not for Credit, Time commitments are incorporated into the co-requisite learning strands)</i>						230
<b>Total</b>	<b>116</b>	<b>84</b>	<b>332</b>	<b>88</b>	<b>14</b>	<b>542</b>

#### *Minimum Qualifications for MEd in Literacy Teaching for 1999–present TIP Graduates*

In addition to the admissions criteria described above, candidates for this program must meet the following specific requirements:

- Completion of the UVEI Teacher Intern Program (1999–present) having achieved “competent” ratings in each standard.
- Approved Clinical Placement in Literacy Instruction and Setting for Design Research
- Additional requirements of the [UVEI Literacy Teacher Pathway](#)

### *MEd in Literacy Teaching for Experienced Educators*

#### *MEd in Literacy Teaching for Experienced Educators Description*

The MEd in Literacy Teaching allows pre-1999 TIP graduates and non-graduates of TIP (“Experienced Educators”) to enroll in the program and demonstrate the ten Competency Level Teaching Standards through a pathway other than the UVEI Teacher Intern Program. Specifically, to earn these 24 credits required of all MEd candidates, Experienced Educators can have up to nine (9) of the 36 total program credits awarded based on the appraisal of previous evidence of competency at the “Developing” level on nine of the ten Competency Level Teaching Standards. They can then earn the remaining 15 credits through demonstrating a combination of the Competency Level Teaching Standards at the “Competent” level or above and the Literacy Teaching Standards at the “Applying” level or above.

#### *MEd in Literacy Teaching for Experienced Educators Degree Pathway*

#	<b>Learning Strand</b> ● <b>Standard of Competency</b>	Credits	Terms
<b>Introductory Level Learning Strand (earned through an appraisal of previous evidence in 1st term of program)</b>			
235	<i>Introductory Level Effective Teaching 3</i> <ul style="list-style-type: none"> <li>● Understanding how learners develop</li> <li>● Understanding &amp; responding to learning differences</li> <li>● Fostering safe &amp; productive learning environments</li> <li>● Understanding the content of the discipline</li> <li>● Applying content knowledge</li> <li>● Assessing student learning</li> <li>● Planning for instruction</li> <li>● Engaging students in learning</li> <li>● Engaging in professional learning</li> </ul>	1–9	First term of enrollment
<b>Competency Level Teaching Learning Strands and Standards (Year 1)</b>			
210d	<i>Inquiry into the Learner and Learning Environments</i> <ul style="list-style-type: none"> <li>● Understanding how learners develop</li> <li>● Understanding &amp; responding to learning differences</li> <li>● Fostering safe &amp; productive learning environments</li> </ul>	3	C–H
220d	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>● Assessing student learning</li> <li>● Planning for instruction</li> <li>● Engaging students in learning</li> </ul>	4	C–H
225c	<i>Inquiry into Professional Learning, Leadership &amp; Collaboration</i> <ul style="list-style-type: none"> <li>● Engaging in professional learning</li> <li>● Collaborating with colleagues</li> </ul>	6	C–H
<b>Advanced Literacy Instruction and Assessment Strands and Standards (Year 1)</b>			
204	<i>Clinical Placement in Literacy Instruction</i>	Co-Requirement, Not for Credit	C–K
240a	<i>Introduction to Advanced Literacy Instruction and Assessment</i> <ul style="list-style-type: none"> <li>● Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction</li> </ul>	4	C–F

	<ul style="list-style-type: none"> <li>Modeling Advanced Literacy Specific Instructional Planning</li> <li>Modeling Advanced Literacy Pedagogies</li> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>		
240b	<i>Inquiry into Advanced Literacy Instruction and Assessment</i> <ul style="list-style-type: none"> <li>Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction</li> <li>Modeling Advanced Literacy Specific Instructional Planning</li> <li>Modeling Advanced Literacy Pedagogies</li> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	4	G-K
<b>Action Research Strands and Standards (Year 2)</b>			
600	<i>Clinical Setting for Design Research</i>	Co-Requirement, Not for Credit	C-BB
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> </ul>	2	C-H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> <li>Taking authentic action based on research</li> <li>Gathering &amp; synthesizing data</li> <li>Presenting action research process &amp; findings</li> </ul>	4	I-BB
	<b>Total</b>	<b>36</b>	

For a more detailed description of each learning strand, see “Learning Strand Descriptions” below (for Action Research) and in the UVEI handbook (for Competency Level and Advanced Literacy).

#### *MEd in Literacy Teaching for Experienced Educator Duration*

The MEd in Literacy Teaching for Experienced Educators is designed for the typical candidate to complete in 24 months, beginning in Term C. The program can be accelerated to be completed in 12 months; or it can be extended to be completed in 36 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A continuing enrollment fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

Experienced Educators enrolled in the program engage in the following seminar and practicum hours:

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>235 Introductory Level Effective Teaching 3</i>	n/a	n/a	n/a	n/a	1-9	n/a
<i>210d Inquiry into the Learner and Learning Environments</i>	3	42	70	20	3	115
<i>220d Inquiry into Planning, Assessment and Instructional Strategies</i>	3	57	93	27	4	153
<i>225c Inquiry into Professional Learning &amp; Collaboration</i>	3	87	140	40	6	230
<i>240a Introduction to Advanced Literacy Instruction &amp; Assessment</i>	30	30	96	24	4	156
<i>240b Inquiry into Advanced Literacy Instruction &amp; Assessment</i>	57	3	96	24	4	156
<i>204 Clinical Placement in Literacy Instruction</i>						312
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<i>600 Clinical Setting for Design Research (Not for Credit, Time commitments are incorporated into the co-requisite learning strands)</i>						230
<b>Total</b>	<b>132</b>	<b>273</b>	<b>635</b>	<b>175</b>	<b>36</b>	<b>1040</b>

#### *Minimum Qualifications for MEd in Literacy Teaching for Experienced Educators*

In addition to the admissions criteria described above, candidates for this program must meet the following specific requirements:

- Approved Clinical Placement in Literacy Instruction and Setting for Design Research
- Additional requirements of the [UVEI Literacy Teacher Pathway](#)

### **Master of Education (MEd) in Literacy Leadership**

The MEd in Literacy Leadership is designed for practicing teachers who are concurrently enrolled in the Literacy Specialist Pathway of the UVEI Literacy Educators program. The MEd in Literacy Leadership allows those candidates to earn their masters degree by demonstrating advanced knowledge and skills in the teaching and assessment of literacy and instructional leadership in literacy, and by engaging in Action Research. Candidates in this degree program

advance their skills in using research-based frameworks to deeply understand students' literacy learning and their differences, plan and teach focused and differentiated literacy instruction, develop and understand a variety of flexible literacy tools to assess students' literacy needs and growth, coach teachers in developing sound literacy instruction, facilitate groups of teachers' learning of effective literacy practice, lead teams in collaboratively analyzing and using literacy data to improve practice, and collaboratively reflect on their and their colleagues' practice. This degree program requires the completion of the following series of learning strands.

Foundational and Competency Level Learning Strands	16–24 Credits
Advanced Literacy Instruction and Assessment Learning Strands	8 Credits
Instructional Leadership in Literacy Learning Strands	6 Credits
Action Research Learning Strands	<u>6 Credits</u>
	36–44 Credits

### *Standards of Competency for the MEd in Literacy Leadership*

MEd in Literacy Leadership candidates demonstrate competency in three levels of standards:

- For the *Competency Level Teaching Standards*, candidates demonstrate competency at the level of an accomplished beginning teacher, indicating that they are able to understand and clearly demonstrate the target standard.
- For the *Literacy Standards (1–10)*, candidates demonstrate competency at the *Applying* level (effective practicing teacher), indicating that they consistently and clearly demonstrate the target standard and understand the research base of the practice.
- For the *Action Research Standards*, candidates demonstrate competency at the level of a beginning action researcher, indicating they have developed the habits to improve their teaching through a design development process with some success.

#### *Competency Level Teaching Standards*

*Teaching Standard 1: Understanding how learners develop:* 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.

*Teaching Standard 2: Understanding & responding to learning differences:* 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.

*Teaching Standard 3: Fostering safe & productive learning environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Teaching Standard 4: Understanding the content of the discipline:* 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.

*Teaching Standard 5: Applying content knowledge:* 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.

*Teaching Standard 6: Assessing student learning:* 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.

*Teaching Standard 7: Planning for instruction:* 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.

*Teaching Standard 8: Engaging students in learning:* 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.

*Teaching Standard 9: Engaging in professional learning:* 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.

*Teaching Standard 10: Collaborating with colleagues:* 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.

### *Literacy Standards of Competency for MEd in Literacy Leadership*

*Literacy Standard 1: Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction.* Effective literacy teachers model the ability to *meet the developmental needs of all learners and use a variety of print and digital materials to engage and motivate all learners; foster a positive climate that supports a literacy-rich learning environment; have high expectations for each learner; and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.* Teachers do this by combining a base of professional knowledge, including *knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading and writing teacher in schools.* *Effective literacy teachers model the use of knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction; and create inclusive and affirming classrooms environments and pedagogy by designing and implementing instruction that is culturally responsive and acknowledges and values diversity.* At advanced levels, teachers use this knowledge of the range of differences to anticipate and enhance access to challenging learning experiences by providing appropriate guidance, instruction, and resources to each student.

*Literacy Standard 2: Modeling Advanced Literacy Specific Instructional Planning.* Drawing on deep and flexible pedagogical content knowledge of literacy instruction, teacher leaders design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate instructional approaches to provide a coherent, integrated, and motivating literacy program.

*Literacy Standard 3: Modeling Advanced Literacy Pedagogies.* Teachers must have a deep and flexible understanding of literacy and apply their understanding to *implement instruction that is evidence-based and meets the needs of diverse learners, across the grades and in the disciplines.* Effective literacy teachers can adapt and modify various instructional approaches when teaching the many different dimensions of literacy (e.g., reading, writing, speaking, listening, viewing, and visually representing) to meet the needs of students; provide opportunities for student engagement in high-level thinking processes and provide for student choice; provide access to many different texts (both print and digital), children's and adolescent literature, and multiple means of expression; and develop instruction that is integrated and provides students with opportunities to work with their peers.

*Literacy Standard 4: Modeling Advanced Literacy Assessment Practices.* Effective literacy teachers understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

*Literacy Standard 5: Demonstrating Literacy Intervention Approaches.* Effective literacy teachers understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement to inform and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. They design literacy curricula and instruction to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

*Literacy Standard 6: Facilitating collective teacher learning in literacy instruction.* The literacy instructional leader understands how professional culture, structures, and routines within schools impact teacher learning and uses research-based strategies with groups of teachers to build trust, foster shared goals and practices, inquire into practice, and develop their capacities to improve instruction.

*Literacy Standard 7: Facilitating individual teacher learning in literacy instruction.* The literacy instructional leader effectively coaches individual teachers to identify areas of instructional strength and improvement, facilitate evidence-based reflective dialogue and feedback, provide technical and emotional support for teachers in improving their literacy instruction, and use knowledge of adult learners and effective instructional coaching to analyze their practice.

*Literacy Standard 8: Leading data based improvement in literacy.* Effective systems leaders collect and use assessment data appropriately to identify challenges, guide inquiry,

collaboratively design remedies, and to guide collective action to support school and teacher effectiveness.

*Literacy Standard 9: Supporting systems level literacy instructional program coherence.* Effective systems leaders develop and support intellectually rigorous, coherent, and aligned instructional program systems to promote and support school effectiveness and continuous improvement.

*Literacy Standard 10: Engaging in and modeling professional learning & collaboration.* The literacy leader enthusiastically engages in collective inquiry with their colleagues, including extensive deliberate practice, high-level use of evidence of practice to guide improvement, the use of research and theoretical concepts as a lense for understanding and examining practice, high quality feedback to and from colleagues based on quality indicators of effective leadership, and a deep commitment to their own and their colleagues' continuous growth and development of expertise.

### *Action Research Standards*

*Action Research Standard 1: Conceptualizing research based theories of action:* Candidate is able to conceptualize a problem/challenge of practice, and can construct a research-based theory of action for addressing that problem/challenge.

*Action Research Standard 2: Consulting the knowledge base:* Candidate is able to consult the knowledge base (research literature, practitioner literature, and/or outside expertise) to deepen their understanding of instructional/leadership challenges and promising remedies.

*Action Research Standard 3: Taking authentic action based on research:* Candidate is able to take action by conducting an action research project, with the involvement and support of appropriate stakeholders, including administrators, teachers, students, and/or parents.

*Action Research Standard 4: Gathering & synthesizing data:* Candidate is able to evaluate the efficacy of their theory of action by gathering and synthesizing appropriate data on the outcomes and validity of the action research project.

*Action Research Standard 5: Presenting action research process & findings:* Candidate is able to present their action research project, both in written and oral forms, to audiences of faculty, colleagues, and other stakeholders, in ways that deepen audiences understanding of issues and informs possible future actions

### *MEd in Literacy Leadership Pathways*

There are two pathways toward an MEd in Literacy Leadership:

1. **1999–present Alumni of the Teacher Intern Program:** Candidates who have demonstrated Competent level performance in the Competency Level Teaching Standards through their satisfactory completion of the Teacher Intern Program.
2. **Pre-1999 Alumni of TIP and non-alumni (“Experienced Educators”):** Candidates who will *need to demonstrate competency* in the Competency Level Teaching Standards through an appraisal of prior evidence and through engagement in the Competency

Level Teaching and Advanced Literacy Instruction and Assessment Learning Strands as an alternative to the TIP.

### *MEd in Literacy Leadership for 1999–present TIP Graduates*

#### *MEd in Literacy Leadership for 1999–present TIP Graduates Description*

TIP graduates between 1999 and 2019 who have demonstrated Competent level performance in the Competency Level Teaching Standards during their enrollment in TIP can apply up to 24 credits toward a MEd in Literacy Leadership. This program allows TIP graduates between these years to build on their accomplished beginning experience and knowledge and earn their MEd degree with 8 additional credits in the Advanced Literacy Instruction and Assessment Learning Strands, 6 additional credits in Literacy Instructional Leadership Learning Strands and 6 credits in Action Research Learning Strands.

#### *MEd in Literacy Leadership for 1999–present TIP Graduates Degree Pathway*

#	<b>Learning Strand</b> • <b>Standard of Competency</b>	Credits	Terms
<b>Foundational and Competency Level Teaching Strands and Standards (Transferred or Applied from UVEI)<sup>19</sup></b>			
200	<i>Teaching Internship Placement</i>	Co-Requirement, Not for Credit	
210	<i>Inquiry into the Learner and Learning Environments</i> <ul style="list-style-type: none"> <li>• Understanding how learners develop</li> <li>• Understanding &amp; responding to learning differences</li> <li>• Fostering safe &amp; productive learning environments</li> </ul>	6	
215	<i>Inquiry into Content Knowledge &amp; Application</i> <ul style="list-style-type: none"> <li>• Understanding the content of the discipline</li> <li>• Applying content knowledge</li> </ul>	4	
220	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>• Assessing student learning</li> <li>• Planning for instruction</li> <li>• Engaging students in learning</li> </ul>	8	
225	<i>Inquiry into Professional Learning &amp; Collaboration</i> <ul style="list-style-type: none"> <li>• Engaging in professional learning</li> <li>• Collaborating with colleagues</li> </ul>	6	
<b>Advanced Literacy Instruction and Assessment Strands and Standards (Year 1)</b>			
204	<i>Clinical Placement in Literacy Instruction</i>	Co-Requirement, Not for Credit	C–K
240a	<i>Introduction to Advanced Literacy Instruction and Assessment</i> <ul style="list-style-type: none"> <li>• Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction</li> <li>• Modeling Advanced Literacy Specific Instructional Planning</li> <li>• Modeling Advanced Literacy Pedagogies</li> </ul>	4	C–F

<sup>19</sup> For alumni who already earned credit through UVGSE, these may be applied.

	<ul style="list-style-type: none"> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>		
240b	<i>Inquiry into Advanced Literacy Instruction and Assessment</i> <ul style="list-style-type: none"> <li>Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction</li> <li>Modeling Advanced Literacy Specific Instructional Planning</li> <li>Modeling Advanced Literacy Pedagogies</li> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	4	G-K
<b>Instructional Leadership in Literacy Strands and Standards (Year 2)</b>			
205	<i>Clinical Placement in Literacy Instructional Leadership</i>	Co-Rec Not for Credit	C-K
285a	<i>Introduction to Instructional Leadership in Literacy</i> <ul style="list-style-type: none"> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Facilitating collective teacher learning in literacy instruction</li> <li>Facilitating individual teacher learning in literacy instruction</li> <li>Leading data based improvement in literacy</li> <li>Supporting systems level instructional program coherence in literacy</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	3	C-F
285b	<i>Inquiry into Instructional Leadership in Literacy</i> <ul style="list-style-type: none"> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Facilitating collective teacher learning in literacy instruction</li> <li>Facilitating individual teacher learning in literacy instruction</li> <li>Leading data based improvement in literacy</li> <li>Supporting systems level instructional program coherence in literacy</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	3	G-K
<b>Action Research Strands and Standards (Year 2 or 3)</b>			
600	<i>Clinical Setting for Design Research</i>	Co-Require Not for Credit	C-BB
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> </ul>	2	C-H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>Conceptualizing research based theories of action</li> <li>Consulting the knowledge base</li> <li>Taking authentic action based on research</li> <li>Gathering &amp; synthesizing data</li> <li>Presenting action research process &amp; findings</li> </ul>	4	I-BB
	<b>Total</b>	<b>38</b>	

For a more detailed description of each learning strand, see “Learning Strand Descriptions” below (for Action Research) and in the UVEI handbook (for Competency Level and Advanced Literacy).

### *MEd in Literacy Leadership for 1999–present TIP Graduates Duration*

The MEd in Literacy Leadership for TIP Graduates is designed for the typical candidate to complete in 36 months, beginning in Term C. The program can be accelerated to be completed in 24 months; or it can be extended to be completed in 48 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A continuing enrollment fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

TIP Graduates enrolled in the program engage in the following seminar and practicum hours in the 200 level Advanced Literacy and 600 level Action Research Learning Strands:

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>240a Introduction to Advanced Literacy Instruction &amp; Assessment</i>	30	30	96	24	4	156
<i>240b Inquiry into Advanced Literacy Instruction &amp; Assessment</i>	57	3	96	24	4	156
<i>204 Clinical Placement in Literacy Instruction</i>						312
<i>285a Introduction to Instructional Leadership in Literacy</i>	26	19	72	18	3	117
<i>285b Inquiry into Instructional Leadership in Literacy</i>	27	18	72	18	3	117
<i>205 Clinical Placement in Literacy Instructional Leadership</i>						234
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153

<i>600 Clinical Setting for Design Research (Not for Credit, Time commitments are incorporated into the co-requisite learning strands)</i>						230
<b>Total</b>	<b>169</b>	<b>121</b>	<b>476</b>	<b>121</b>	<b>20</b>	<b>776</b>

### *Minimum Qualifications for MEd in Literacy Leadership for 1999–present TIP Graduates*

In addition to the admissions criteria described above, candidates for this program must meet the following specific requirements:

- Completion of the UVEI Teacher Intern Program (1999–present) having achieved “competent” ratings in each standard.
- Approved Clinical Placement in Literacy Instruction, Literacy Instructional Leadership, and Setting for Design Research
- Additional requirements of the [UVEI Literacy Specialist Pathway](#)

### *MEd in Literacy Leadership for Experienced Educators*

#### *MEd in Literacy Leadership for Experienced Educators Description*

The MEd in Literacy Leadership allows pre-1999 TIP graduates and non-graduates of TIP (“Experienced Educators”) to enroll in the program and demonstrate the ten Competency Level Teaching Standards through a pathway other than the UVEI Teacher Intern Program. Specifically, to earn these 24 credits required of all MEd candidates, Experienced Educators can have up to nine (9) of the 36 total program credits awarded based on the appraisal of previous evidence of competency at the “Developing” level on nine of the ten Competency Level Teaching Standards. They can then earn the remaining 15 credits through demonstrating a combination of the Competency Level Teaching Standards at the “Competent” level or above and the Literacy Teaching Standards at the “Competent” level or above.

#### *MEd in Literacy Leadership for Experienced Educators Degree Pathway*

#	<b>Learning Strand</b> • <b>Standard of Competency</b>	<b>Credits</b>	<b>Terms</b>
<b>Introductory Level Learning Strand (earned through an appraisal of previous evidence in 1st term of program)</b>			
235	<i>Introductory Level Effective Teaching 3</i> <ul style="list-style-type: none"> <li>• Understanding how learners develop</li> <li>• Understanding &amp; responding to learning differences</li> <li>• Fostering safe &amp; productive learning environments</li> <li>• Understanding the content of the discipline</li> <li>• Applying content knowledge</li> <li>• Assessing student learning</li> <li>• Planning for instruction</li> <li>• Engaging students in learning</li> <li>• Engaging in professional learning</li> </ul>	1–9	First term of enrollment
<b>Competency Level Teaching Learning Strands and Standards (Year 1)</b>			
210d	<i>Inquiry into the Learner and Learning Environments</i> <ul style="list-style-type: none"> <li>• Understanding how learners develop</li> <li>• Understanding &amp; responding to learning differences</li> <li>• Fostering safe &amp; productive learning environments</li> </ul>	3	C–H

220d	<i>Inquiry into Planning, Assessment and Instructional Strategies</i> <ul style="list-style-type: none"> <li>Assessing student learning</li> <li>Planning for instruction</li> <li>Engaging students in learning</li> </ul>	4	C–H
<b>Advanced Literacy Instruction and Assessment Strands and Standards (Year 1)</b>			
204	<i>Clinical Placement in Literacy Instruction</i>	Co-Req isite, Not for Credit	C–K
240a	<i>Introduction to Advanced Literacy Instruction and Assessment</i> <ul style="list-style-type: none"> <li>Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction</li> <li>Modeling Advanced Literacy Specific Instructional Planning</li> <li>Modeling Advanced Literacy Pedagogies</li> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	4	C–F
240b	<i>Inquiry into Advanced Literacy Instruction and Assessment</i> <ul style="list-style-type: none"> <li>Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction</li> <li>Modeling Advanced Literacy Specific Instructional Planning</li> <li>Modeling Advanced Literacy Pedagogies</li> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	4	G–K
<b>Instructional Leadership in Literacy Strands and Standards (Year 2)</b>			
205	<i>Clinical Placement in Literacy Instructional Leadership</i>	Co-Rec Not for Credit	C–K
285a	<i>Introduction to Instructional Leadership in Literacy</i> <ul style="list-style-type: none"> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Facilitating collective teacher learning in literacy instruction</li> <li>Facilitating individual teacher learning in literacy instruction</li> <li>Leading data based improvement in literacy</li> <li>Supporting systems level instructional program coherence in literacy</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	3	C–F
285b	<i>Inquiry into Instructional Leadership in Literacy</i> <ul style="list-style-type: none"> <li>Modeling Advanced Literacy Assessment Practices</li> <li>Demonstrating Literacy Intervention Approaches</li> <li>Facilitating collective teacher learning in literacy instruction</li> <li>Facilitating individual teacher learning in literacy instruction</li> <li>Leading data based improvement in literacy</li> <li>Supporting systems level instructional program coherence in literacy</li> <li>Engaging in professional learning &amp; collaboration</li> </ul>	3	G–K
<b>Action Research Strands and Standards (Year 2 or 3)</b>			

600	<i>Clinical Setting for Design Research</i>	Co-Req isite, Not for Credit	C–BB
610	<i>Introduction to Action Research</i> <ul style="list-style-type: none"> <li>● Conceptualizing research based theories of action</li> <li>● Consulting the knowledge base</li> </ul>	2	C–H
620	<i>Action Research</i> <ul style="list-style-type: none"> <li>● Conceptualizing research based theories of action</li> <li>● Consulting the knowledge base</li> <li>● Taking authentic action based on research</li> <li>● Gathering &amp; synthesizing data</li> <li>● Presenting action research process &amp; findings</li> </ul>	4	I–BB
<b>Total</b>		<b>36</b>	

For a more detailed description of each learning strand, see “Learning Strand Descriptions” below (for Action Research) and in the UVEI handbook (for Competency Level and Advanced Literacy).

#### *MEd in Literacy Leadership for Experienced Educators Duration*

The MEd in Literacy Leadership for Experienced is designed for the typical candidate to complete in 36 months, beginning in Term C. The program can be accelerated to be completed in 24 months; or it can be extended to be completed in 48 months. Candidates who require more time to complete the program may extend with the approval of the Graduate Studies Coordinator. A continuing enrollment fee and personalized study commitments will apply. Total program duration may not exceed 150% of the total program of study.

For each hour of seminar or structured fieldwork (assigned practicums and performance assessments), candidates should expect to spend an additional approximately 1.6 hours on independent fieldwork and practice, and an additional approximately .4 hours engaged in additional study and preparation.

The table below summarizes the approximate time commitments in terms of seminars, structured fieldwork, independent fieldwork and practice, and study per learning strand. It also includes a total number of anticipated clock hours for the program.

TIP Graduates enrolled in the program engage in the following seminar and practicum hours in the 200 level Advanced Literacy and 600 level Action Research Learning Strands:

<b>Learning Strands</b>	<b>Seminar Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Structured Fieldwork Anticipated Time (In Hours) 15 hours = 1 credit</b>	<b>Independent fieldwork and practice. Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx 1.6 hours of independent practice</b>	<b>Study Anticipated Time (In Hours) For each hour of seminar/ structured fieldwork, approx .4 hours of study</b>	<b>Semester Credits</b>	<b>Total Clock Hours (Seminar + Structured Field Work + Independent Practice)</b>
<i>235 Introductory Level Effective Teaching 3</i>	n/a	n/a	n/a	n/a	1-9	n/a

<i>210d Inquiry into the Learner and Learning Environments</i>	3	42	70	20	3	115
<i>220d Inquiry into Planning, Assessment and Instructional Strategies</i>	3	57	93	27	4	153
<i>240a Introduction to Advanced Literacy Instruction &amp; Assessment</i>	30	30	96	24	4	156
<i>240b Inquiry into Advanced Literacy Instruction &amp; Assessment</i>	57	3	96	24	4	156
<i>204 Clinical Placement in Literacy Instruction</i>						312
<i>285a Introduction to Instructional Leadership in Literacy</i>	26	19	72	18	3	117
<i>285b Inquiry into Instructional Leadership in Literacy</i>	27	18	72	18	3	117
<i>205 Clinical Placement in Literacy Instructional Leadership</i>						234
<i>610 Introduction to Action Research</i>	21	9	47	13	2	77
<i>620 Action Research</i>	15	45	93	27	4	153
<i>600 Clinical Setting for Design Research (Not for Credit, Time commitments are incorporated into the co-requisite learning strands)</i>						230
<b>Total</b>	<b>182</b>	<b>223</b>	<b>639</b>	<b>171</b>	<b>36</b>	<b>1044</b>

*Minimum Qualifications for MEd in Literacy Leadership for Experienced Educators*

In addition to the admissions criteria described above, candidates for this program must meet the following specific requirements:

- Approved Clinical Placement in Literacy Instruction, Literacy Instructional Leadership, and Setting for Design Research
- Additional requirements of the [UVEI Literacy Specialist Pathway](#)

## Professional Education Program

UVEI professional education opportunities are designed to bring educators together for practical, collaborative, sustaining and transformational learning.

At UVEI, we believe that professional education is most meaningful and useful when the experience leads to practice that is demonstratively better. UVEI offers a number of opportunities for professional development leading to graduate credit.

### Professional Education Standards

#### **INSTRUCTIONAL COACHING STANDARDS**

Coaching Standard #1: Structuring effective instructional conferences

Coaching Standard #2: Using discourse strategies to advance teacher learning

Coaching Standard #3: Engaging teachers in metacognitive & reflective thinking

Coaching Standard #4: Raising awareness of equity issues

Coaching Standard #5: Structuring effective instructional conferences for equity

Coaching Standard #6: Using discourse strategies to advance teacher learning of equity issues

Coaching Standard #7: Engaging teachers in metacognitive & reflective thinking on teaching for equity

#### **ENGAGING IN PROFESSIONAL LEARNING STANDARDS**

Professional Learning Standard #1: Using research to inform, analyze & improve practice

Professional Learning Standard #2: Growing and developing professionally

#### **PROJECT BASED LEARNING STANDARDS**

PBL Standard #1: Designing projects using essential elements of project based learning

PBL Standard #2: Using project based teaching practices

#### **FACILITATING TEACHER LEARNING STANDARDS**

Facilitation Standard #1: Facilitating productive learning conversations

Facilitation Standard #2: Fostering a productive professional culture

#### **TEACHING FOCUSING STANDARDS**

Teaching Focusing Standard #1: Demonstrating concepts, processes of inquiry, and knowledge of the discipline - [INSERT SPECIFIC DISCIPLINE]

Teaching Focusing Standard #2: Planning differentiated & subject specific lessons

Teaching Focusing Standard #3: Engaging Students in Thinking & Understanding

Teaching Focusing Standard #4: Analyzing Student Work from Assessments

Teaching Focusing Standard #5: Using Assessment to Inform Teaching

Teaching Focusing Standard #6: Planning differentiated & subject specific units

#### **LEADING SCHOOL IMPROVEMENT STANDARDS**

Leading School Improvement Standard #1: Articulating a shared vision & goals for improvement

Leading School Improvement Standard #2: Organizing for collective improvement

Leading School Improvement Standard #3: Understanding adult learning and professional development

Leading School Improvement Standard #4: Collecting and analyzing data

Leading School Improvement Standard #5: Developing assessment systems to monitor student progress

Leading School Improvement Standard #6: Evaluating the impact of instructional programs

### **INSTRUCTIONAL LEADERSHIP STANDARDS**

Instructional Leadership Standard #1: Understanding and demonstrating effective feedback and supervision of educators

Instructional Leadership Standard #2: Understanding professional and adult learning and development

### **SCHOOL MANAGEMENT STANDARDS**

School Management Standard #1: Evaluate the allocation and strategic management financial and technology resources

School Management Standard #2: Demonstrating understanding, analysis, and responsive action re: legal and ethical issues of educational leadership.

### **Pathways for Participation in Professional Education**

UVEI Professional Education Learning Strands have multiple options for participation, depending on the participant's learning goals.

- *For credit regular enrollment:* Participants can enroll in a for credit learning strand and earn credit based on demonstrated proficiency as required for that learning strand. Participants UVEI transcripts will reflect credits earned, the specific competencies demonstrated, and the clinical hours completed.
- *Additional credit foundations enhancement:* Many learning strands include an option for candidates who wish to engage in additional study of the theoretical and professional knowledge base that provides the foundations of the more clinical and applied regular learning strand. This option requires participants to demonstrate deeper applied knowledge of the topic, and results in additional credits, requires additional competencies to be demonstrated, and requires additional clock hours.
- *Clock hours with demonstrated competency:* Some participants may not wish to earn credits, and instead are seeking a certificate of completion. Participants in this option will *earn a certificate* that designates the topic, the standards of competency demonstrated, and the number of clock hours completed (delineating seminar hours and practicum hours based on the timesheet). Only participants who demonstrate the requisite levels of competency will be issued a certificate. This option does not result in a transcript. *Participants in this option must complete all seminar, clock hour, and practicum requirements as described in the organizer, including all required performance assessments.* Tuition for this option is the same as the for-credit option (typically \$450 per credit).
- *Clock hours participation only:* Some participants may wish to participate in the seminars and practicum elements of the program, but may choose not to complete the final performance assessment, submit evidence of competency, or receive formal feedback and a determination of competency. Participants in this option will be *issued a letter* indicating their participation and the number of seminar and clinical hours completed (based on the timesheet). This option does not result in a transcript or any determination of the participants level of competency. *Participants in this option must complete all seminar and practicum requirements as described in the organizer.* Only participants

who engage fully in these aspects of the learning strand will be issued a letter. Tuition for this option is 50% of the for credit option (typically \$225 per credit).

- *Switching between pathways:* Participants may choose to switch pathways while the learning strand is underway. Switching pathways requires the participant to change their course of study through the [Add/Drop/Change](#) process. All refund policies apply from the date the participant submits the Add/Drop/Change form.
- *No auditing:* Because UVEI professional education learning strands are integrated cycles of inquiry that involve extensive collaboration and deliberate practice, UVEI does not allow candidates to audit seminars or to participate without committing to the practicum and collaborative elements of the program.

### **Applying Professional Education Credits towards Degree Programs**

Participants who demonstrate competency and earn credits through Professional Education learning strands may apply those competencies towards MEd degree programs on a case-by-case basis. Upon applying to an MEd degree program, the faculty will evaluate the applicant's existing transcript and record and adjust the applicant's course of study appropriately. Participants should not expect learning strands to directly transfer and fulfill specific credit requirements, and Professional Education learning strands and competencies may only partially meet degree program requirements. Certificate and participation pathways may not be applied towards degree programs except through the [transfer policy](#) that applies to all applicants.

## Learning Strands

At UVEI, we believe that learning to be a great teacher and leader is based upon continuously striving towards mastery of a core set of competencies that can be both articulated and documented. Our standards of competency are based on the [InTASC Model Core Teaching Standards](#), the [Professional Standards for Educational Leaders Competencies](#), and the [Model Teacher Leader Standards](#); and are aligned with the teacher and leadership standards for the states of New Hampshire and Vermont.

### Learning Strand Numbering System

- 200-299 Foundational & Competency (Licensure) Level Learning Strands
- 300-399 Professional Education Learning Strands
- 400-499 Advanced Competency (Degree capstone) Level Learning Strands
- 600-699 Action Research (Thesis) Level Learning Strands

x00-x09 - These strands describe field placements and clinical settings. Clinical settings are co-requisite requirements, providing an integrated, holistic and immersive setting to practice teaching or leadership across competencies and learning strands. While each learning strand requires practice in a clinical setting, the amount of practice needed to progress towards competency will vary for each candidate.

### Summary of Learning Strands

#### Foundational & Competency (Licensure) Level Learning Strands

Candidates at UVEI demonstrate competency through their engagement in Learning Strands, which are designed to support and assess candidates' development towards and demonstration of particular standards of competency. These strands are described in the following sections.

In order to complete the UVEI licensure programs, candidates must demonstrate knowledge and practice at the “Developing” level in the Foundational Level learning strands, and subsequently demonstrate knowledge and practice at the “Competent” (Accomplished *Beginning* Teacher or Leader) level in the Competency Level Teacher and School Leadership Learning Strands, respectively.

#### Advanced Teaching and Leadership Learning Strands

Through Advanced Learning Strands, MEd candidates develop advanced teaching and leadership competencies, knowledge and skills of teaching or leadership at a deep and extensive level. While advanced standards are based on several of the same national standards that competency level standards are based on, MEd candidates are expected to demonstrate higher levels of knowledge and skills for each, including:

- More advanced skills in the competency area as demonstrated by results on required performance assessments
- More sophisticated use of major terms, concepts, frameworks, and research in describing and analyzing practice

- Analysis of how these competencies are supported by or limited by the educational system in which they occur

In order to earn credit, candidates must demonstrate knowledge and practice at the “Developing” level or above in all competencies in the Introductory level Advanced Learning Strands (440a for Teaching and 475a for Leadership), and at the “Applying” (effective working educator) or above in all competencies in the Advanced Learning strands

### **Action Research Learning Strands**

Action research competency standards are addressed through two strands over the course of a year, requiring candidates to identify a problem of practice, develop a theory of action, review the research and practitioner literature on the topic, design a specific action, evaluate the results of the action, and publish and present the findings in a comprehensive paper and final presentation.

For a specific description of the levels, and required competencies, associated learning strands see the program descriptions above.

## Descriptions of Learning Strands

### Foundational and Competency Level Learning Strands

#### *200 Teaching Internship Placement*

*Not for Credit*

The placement is the heart of the UVEI internship experience. Candidates are embedded in a classroom full time as apprentices and student “assistant teachers” and ultimately as “co-teachers.” In the classroom, the Candidate’s responsibilities increase gradually and deliberately. They work with small groups of students, instruct classes, handle crises, and otherwise function as real teachers. They are expected to report to school early, attend staff meetings and parent conferences, grade papers, and prepare materials at home. The program introduces the Interns to the realities of the teacher’s world. As a culminating experience, the Interns undertake four or more days of solo teaching in each internship placement. The placement requires not less than (and typically more than) 700 hours. No credits are associated with the placement, and it includes both independent practice and practicum requirements that are embedded in the credit bearing learning strands. *200 Teacher Internship Placement is a co-requisite for 210 Inquiry into the Learner and Learning Environments, 215 Inquiry into Content Knowledge & Application, 220 Inquiry into Planning, Assessment and Instructional Strategies; and 225 Inquiry into Professional Learning & Collaboration.*

#### *201 Principal Internship Placement*

*Not for Credit*

The internship placement is the heart of the UVEI experience and allows for in-depth, experiential, and highly personalized leadership development. Elementary and secondary principal interns spend the school year working alongside their mentor and other administrators. The intern’s administrative responsibilities expand gradually and deliberately over the course of the year. Interns work with department or grade level teams, observe and evaluate teachers, participate on school improvement teams, handle student issues, collaborate with parents and community agencies, attend district level administrator and school board meetings, serve as the designated administrator at special education meetings, monitor activities before/after school, and function as a principal when building administrators are absent. The program thus introduces interns to the realities of the principal’s world. The placement requires not less than (and typically more than) 750 hours. No credits are associated with the placement, and approximately 675 hours of the placement support, directly or indirectly, the embedded practicums in the credit bearing learning strands. *Co-requisites: 250: Inquiry into Leading Schools & Professional Growth; 255 Inquiry into Teacher Learning & Instructional Growth; 260 Inquiry into Curriculum Leadership; 265 Inquiry into Fostering Professional Community; and 270 Inquiry into School Management.*

#### *202 Curriculum Leadership Clinical Experience*

*Not for Credit*

Part of the Curriculum & Assessment Specialization, 202 Curriculum Leadership Clinical Experience gives candidates access to and experience with the full range of curriculum leadership practices. Clinical experience is the heart of learning at UVEI. Immersion in actual leadership practice allows for in-depth, experiential, and highly personalized leadership development. Principal Intern Program graduates who are seeking the Curriculum & Assessment Specialization are required to work alongside a mentor in a curricular leadership setting. Candidates engage in the real work of evaluating instructional programs, supporting implementation, collecting and analyzing performance data, and building the capacity of school

site personnel charged with implementing instructional programs. The program thus introduces candidates to the realities of the curriculum leader's world. The placement requires a total of 450 hours, approximately 150-200 hours of which is typically fulfilled through the Principal Intern Program . No credits are associated with the placement, and approximately 100 hours of the placement support, directly or indirectly, the embedded practicums in the credit bearing learning strands. *Prerequisite: Completion of the UVEI Principal Intern Program*

*Prerequisites or Corequisites: 261 Inquiry into School & District Curriculum Leadership and/or 280a/280b Inquiry into Data Based Improvement*

*Satisfied by 201 Principal Internship Placement (with enhancements) for concurrent PIP and C&A Specialization candidates.*

*203 Clinical Placement in Teaching  
Description TBD*

*Not for Credit*

*204 Clinical Placement in Literacy Instruction*

*0 Credits*

Candidates complete supervised, integrated, extended practica/clinical experiences that include modeling effective literacy practices in classroom settings and intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified faculty coaches. The program thus introduces candidates to the realities of the curriculum leader's world. The placement requires a total of 170 hours. No credits are associated with the placement, and approximately 27 hours of the placement support, directly or indirectly, the embedded practicums in the credit bearing learning strands. *Corequisites: 240a Introduction to Advanced Reading & Writing Instruction & Assessment & 240b Inquiry into Advanced Reading & Writing Instruction & Assessment*

*205 Clinical Placement in Literacy Instructional Leadership*

*0 Credits*

Candidates complete supervised, integrated, and extended practica/clinical experiences that include both collaborative and coaching roles with teacher(s) and schoolwide collaboration and leadership for instructional practices, curriculum design, and professional development, and family/community-school partnerships; practicum experiences are ongoing in school-based setting(s); supervision includes observation and ongoing feedback by qualified faculty coaches. The program thus introduces candidates to the realities of the curriculum leader's world. The placement requires a total of 185 hours. No credits are associated with the placement, and approximately 42 hours of the placement support, directly or indirectly, the embedded practicums in the credit bearing learning strands. *Corequisites: 285a Introduction to Instructional Leadership in Literacy 285b Inquiry into Instructional Leadership in Literacy*

*210a Introduction to the Learner and Learning Environments*

*3 Credits*

This learning strand provides initial experiences designed to move candidates towards the "developing" level of competency in *Teaching Standards 1: Understanding how learners develop, Teaching Standard 2: Understanding & responding to learning differences, and Teaching Standard 3: Fostering safe & productive learning environments*. Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every

learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests to the classroom and their learning. Teachers collaborate with learners, colleagues, school leaders, families, and members of the learners' communities to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning. *Learning activities* for this learning strand include extensive practice in authentic classroom settings, inquiry cycles that combine seminars and practicums, readings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments of developing competency* include class and case student study, student analysis, an analysis of a master teacher's classroom environments, and direct evidence of effective classroom management that collectively provides evidence of the candidate's: 1) knowledge of their students; 2) ability to identify, pre-assess and summarize important factors related to their students' learning and the school environment; 3) instructional plans at the lesson and unit level that demonstrate responsiveness to student needs; and 4) observation that demonstrates effective classroom management and an appropriate classroom environment. This learning strand is designed to span five terms.

*Co-requisite: 200 Teacher Internship Placement*

*210y Introduction to the Learner and Learning Environments*

*3 Credits*

Graduates of the UVEI Teacher Internship Program between 1999-2016 earned determinations of competency but UVEI did not award credit. These candidates, with determinations of "developing" or above in all competencies relevant to this learning strand (as verified by current UVEI faculty) who enroll in and are admitted to a MEd degree program may be awarded credits based on their demonstrated level of competency. No individual competencies or determinations are listed on the UVEI transcript when these credits are awarded.

*210b Inquiry into the Learner and Learning Environments*

*3 Credits*

This learning strand provides experiences designed to move candidates towards the "competent" level of competency in *Teaching Standard 1: Understanding how learners develop, Teaching Standard 2: Understanding & responding to learning differences, and Teaching Standard 3: Fostering safe & productive learning environments*. Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests to the classroom and their learning. Teachers collaborate with learners, colleagues, school leaders, families, and members

of the learners' communities to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning. *Learning activities* for this learning strand include extensive practice in authentic classroom settings, inquiry cycles that combine seminars and practicums, readings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments of competency level standards* include class and case student study, student analysis, an analysis of a master teacher's classroom environments, and direct evidence of effective classroom management that collectively provides evidence of the candidate's: 1) knowledge of their students; 2) ability to identify, pre-assess and summarize important factors related to their students' learning and the school environment; 3) instructional plans at the lesson and unit level that demonstrate responsiveness to student needs; and 4) observation that demonstrates effective classroom management and an appropriate classroom environment. This learning strand is designed to take place over the course of 5 terms.

*Prerequisite: 210a Introduction to The Learner and Learning Environments*

*Co-requisite: 200 Teacher Internship Placement*

### *210d Inquiry into the Learner and Learning Environments*

**3 Credits**

This learning strand details experiences and artifacts that allow Experienced Educators to demonstrate competency at the Competent level or above in Teaching Standard 1: Understanding how learners develop, Teaching Standard 2: Understanding & responding to learning differences, and Teaching Standard 3: Fostering safe & productive learning environments. Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests to the classroom and their learning. Teachers collaborate with learners, colleagues, school leaders, families, and members of the learners' communities to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning. *Learning activities* for this learning strand include extensive practice in authentic classroom settings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments of competency* include class and case student profiles and analysis and direct evidence of effective classroom management that collectively provides evidence of the candidate's: 1) knowledge of their students; 2) ability to identify, pre-assess and summarize important factors related to their students' learning and the school environment; 3) instructional plans at the lesson and unit level that demonstrate responsiveness to student needs; and 4) observation that demonstrates effective classroom management and an appropriate classroom environment.

*Prerequisite: 235 Introductory Effective Teaching 3*

*Co-requisites: 215d Inquiry into Content Knowledge and Application, 220d Inquiry into Planning, Assessment and Instructional Strategies, 225c Inquiry into Professional Learning and Collaboration*

*210z Inquiry into the Learner and Learning Environments*

*6 Credits*

Graduates of the UVEI Teacher Internship Program between 1999-2016 earned determinations of competency but UVEI did not award credit. These candidates, with determinations of “competent” or above in all competencies relevant to this learning strand (as verified by current UVEI faculty) who enroll in and are admitted to a MEd degree program may be awarded credits based on their demonstrated level of competency. No individual competencies or determinations are listed on the UVEI transcript when these credits are awarded.

*215a Introduction to Content Knowledge and Application*

*2 Credits*

This learning strand provides initial experiences designed to move candidates towards the “developing” level of competency in *Teaching Standard 4: Understanding the content of the discipline; Teaching Standard and 5: Applying content knowledge*. Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Teachers make content knowledge accessible to learners by using multiple means of communication and by integrating cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems and imagine possibilities. In addition to the extensive prior preparation expected in this area as part of undergraduate preparation, *Learning activities* for this cluster include extensive practice in authentic classroom settings, individualized and small group study, readings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments of developing competency* include an analysis of the teacher’s prior study in their content area combined with required beginning experiences applying content knowledge and application of the specific tools of inquiry particular to each content area through developing level lessons, analysis of student work, and practice teaching. Performance assessments require teachers to demonstrate both their subject specific content knowledge and their pedagogical content knowledge related to student learning. This learning strand is designed to take place over the course of five terms.

*Co-requisite: 200 Teacher Internship Placement.*

*215y Introduction to Content Knowledge and Application*

*2 Credits*

Graduates of the UVEI Teacher Internship Program between 1999-2016 earned determinations of competency but UVEI did not award credit. These candidates, with determinations of “developing” or above in all competencies relevant to this learning strand (as verified by current UVEI faculty) who enroll in and are admitted to a MEd degree program may be awarded credits based on their demonstrated level of competency. No individual competencies or determinations are listed on the UVGSE transcript when these credits are awarded.

*215b Inquiry into Content Knowledge and Application*

*2 Credits*

This learning strand provides experiences designed to move candidates towards the “competent” level of competency in *Teaching Standard 4: Understanding the content of the discipline; Teaching Standard and 5: Applying content knowledge*. Teachers must have a deep

and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Teachers make content knowledge accessible to learners by using multiple means of communication and by integrating cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems and imagine possibilities. In addition to the extensive prior preparation expected in this area as part of undergraduate preparation, *Learning activities* for this cluster include extensive practice in authentic classroom settings, individualized and small group study, readings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments of competency level standards* include an analysis of the teacher's prior study in their content area combined with required application of content knowledge and application of the specific tools of inquiry particular to each content area through lessons, units, analysis of student work, and course design. Performance assessments require teachers to demonstrate both their subject specific content knowledge and their pedagogical content knowledge related to student learning at a competent level. This learning strand is designed to take place over the course of five terms.

*Prerequisite: 215a Introduction to Content Knowledge and Application*

*Co-requisite: 200 Teacher Internship Placement.*

#### *215d Inquiry into Content Knowledge and Application*

*2 Credits*

This learning strand details experiences and artifacts that allow Experienced Educators to demonstrate competency in Teaching Standard 4: Understanding the content of the discipline; Teaching Standard and 5: Applying content knowledge. Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Teachers make content knowledge accessible to learners by using multiple means of communication and by integrating cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems and imagine possibilities. In addition to the extensive prior preparation expected in this area as part of undergraduate preparation, *Learning activities* for this strand include extensive practice in authentic classroom settings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments of competency* include an analysis of the teacher's prior study in their content area combined with required application of content knowledge and application of the specific tools of inquiry particular to each content area through lessons, units, analysis of student work, and course design. Performance assessments require teachers to demonstrate both their subject specific content knowledge and their pedagogical content knowledge related to student learning.

*Prerequisite: 235 Introductory Effective Teaching 3*

*Co-requisites: 210d Inquiry into the Learner and Learning Environments, 220d Inquiry into Planning, Assessment and Instructional Strategies, 225c Inquiry into Professional Learning and Collaboration*

#### *215z Inquiry into Content Knowledge and Application*

*4 Credits*

Graduates of the UVEI Teacher Internship Program between 1999-2016 earned determinations of competency but UVEI did not award credit. These candidates, with determinations of "competent" or above in all competencies relevant to this learning strand (as verified by current

UVEI faculty) who enroll in and are admitted to a MEd degree program may be awarded credits based on their demonstrated level of competency. No individual competencies or determinations are listed on the UVEI transcript when these credits are awarded.

*220a Introduction to Planning, Assessment and Instructional Strategies* *4 Credits*

This learning strand provides initial experiences designed to move candidates towards the “developing” level of competency in *Teaching Standard 6: Assessing student learning; Teaching Standard 7: Planning for instruction, and Teaching Standard 8: Engaging students in learning*. Effective instructional practice requires teachers to understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers backwards plan student learning objectives and content standards, align assessments to those objectives, and then plan and teach a sequence of learning activities designed to engage students and advance their progress towards the objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways. The *learning activities* for this sequence include initial practice in authentic classroom settings, inquiry cycles that combine seminars and practicums, readings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments* include demonstration of developing lessons, assessments (formative and summative), and instructional strategies. This learning strand is designed to take place over the course of five terms.

*Co-requisite: 200 Teacher Internship Placement*

*220y Introduction to Planning, Assessment and Instructional Strategies* *4 Credits*

Graduates of the UVEI Teacher Internship Program between 1999-2016 earned determinations of competency but UVEI did not award credit. These candidates, with determinations of “developing” or above in all competencies relevant to this learning strand (as verified by current UVEI faculty) who enroll in and are admitted to a MEd degree program may be awarded credits based on their demonstrated level of competency. No individual competencies or determinations are listed on the UVEI transcript when these credits are awarded.

*220b Inquiry into Planning, Assessment and Instructional Strategies* *4 Credits*

This learning strand provides experiences designed to move candidates towards the “competent” level of competency in *Teaching Standard 6: Assessing student learning; Teaching Standard 7: Planning for instruction, and Teaching Standard 8: Engaging students in learning*. Effective instructional practice requires teachers to understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers backwards plan student learning objectives and content standards, align assessments to those objectives, and then plan and teach a sequence of learning activities designed to engage students and advance their progress towards the objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of

appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways. The *learning activities* for this sequence include extensive practice in authentic classroom settings, inquiry cycles that combine seminars and practicums, readings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments* include demonstration of competent lessons, units, assessments (formative and summative), and instructional strategies. This learning strand is designed to take place over the course of five terms.

*Prerequisite: 220a Introduction to Planning, Assessment and Instructional Strategies*

*Co-requisite: 200 Teacher Internship Placement*

*220d Inquiry into Planning, Assessment and Instructional Strategies*

*4 Credits*

This learning strand details experiences and artifacts that allow Experienced Educators to demonstrate competency in Teaching Standard 6: Assessing student learning; Teaching Standard 7: Planning for instruction, and Teaching Standard 8: Engaging students in learning. Effective instructional practice requires teachers to understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers backwards plan student learning objectives and content standards, align assessments to those objectives, and then plan and teach a sequence of learning activities designed to engage students and advance their progress towards the objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways. The *learning activities* for this sequence include extensive practice in authentic classroom settings, reflection on practice, and preparation of formative and summative performance assessments. *Performance assessments* include demonstration of competent lessons, units, assessments (formative and summative), and instructional strategies.

*Prerequisite: 235 Introductory Effective Teaching 3*

*Co-requisites: 210d Inquiry into the Learner and Learning Environments, 215d Inquiry into Content Knowledge and Application, 225c Inquiry into Professional Learning and Collaboration*

*220z Inquiry into Planning, Assessment and Instructional Strategies*

*8 Credits*

Graduates of the UVEI Teacher Internship Program between 1999-2016 earned determinations of competency but UVEI did not award credit. These candidates, with determinations of “competent” or above in all competencies relevant to this learning strand (as verified by current UVEI faculty) who enroll in and are admitted to a MEd degree program may be awarded credits based on their demonstrated level of competency. No individual competencies or determinations are listed on the UVEI transcript when these credits are awarded.

*225a Introduction to Professional Learning & Collaboration*

*3 Credits*

This learning strand provides experiences designed to move candidates towards the “competent” level of competency in *Teaching Standard 9: Engaging in professional learning; and Teaching Standard 10: Collaborating with colleagues*. In order to create safe, productive learning environments that result in learners achieving at the highest levels, teachers must

engage in meaningful professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. Cycles of continuous self-improvement are enhanced by leadership, collegial support and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, supporting their colleagues' growth and advancing their profession. *Performance assessments of developing competency* include evidence of learning derived from the self-analysis, reflection, and self-diagnosis elements of performance assessments embedded in co-requisite learning strands; direct evidence of competent engagement in learning with colleagues within the UVEI cohort; and evidence of collaborative engagement and ongoing learning at the internship placement site. This learning strand is designed to take place over five terms.

*Co-requisites: 200 Teacher Internship Placement; 210a Introduction to the Learner and Learning Environments; 215a Introduction to Content Knowledge & Application; and 220a Introduction to Planning, Assessment and Instructional Strategies.*

#### *225d Introduction to Professional Learning and Collaboration*

**3 Credits**

This learning strand details experiences and artifacts that move Experienced Educators toward the “developing” level of competency in Teaching Standard 9: Engaging in professional learning; and Teaching Standard 10: Collaborating with colleagues. In order to create safe, productive learning environments that result in learners achieving at the highest levels, teachers must engage in meaningful professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. Cycles of continuous self-improvement are enhanced by leadership, collegial support and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, supporting their colleagues growth and advancing their profession. *Performance assessments of competency* include evidence of learning derived from the self-analysis, reflection, and self-diagnosis on elements of performance assessments embedded in co-requisite learning strands; direct evidence of competent engagement in learning with colleagues; and evidence of collaborative engagement and ongoing learning.

#### *225y Introduction to Professional Learning and Collaboration*

**3 Credits**

Graduates of the UVEI Teacher Internship Program between 1999-2016 earned determinations of competency but UVEI did not award credit. These candidates, with determinations of “developing” or above in all competencies relevant to this learning strand (as verified by current UVEI faculty) who enroll in and are admitted to a MEd degree program may be awarded credits based on their demonstrated level of competency. No individual competencies or determinations are listed on the UVEI transcript when these credits are awarded.

#### *225b Inquiry into Professional Learning & Collaboration*

**3 Credits**

This learning strand provides experiences designed to support candidates to continue to demonstrate the “competent” level of competency in Teaching Standard 9: Engaging in professional learning; and Teaching Standard 10: Collaborating with colleagues. In order to create safe, productive learning environments that result in learners achieving at the highest levels, teachers must engage in meaningful professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. Cycles of continuous

self-improvement are enhanced by leadership, collegial support and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, supporting their colleagues' growth and advancing their profession. *Performance assessments of competency level standards* include evidence of learning derived from the self-analysis, reflection, and self-diagnosis elements of performance assessments embedded in co-requisite learning strands; direct evidence of competent engagement in learning with colleagues within the UVEI cohort; and evidence of collaborative engagement and ongoing learning at the internship placement site. This learning strand is designed to take place over five terms.

*Prerequisites: 225a Introduction to Professional Learning and Collaboration OR 230a Introductory Level Effective teaching 1 and 230b Introductory Level Effective teaching 2*

*Co-requisites: 200 Teacher Internship Placement; 210b Inquiry into the Learner and Learning Environments; 215b Inquiry into Content Knowledge & Application; and 220b Inquiry into Planning, Assessment and Instructional Strategies.*

### *225c Inquiry into Professional Learning and Collaboration*

**6 Credits**

This learning strand details experiences and artifacts that allow Experienced Educators to demonstrate competency in Teaching Standard 9: Engaging in professional learning; and Teaching Standard 10: Collaborating with colleagues. In order to create safe, productive learning environments that result in learners achieving at the highest levels, teachers must engage in meaningful professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. Cycles of continuous self-improvement are enhanced by leadership, collegial support and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, supporting their colleagues' growth and advancing their profession. *Performance assessments of competency* include evidence of learning derived from the self-analysis, reflection, and self-diagnosis on elements of performance assessments embedded in co-requisite learning strands; direct evidence of competent engagement in learning with colleagues; and evidence of collaborative engagement and ongoing learning.

*Prerequisite: 235 Introductory Effective Teaching 3*

*Co-requisites: 210d Inquiry into the Learner and Learning Environments, 215d Inquiry into Content Knowledge and Application, 220d Inquiry into Planning, Assessment and Instructional Strategies*

### *225z Inquiry into Professional Learning and Collaboration*

**6 Credits**

Graduates of the UVEI Teacher Internship Program between 1999-2016 earned determinations of competency but UVEI did not award credit. These candidates, with determinations of "competent" or above in all competencies relevant to this learning strand (as verified by current UVEI faculty) who enroll in and are admitted to a MEd degree program may be awarded credits based on their demonstrated level of competency. No individual competencies or determinations are listed on the UVEI transcript when these credits are awarded.

### *230a Introductory Level Effective Teaching 1*

**1-6 Credits**

Candidates with significant prior experience or study in education may seek an appraisal of their current levels of competency based on submitted evidence. Based on this appraisal, candidates may earn between one and six credits (up to 25% of the credits required for program completion). Candidates may earn a determination of “developing” or “demonstrating” in some or all of the following competencies: Teaching Standard 1: Understanding Learner Development; Teaching Standard 2: Responding to Learning Differences; Teaching Standard 3: Fostering Positive Learning Environment; Teaching Standard 4: Demonstrating Content Knowledge (with specific content areas identified); Teaching Standard 5: Applying content (with specific endorsement areas identified); Teaching Standard 6: Assessing student learning; Teaching Standard 7: Planning for instruction; Teaching Standard 8: Engaging students in learning. Candidates submit a portfolio of evidence that is substantially similar to the evidence required in the regular internship program, which could include instructional plans such as lessons, units, or courses; video evidence of instruction; expert evaluations of instruction based on observations and validated frameworks for effective teaching; assessment designs; examinations of student work; case study student profiles; class profiles; aligned content knowledge courses and experience; and/or required subject matter exams. Faculty will use existing UVEI assessment criteria to evaluate the submitted evidence, and will determine the standards of competency demonstrated and number of credits to be awarded based on an analysis (what the candidate already demonstrates that would ordinarily be developed in the program) and a gap analysis (what the candidate will need to do in 230b in order to demonstrate all the competencies required for the introductory level of the program).

*Prerequisites: To be eligible for 230a, candidates must be admitted to the program with a course of study indicating a planned accelerated pathway (230a and 230b in lieu of 210a, 215a, 220a, and 225a).*

### *230b Introductory Level Effective Teaching 2*

*1-11 Credits*

Candidates who were admitted to the accelerated pathway and have demonstrated some of the required competencies based on appraisal through 230a, must demonstrate the balance of the required competencies through a personalized plan. Candidates must earn a determination of “developing” or “demonstrating” in all of the following competencies that were not demonstrated through 230a: Teaching Standard 1: Understanding Learner Development; Teaching Standard 2: Responding to Learning Differences; Teaching Standard 3: Fostering Positive Learning Environment; Teaching Standard 4: Demonstrating Content Knowledge (with specific content areas identified); Teaching Standard 5: Applying content (with specific endorsement areas identified); Teaching Standard 6: Assessing student learning; Teaching Standard 7: Planning for instruction; Teaching Standard 8: Engaging students in learning; Teaching Standard 9: Engaging in professional learning; Teaching Standard 10: Collaborating with colleagues. Candidates work with a supervising faculty member to define the study, learning experiences, performance assessments, and additional evidence that will be required to demonstrate the identified competencies. Required clock hours for this collection of learning experiences will be determined based on the number of credits being sought (consistent with the [How Credits Are Determined](#) policy). Learning experiences include a combination of seminars, clinical field experiences, mentoring and coaching, and field based practicums. Performance assessments of developing competency will include aligned assessments such as class and case student study, student analysis, an analysis of a master teacher’s classroom environments, and direct evidence of effective classroom management; analysis of the teacher’s prior study in their content area combined with required beginning experiences applying content knowledge and application of the specific tools of inquiry particular to each content area through developing

level lessons, analysis of student work, and practice teaching; required aligned content area exams; developing lessons, assessments (formative and summative), and instructional strategies; and self-analysis, reflection, and self-diagnosis elements of performance assessments described above; direct evidence of competent engagement in learning with colleagues within the UVEI cohort; and evidence of collaborative engagement and ongoing learning at the clinical placement site.

*Prerequisites: Acceptance to the accelerated pathway and 230a.*

### *235 Introductory Level Effective Teaching 3*

*1–9 credits*

Candidates admitted to the MEd program as an Experienced Educator will be eligible for appraisal of their current levels of competency based on submitted evidence. Based on this appraisal, candidates may earn between one and nine credits (up to 25% of the credits required for program completion). Candidates may earn a determination of “developing” or “demonstrating” in some or all of the following competencies: Teaching Standard 1: Understanding Learner Development; Teaching Standard 2: Responding to Learning Differences; Teaching Standard 3: Fostering Positive Learning Environment; Teaching Standard 4: Demonstrating Content Knowledge (with specific content areas identified); Teaching Standard 5: Applying content (with specific endorsement areas identified); Teaching Standard 6: Assessing student learning; Teaching Standard 7: Planning for instruction; Teaching Standard 8: Engaging students in learning. Candidates submit a portfolio that provides evidence of existing competency in the above standards, which could include instructional plans such as lessons, units, or courses; video evidence of instruction; expert evaluations of instruction based on observations and validated frameworks for effective teaching; assessment designs; examinations of student work; case study student profiles; class profiles; aligned content knowledge courses and experience; and/or required subject matter exams. Faculty will use existing UVEI assessment criteria to evaluate the submitted evidence, and will determine the standards of competency demonstrated and number of credits to be awarded based on an asset analysis (what the candidate already demonstrates that would ordinarily be developed in the program) and a gap analysis (what the candidate will need to do in 210d, 215d, 220d, and 225c in order to demonstrate all the competencies required for the inquiry level of the program).

*Prerequisites: To be eligible for 235, candidates must be admitted to the MEd program as an Experienced Educator.*

### *236 Inquiry Level Effective Teaching*

*1-9 credits*

Candidates admitted to the MEd program as a UVEI Alumnus may require appraisal of their current levels of competency based on submitted evidence in order to fill gaps in their UVEI transcript. Based on this appraisal, candidates may earn between one and nine credits (up to 25% of the credits required for program completion). Candidates may earn a determination of “competent” or higher in some or all of the following competencies: Teaching Standard 1: Understanding Learner Development; Teaching Standard 2: Responding to Learning Differences; Teaching Standard 3: Fostering Positive Learning Environment; Teaching Standard 4: Demonstrating Content Knowledge (with specific content areas identified); Teaching Standard 5: Applying content (with specific endorsement areas identified); Teaching Standard 6: Assessing student learning; Teaching Standard 7: Planning for instruction; Teaching Standard 8: Engaging students in learning. Candidates submit a portfolio that provides evidence of existing competency in the above standards, which could include instructional plans such as lessons, units, or courses; video evidence of instruction; expert evaluations of instruction based on observations and validated frameworks for effective teaching; assessment designs;

examinations of student work; case study student profiles; class profiles; aligned content knowledge courses and experience; and/or required subject matter exams. Faculty will use existing UVEI assessment criteria to evaluate the submitted evidence, and will determine the standards of competency demonstrated and number of credits to be awarded based on a gap analysis (what standards were not demonstrated sufficiently through the UVEI program, and what the credit equivalency would be in the current UVEI program).

*Prerequisites: To be eligible for 236, candidates must be admitted to the MEd program as a UVEI/UVTI Alumnus.*

**240a Introduction to Advanced Literacy Instruction & Assessment** **4 Credits**

This learning strand includes initial experiences that are designed to move candidates towards the “developing” level of competency in *Literacy Standard 1: Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction; Literacy Standard 2: Modeling Advanced Literacy Specific Instructional Planning; Literacy Standard 3: Modeling Advanced Literacy Pedagogies; Literacy Standard 4: Modeling Advanced Literacy Assessment Practices; Literacy Standard 5: Demonstrating Literacy Intervention Approaches; and Literacy Standard 10: Engaging in professional learning & collaboration*. A literacy teacher is a teacher who has specialized preparation in the teaching of reading and writing, and is highly qualified to teach struggling readers. This learning strand requires candidates to engage in *collaborative inquiry* into research, the practitioner and expert knowledge base, and the knowledge of working literacy teachers. At the same time, candidates are engaged in clinical *practicums* that include observing experienced literacy teachers and leaders, and articulating a shared, equity oriented vision for teaching and learning in the content area, and modelling effective teaching practice. Co-requisite: *204 Clinical Placement in Literacy Instruction*.

**240b Inquiry into Advanced Literacy Instruction & Assessment** **4 Credits**

Building on the initial experiences in 240a, this learning strand incorporates experiences that are designed to move candidates towards the “demonstrating” level of competency in *Literacy Teacher Leader Standard 1: Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction; Literacy Teacher Leader Standard 2: Modeling Advanced Literacy Specific Instructional Planning; Literacy Teacher Leader Standard 3: Modeling Advanced Literacy Pedagogies; Literacy Teacher Leader Standard 4: Modeling Advanced Literacy Assessment Practices; Literacy Teacher Leader Standard 5: Demonstrating Literacy Intervention Approaches; and Literacy Instructional Leadership Standard 10: Engaging in professional learning & collaboration*. A literacy teacher is a teacher who has specialized preparation in the teaching of reading and writing, and is highly qualified to teach struggling readers. This learning strand requires candidates to engage in *collaborative inquiry* into research, the practitioner and expert knowledge base, and the knowledge of working literacy teachers. At the same time, candidates are engaged in clinical *practicums* that include observing experienced literacy teachers and leaders, and articulating a shared, equity oriented vision for teaching and learning in the content area, and modelling effective teaching practice. Prerequisite: *240a or 241a/241b 4 credit sequence*; Co-requisite: *204 Clinical Placement in Literacy Instruction*.

**241a Introduction to Advanced Literacy Teaching 1** **1-4 Credits**

Candidates with significant prior experience or study in education may seek an appraisal of their current levels of competency based on submitted evidence. Based on this appraisal, candidates may earn between one and 4 credits (up to 25% of the credits required for program completion). Candidates may earn a determination of “developing” or “demonstrating” in some or all of the

following competencies: Literacy Standard 1: Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction; Literacy Standard 2: Modeling Advanced Literacy Specific Instructional Planning; Literacy Standard 3: Modeling Advanced Literacy Pedagogies; Literacy Standard 4: Modeling Advanced Literacy Assessment Practices; Literacy Standard 5: Demonstrating Literacy Intervention Approaches; Literacy Standard 10: Engaging in and modeling professional learning & collaboration. Candidates submit a portfolio of evidence that is substantially similar to the evidence required in the literacy teaching program, which could include instructional plans such as lessons, units, intervention plans or courses; video evidence of instruction; expert evaluations of instruction based on observations and validated frameworks for effective teaching; assessment designs; examinations of student work; case study student profiles; class profiles; aligned content knowledge courses and experience; and/or required subject matter exams. Faculty will use existing UVEI assessment criteria to evaluate the submitted evidence, and will determine the standards of competency demonstrated and number of credits to be awarded based on an analysis (what the candidate already demonstrates that would ordinarily be developed in the program) and a gap analysis (what the candidate will need to do in 241b in order to demonstrate all the competencies required for the introductory level of the program).

Prerequisites: *To be eligible for 241a, candidates must be admitted to the program with a course of study indicating a planned accelerated pathway (241a and 241b in lieu of 240a).*

#### *241b Introduction to Advanced Literacy Teaching 2                      1-4 Credits*

Candidates who were admitted to the accelerated pathway and have demonstrated some of the required competencies based on appraisal through 241a, must demonstrate the balance of the required competencies through a personalized plan. Candidates must earn a determination of “developing” or “demonstrating” in all of the following competencies that were not demonstrated through 241a: Literacy Standard 1: Modeling Advanced Knowledge of Learners and Differentiation for Literacy Instruction; Literacy Standard 2: Modeling Advanced Literacy Specific Instructional Planning; Literacy Standard 3: Modeling Advanced Literacy Pedagogies; Literacy Standard 4: Modeling Advanced Literacy Assessment Practices; Literacy Standard 5: Demonstrating Literacy Intervention Approaches; Literacy Standard 10: Engaging in and modeling professional learning & collaboration. Candidates work with a supervising faculty member to define the study, learning experiences, performance assessments, and additional evidence that will be required to demonstrate the identified competencies. Required clock hours for this collection of learning experiences will be determined based on the number of credits being sought (consistent with the How Credits Are Determined policy). Learning experiences include a combination of seminars, clinical field experiences, mentoring and coaching, and field based practicums. Performance assessments of developing competency will include aligned assessments such as class and case student study, student analysis, effective lesson study teaching and analysis, and direct evidence of effective classroom management; analysis of student work, and practice teaching; required aligned content area exams; developing lessons, assessments (formative and summative), and instructional strategies; and self-analysis, reflection, and self-diagnosis elements of performance assessments described above; direct evidence of competent engagement in learning with colleagues within the UVEI cohort; and evidence of collaborative engagement and ongoing learning at the clinical placement site.

Prerequisite: *241a*. Co-requisite: *204 Clinical Placement in Literacy Instruction*.

#### *250a Introduction to School Leadership & Professional Growth*

*3 Credits*

This learning strand initial experiences designed to move candidates towards the “developing” level of competency in *Leadership Standard 1: Fostering a shared vision; Leadership Standard 2: Modeling professional learning & ethical practice; Leadership Standard 3: Fostering equity and cultural responsiveness; and Leadership Standard 6: Leading school improvement*. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student; they model engagement in ongoing professional learning, collaboration, and the use of evidence to continually improve their practice; they act ethically and according to professional norms; and they strive for equity of educational opportunity and culturally responsive practices both personally and in their schools. This learning stand requires candidates to *engage in collaborative inquiry* into research, the practitioner and expert knowledge base, and the knowledge of working school leaders. At the same time, candidates are engaged in clinical *practicums* that include observing experienced school leaders; articulating a shared, equity oriented vision for teaching and learning; and assessing the leadership and vision dimensions of their clinical setting. *Performance assessments of developing competency* include demonstrations of a personal, equity oriented vision; and continual self-assessment, goal setting, gathering of evidence, and reflecting on progress; and self-analysis, reflection, and self-diagnosis elements of performance assessments embedded throughout the program. This learning strand is designed to take place over five terms.

*Co-requisites: 200 Principal Internship Placement*

#### *250b Inquiry into School Leadership & Professional Growth*

*3 Credits*

This learning strand provides experiences designed to move candidates towards the “competent” level of competency in *Leadership Standard 1: Fostering a shared vision, Leadership Standard 2: Modeling professional learning & ethical practice, Leadership Standard 3: Fostering equity and cultural responsiveness, and Leadership Standard 6: Leading school improvement*. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student; they model engagement in ongoing professional learning, collaboration, and the use of evidence to continually improve their practice; they act ethically and according to professional norms; and they strive for equity of educational opportunity and culturally responsive practices both personally and in their schools. This learning stand requires candidates to *engage in collaborative inquiry* into research, the practitioner and expert knowledge base, and the knowledge of leaders. At the same time, candidates are engaged in clinical *practicums* that include observing experienced school leaders; articulating and facilitating a shared, equity oriented vision for teaching and learning; and implementing a substantive change based on that shared vision. *Performance assessments of competency level standards* include demonstrations of a personal, equity oriented vision; and continual self-assessment, goal setting, gathering of evidence, and reflecting on progress; and self-analysis, reflection, and self-diagnosis elements of performance assessments embedded throughout the program. This learning strand is designed to take place over five terms.

*Co-requisites: 201 Principal Internship Placement*

*Prerequisite: 250a Introduction to School Leadership & Professional Growth*

#### *257a Introduction to Teacher Learning*

*3 Credits*

This learning strand provides initial experiences designed to move candidates towards the “developing” level of competency in *Leadership Standard 4: Developing professional capacity of teachers; and Leadership Standard 5: Fostering professional community*. Schools that improve

direct their resources and energy towards improving teaching. An education leader fosters school improvement by developing teachers, fostering a learning and improvement oriented professional community, and strategically creating conditions conducive to continuous improvement. In this learning strand candidates *collaboratively engage* in learning by incorporating research and expert knowledge related to cultivating school culture, directing improvement efforts towards teacher learning, and fostering staff instructional growth. *Practicum* experiences include analyzing school placement sites; designing learning oriented change initiatives; and facilitating learning conversations among teachers. *Performance assessments* include demonstrations of proposing a school-based vision and improvement project, developing facilitation of professional learning, and analysis of several dimensions of school culture and improvement efforts in the clinical setting. This learning strand is designed to take place over the course of five terms.

*Co-requisites: 201 Principal Internship Placement*

### *257b Inquiry into Teacher Learning*

*3 Credits*

This learning strand provides experiences designed to move candidates towards the “competent” level of competency in *Leadership Standard 4: Developing professional capacity of teachers; and Leadership Standard 5: Fostering professional community*. Schools that improve direct their resources and energy towards improving teaching. An education leader fosters school improvement by developing teachers, fostering a learning and improvement oriented professional community, and strategically creating conditions conducive to continuous improvement. In this learning strand candidates *collaboratively engage* in learning by incorporating research and expert knowledge related to cultivating school culture, directing improvement efforts towards teacher learning, supervising instruction, instructional coaching, and fostering staff instructional growth. *Practicum* experiences include analyzing school placement sites; evaluating and initiating learning oriented change initiatives; facilitating learning conversations among teachers; and observing instruction and conferencing with teachers one-on-one. *Performance assessments* included demonstrations of competent observations of instruction coupled with effective coaching, facilitating professional learning; leadership of a teacher learning oriented change initiative, and analysis of several dimensions of school culture and improvement efforts. This learning strand is designed to take place over the course of five terms.

*Co-requisite: 201 Principal Internship Placement*

*Prerequisite: 256a Introduction to School Improvement & Teacher Learning*

### *260a Introduction to Curriculum Leadership*

*2 Credits*

This learning strand provides initial experiences designed to move candidates towards the “developing” level of competency in *Leadership Standard 7: Developing coherent curriculum, instruction, and assessment systems*. School improvement efforts may fail to improve student achievement if they fail to strengthen instructional program coherence directed at providing instructional guidance and support to teachers. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. In the Inquiry into Curriculum Leadership Learning Strand, educators *engage in collaborative inquiry*, with their coach and mentor, into how leaders can seek to maximize student learning through systems of support and effective assessment strategies that inform instruction, curricular materials that support effective teaching, authentic and differentiated professional development, coordination of these systems in ways that create opportunities to personalize the academic program to meet individual student needs. *Clinical experiences* in the learning strand

call on educational leaders to engage with issues of instructional program selection, implementation, and informal evaluation. In preparation for 260b, *Performance assessments* in this learning strand require leaders to reflect on the quality of and their influence on instructional programs in the clinical setting demonstrating developing knowledge and practice. This learning strand is designed to take place over the course of five terms.

*Co-requisite: 201 Principal Internship Placement*

#### *260b Inquiry into Curriculum Leadership*

*2 Credits*

This learning strand provides experiences designed to move candidates towards the “Demonstrating” level of competency in *Leadership Standard 7: Developing coherent curriculum, instruction, and assessment systems*. Curriculum and Assessment Specialization candidates who are currently enrolled in the Principal Internship must reach the “Applying” level of competency in this standard. School improvement efforts may fail to improve student achievement if they fail to strengthen instructional program coherence directed at providing instructional guidance and support to teachers. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. In the Inquiry into Curriculum Leadership Learning Strand, educators *engage in collaborative inquiry* into how leaders can seek to maximize student learning through systems of support and effective assessment strategies that inform instruction, curricular materials that support effective teaching, authentic and differentiated professional development, coordination of these systems in ways that create opportunities to personalize the academic program to meet individual student needs. *Clinical experiences* in the learning strand call on educational leaders to understand and apply these concepts at the systems level, analyzing and improving instructional programs in their context. *Performance assessments* require leaders to systematically evaluate the coherence of instructional programs using a research based framework. This learning strand is designed to take place over the course of five terms.

*Co-requisite: 201 Principal Internship Placement*

*Prerequisite: 260a Introduction to Curriculum Leadership*

#### *260f Inquiry into Curriculum Leadership*

*2 Credits*

This learning strand is for Principal Internship Program alumni from the class of 2015 and prior who are pursuing the Curriculum & Assessment Specialization. This learning strand provides experiences designed to move candidates towards the “applying” level in *Leadership Standard 7: Developing coherent curriculum, instruction, and assessment systems*. School improvement efforts may fail to improve student achievement if they fail to strengthen instructional program coherence directed at providing instructional guidance and support to teachers. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. In the Inquiry into Curriculum Leadership Learning Strand, educators *engage in collaborative inquiry* into how leaders can seek to maximize student learning through systems of support and effective assessment strategies that inform instruction, curricular materials that support effective teaching, authentic and differentiated professional development, coordination of these systems in ways that create opportunities to personalize the academic program to meet individual student needs. *Clinical experiences* in the learning strand call on educational leaders to understand and apply these concepts at the systems level, analyzing and improving instructional programs in their context. *Performance assessments* require leaders to systematically evaluate the coherence of instructional programs using a research based framework. This learning strand is designed to take place over the course of five terms. District leaders, when working well, support school improvement efforts providing

expertise, leadership, support, and organizational tools that increase coherence and build capacity across the system, requiring more advanced knowledge and skills in these areas. In this learning strand, working one on one with a supervising faculty member based on a personalized plan, educators *engage in inquiry* into how district leaders can seek to maximize student learning through systems of support and effective assessment strategies that inform school leadership, instruction, curricular materials that support effective teaching, authentic and differentiated professional development, coordination of these systems in ways that create opportunities to personalize the academic program to meet individual student needs. *Clinical experiences* in the learning strand call on educational leaders to understand and apply these concepts at the district level, analyzing and improving instructional programs from that perspective. *Performance assessments* require leaders to systematically evaluate the coherence of instructional programs using a research based framework.

*Prerequisite: Completion of the Principal Intern Program.*

*Co-requisite: 202 Clinical Placement in Curriculum Leadership*

### *260g Inquiry into Curriculum Leadership*

*1 Credit*

This learning strand is an enhancement to 260b and is intended for those Principal Internship Program Alumni from the class of 2016 and on, who wish to extend their previous inquiry into curriculum leadership to take a district level perspective. This learning strand provides experiences designed to move candidates who have demonstrated competency at the “competent” level in *Leadership Standard 7: Developing coherent curriculum, instruction, and assessment systems, towards competency* (or equivalent) towards the “applying” level in that standard. School improvement efforts may fail to improve student achievement if they fail to strengthen instructional program coherence directed at providing instructional guidance and support to teachers. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. In the Inquiry into Curriculum Leadership Learning Strand, educators *engage in collaborative inquiry* into how leaders can seek to maximize student learning through systems of support and effective assessment strategies that inform instruction, curricular materials that support effective teaching, authentic and differentiated professional development, coordination of these systems in ways that create opportunities to personalize the academic program to meet individual student needs. *Clinical experiences* in the learning strand call on educational leaders to understand and apply these concepts at the systems level, analyzing and improving instructional programs in their context. *Performance assessments* require leaders to systematically evaluate the coherence of instructional programs using a research based framework. This learning strand is designed to take place over the course of five terms. Districts leaders, when working well, support school improvement efforts providing expertise, leadership, support, and organizational tools that increase coherence and build capacity across the system, requiring more advanced knowledge and skills in these areas. In this learning strand, working one on one with a supervising faculty member based on a personalized plan, educators *engage in inquiry* into how district leaders can seek to maximize student learning through systems of support and effective assessment strategies that inform school leadership, instruction, curricular materials that support effective teaching, authentic and differentiated professional development, coordination of these systems in ways that create opportunities to personalize the academic program to meet individual student needs. *Clinical experiences* in the learning strand call on educational leaders to understand and apply these concepts at the district level, analyzing and improving instructional programs from that perspective. *Performance assessments* require leaders to systematically evaluate the coherence of instructional programs using a research based framework.

*Prerequisite: Completion of the Principal Intern Program.*

*Co-requisite: 202 Clinical Placement in Curriculum Leadership*

*261 Inquiry into School & District Curriculum Leadership*

*3 Credits*

This learning strand provides experiences designed to move candidates towards the “Applying” level of competency in *Curriculum Leadership Standard 1. Analyzing systems level instructional program coherence; and Curriculum Leadership Standard 2. Supporting school improvement at the district level.* School improvement efforts may fail to improve student achievement if they fail to strengthen instructional program coherence directed at providing instructional guidance and support to teachers. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. Effective systems leaders support leaders in this work by taking a systems perspective in order to foster school effectiveness and continuous improvement. In this learning strand, educators *engage in collaborative inquiry* into how leaders at the school and district levels can seek to maximize student learning through systems of support and effective assessment strategies that inform instruction, curricular materials that support effective teaching, authentic and differentiated professional development, coordination of these systems in ways that create opportunities to personalize the academic program to meet individual student needs. *Clinical experiences* in the learning strand call on educational leaders to understand and apply these concepts at the systems level, analyzing and improving instructional programs in their context while considering the district roles and influence on site instructional guidance systems. *Performance assessments* require leaders to systematically evaluate the coherence of instructional programs, aligned with district priorities, using a research based framework. This learning strand is designed to take place over the course of five terms.

*For Curriculum & Assessment specialization concurrently enrolled in the Principal Intern Program, completed in addition to 260b.*

*Prerequisite or Corequisite: 260b Inquiry Into Curriculum Leadership (Applying or better in Leadership Standard 7)*

*Corequisite: 201 Principal Internship Placement.*

*270a Introduction to School Management*

*2 Credits*

This learning strand provides initial experiences designed to move candidates towards the “developing” level of competency in *Leadership Standard 8: Managing school operations & resources.* Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. In this Learning Strand, candidates *engage in collaborative inquiry* around effective management focused on resource management, incorporating research and expert knowledge related to fiscal and resource planning and allocation. *Practicums* require, under the guidance of a mentor, involvement in budgeting processes and decision-making. *Performance assessments of competency level standards* include an intensive comparative analysis of a focal district, demonstrating the candidate’s developing applied knowledge of resource management issues in an authentic context. This learning strand is designed to take place over five terms.

*Co-requisite: 201 Principal Internship Placement*

*270b Inquiry into School Management*

*2 Credits*

This learning strand provides experiences designed to move candidates towards competency in *Leadership Standard 8: Managing school operations & resources.* Effective educational leaders manage school operations and resources to promote each student’s academic success and

well-being. In this Learning Strand, candidates *engage in collaborative inquiry* around effective management, incorporating research and expert knowledge related to fiscal and resource management, school law, student services systems and human resources. *Practicums* require, under the guidance of a mentor, involvement in budgeting processes and decision-making, an analysis of the teacher contract, observation of experienced leaders responses to legal issues and dilemmas, as well as a wide range of other typical leadership and managerial challenges. *Performance assessments of competency level standards* include an intensive comparative analysis of a focal district, demonstrating the candidate's applied knowledge of management issues in an authentic context.

*Co-requisite: 201 Principal Internship Placement*

*Prerequisite: 270a Introduction to School Management*

### *273a Introduction to Positive School Climates*

*2 Credits*

This learning strand provides experiences designed to move candidates towards competency in *Leadership Standard 9: Cultivating a Climate of Care and Support for Students; and Leadership Standard 10: Engagement of Families & Community*. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Candidates learn to evaluate and contribute to a school environment that promotes healthy youth development; evaluate and contribute to a safe, caring, and healthy school climate; and evaluate and contribute to the fairness and respectfulness of student support and discipline systems. Additionally, effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. To support this, candidates learn to evaluate and contribute to school, family, community partnerships; and to articulate, evaluate, and model effective communication and collaboration skills with families and other stakeholders. In this Learning Strand, candidates *engage in collaborative inquiry* around student, family and community development, incorporating research and expert knowledge related to student support and family and community settings. *Practicums* require, under the guidance of a mentor, involvement in evaluating and supporting student support services and family and community engagement activities. *Performance assessments of developing competency* include an analysis of the candidate's setting related to family and community development.

*Co-requisite: 201 Principal Internship Placement*

### *273b Inquiry into Positive School Climates*

*2 Credits*

This learning strand provides experiences designed to move candidates to beginning leader competency in *Leadership Standard 9: Cultivating a Climate of Care and Support for Students; and Leadership Standard 10: Engagement of Families & Community*. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Candidates learn to evaluate and contribute to a school environment that promotes healthy youth development; evaluate and contribute to a safe, caring, and healthy school climate; and evaluate and contribute to the fairness and respectfulness of student support and discipline systems. Additionally, effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. To support this, candidates learn to evaluate and contribute to school, family, community partnerships; and to articulate, evaluate, and model effective communication and collaboration skills with families and other stakeholders. In this Learning Strand, candidates *engage in collaborative inquiry* around student, family and community development, incorporating research and expert knowledge

related to student support and family and community settings. *Practicums* require, under the guidance of a mentor, involvement in evaluating and supporting student support services and family and community engagement activities. *Performance assessments of developing competency* include an analysis of the candidate's setting related to student support services.

*Co-requisite: 201 Principal Internship Placement*

*Prerequisite: 272a Introduction to Positive School Climates*

### *280 Inquiry into Data-based Improvement*

**3 Credits**

This Learning Strand is intended for those seeking the Curriculum & Assessment specialization and prepares candidates for competency in *Curriculum Leadership Standard 3: Leading data based improvement* and *Curriculum Leadership Standard 4: Building capacity by engaging colleagues in collaborative analysis*. Many school leaders share a common frustration: How to transform mountains of data on student achievement into an action plan that will improve instruction and increase student learning. Educational leaders are called on to use data to inform their vision, to monitor student improvement, to provide actionable information to teachers, and to inform school improvement plans. This Learning Strand is intended to provide experience and practice meeting these demands. In this inquiry, candidates bolster their understanding of statistics to prepare them to engage in *collaborative inquiry* emphasizing the use of data based inquiry cycles. *Practicums* require candidates to work with diverse faculty groups to examine data, make appropriate inferences, and link that data to plans for meaningful action. *Performance assessments* include collaboratively developing an action plan resulting from data based inquiry. This learning strand is designed to take place over five terms.

*Co-requisite: 201 Principal Internship Placement or 202 Clinical Placement in Curriculum Leadership*

*Prerequisite: 360 Practical Statistics for Educators or similar coursework*

### *280b Inquiry into Data Based Improvement - Extending Knowledge & Practice*     **1 Credit**

This Learning Strand can be completed in lieu of 280 for Curriculum & Assessment Candidates who have demonstrated prior effectiveness in the areas of collecting and analyzing data, developing assessment systems to monitor student progress, and evaluating the impact of instructional programs (this may be through the transfer process or by completing 365 & 366 with a competency level of "applying" or above). The learning strand prepares candidates for competency in *Curriculum Leadership Standard 3: Leading data based improvement* and *Curriculum Leadership Standard 4: Building capacity by engaging colleagues in collaborative analysis*. In this inquiry, candidates bolster their understanding of leading data based improvement by applying their skills towards a comprehensive change effort, extending their prior experience and expertise. *Practicums* require candidates to work with diverse faculty groups to examine data, make appropriate inferences, and link that data to plans for meaningful action as part of a larger change initiative. *Performance assessments* include implementing a change initiative based on established criteria.

*Co-requisite: 201 Principal Internship Placement or 202 Clinical Placement in Curriculum Leadership.*

*Prerequisite: Faculty approval. Demonstrated prior effectiveness in the areas of collecting and analyzing data, developing assessment systems to monitor student progress, and evaluating the impact of instructional programs (this may be through the transfer process or by completing 365 & 366 with a competency level of "applying" or above).*

### *281a Inquiry into to Data-based Improvement* 1

**1-2 Credits**

*Candidates with significant prior experience or study in education may seek an appraisal of their current levels of competency based on submitted evidence. Based on this appraisal, candidates may earn between one and two credits (up to 25% of the credits required for program completion). Candidates must earn a determination of “demonstrating” in one of the following competencies: Curriculum Leadership Standard 3: Leading data based improvement and Curriculum Leadership Standard 4: Building capacity by engaging colleagues in collaborative analysis of evidence. Candidates submit a portfolio of evidence that is substantially similar to the evidence required for the Curriculum and Assessment Specialization, which could include collaborative meeting notes, collaborative analysis of assessment data, or plans for instructional improvement derived from analysis of data. Faculty will use existing UVEI assessment criteria to evaluate the submitted evidence, and will determine the standards of competency demonstrated and number of credits to be awarded based on an analysis (what the candidate already demonstrates that would ordinarily be developed in the program) and a gap analysis (what the candidate will need to do in 281b in order to demonstrate all the competencies required for the introductory level of the program).*

*Prerequisites: To be eligible for 281a, candidates must be admitted to the C&A specialization.*

#### *281b Inquiry into to Data-based Improvement 2*

*1-2 Credits*

*Candidates who were admitted to the accelerated pathway and have demonstrated some of the required competencies based on appraisal through 281a, must demonstrate the balance of the required competencies through a personalized plan. Candidates must earn a determination of “demonstrating” in of the following competencies that were not demonstrated through 281a: Curriculum Leadership Standard 3: Leading data based improvement and Curriculum Leadership Standard 4: Building capacity by engaging colleagues in collaborative analysis of evidence. Candidates work with a supervising faculty member to define the study, learning experiences, performance assessments, and additional evidence that will be required to demonstrate the identified competencies. Required clock hours for this collection of learning experiences will be determined based on the number of credits being sought (consistent with the How Credits Are Determined policy). Learning Experiences require candidates to work with diverse faculty groups to examine data, make appropriate inferences, and link that data to plans for meaningful action. Performance assessments include collaboratively developing an action plan resulting from data based inquiry.*

*Prerequisite: Either 365 Inquiry into Data Based Curricular Leadership or 281a Introduction to Data-based Inquiry 1*

*Co-requisite: 201 Principal Internship Placement or 202 Clinical Placement in Curriculum Leadership*

#### *285a Introduction to Instructional Leadership in Literacy*

*3 Credits*

*This learning strand initial experiences are designed to move candidates towards the “developing” level of competency in Literacy Instructional Leadership Standard 6: Facilitating collective teacher learning in literacy instruction, Literacy Instructional Leadership Standard 7: Facilitating individual teacher learning in literacy instruction, Literacy Instructional Leadership Standard 8: Leading data based improvement in literacy, Literacy Instructional Leadership Standard 9: Supporting systems level instructional program coherence in literacy, and Literacy*

*Instructional Leadership Standard 10: Engaging in professional learning & collaboration.* This learning strand also prepares candidates towards the applying level of competency in *Literacy Standard 4: Modeling Advanced Literacy Assessment Practices; and Literacy Standard 5: Demonstrating Literacy Intervention Approaches.* Literacy leaders are professionals who work with individual and groups of teachers and to facilitate schoolwide improvement of literacy teaching and learning. Literacy leaders must also demonstrate knowledge of high-quality assessment practices and provide effective and evidence-based reading and writing interventions for students. Additionally, Literacy Specialists must understand the processes of coaching, professional learning, organizational leadership, assessment and intervention cycles. This learning stand requires candidates to *engage in collaborative inquiry* into research, the practitioner and expert knowledge base, and applied skills of literacy instructional leadership. At the same time, candidates are engaged in clinical *practicums* that include providing interventions for students, coaching teachers; facilitating literacy focused teacher learning; analyzing current curriculum and practice in the clinical setting; and articulating a shared, equity oriented vision for teaching and learning in the content area. Co-requisite: *205 Clinical Placement in Literacy Instructional Leadership.*

#### *285b Inquiry into Instructional Leadership in Literacy*

*3 Credits*

This learning strand initial experiences are designed to move candidates towards the “demonstrating” level of competency in *Literacy Instructional Leadership Standard 6: Facilitating collective teacher learning in literacy instruction, Literacy Instructional Leadership Standard 7: Facilitating individual teacher learning in literacy instruction, Literacy Instructional Leadership Standard 8: Leading data based improvement in literacy, Literacy Instructional Leadership Standard 9: Supporting systems level instructional program coherence in literacy, and Literacy Instructional Leadership Standard 10: Engaging in professional learning & collaboration.* This learning strand also prepares candidates towards the applying level of competency in *Literacy Standard 4: Modeling Advanced Literacy Assessment Practices; and Literacy Standard 5: Demonstrating Literacy Intervention Approaches.* Literacy leaders are professionals who work with individual and groups of teachers and to facilitate schoolwide improvement of literacy teaching and learning. Literacy leaders must also demonstrate knowledge of high-quality assessment practices and provide effective and evidence-based reading and writing interventions for students. Additionally, Literacy Specialists must understand the processes of coaching, professional learning, organizational leadership, and assessment. This learning stand requires candidates to *engage in collaborative inquiry* into research, the practitioner and expert knowledge base, and applied skills of literacy instructional leadership. At the same time, candidates are engaged in clinical *practicums* that include providing interventions for students, coaching teachers; facilitating literacy focused teacher learning, leading data based inquiry; analyzing current curriculum and practice in the clinical setting; and articulating a shared, equity oriented vision for teaching and learning in the content area. Prerequisite: *285a Introduction to Instructional Leadership in Literacy; 360 Practical Statistics for Educators* or similar coursework; Co-requisite: *205 Clinical Placement in Literacy Instructional Leadership*

#### *299 Program Continuation*

*Not for Credit*

In some circumstances, candidates may wish to improve on previous levels of competency subsequent to earning credit in a learning strand incorporating that competency. Some examples include candidates who sufficiently earned credit for one or more endorsement areas

and need to improve in other standards to qualify for additional endorsement areas; candidate who met licensure requirements but need to improve to meet the prerequisite requirements for additional or subsequent programs; or someone who wants their records to reflect more advanced knowledge and skills pursuant to their academic or career goals. With the permission of a supervising faculty member, enrolled candidates may complete 299 Program Continuation, and attempt to provide evidence of more advanced knowledge and skills related to an identified standard of competency. Factors faculty consider when determining the appropriateness of 299 include the attainability of the next level of competency and the feasibility of acquiring the required evidence. In some cases faculty may determine that enrollment in other learning strands is a more appropriate means of developing towards the desired level of competency. Any competency listed in this catalog may be included under 299 Program Continuation. The supervising faculty member will approve the required additional evidence and evaluation criteria necessary to reassess competency. Continuing enrollment fees may apply.

*Prerequisite:* Earned credit in the learning strand incorporating the relevant standard of competency.

## Advanced Learning Strands

### *400 Clinical Placement in Advanced Teaching*

*Not for Credit*

The placement is the heart of the MEd Advanced Teaching experience. Candidates' learning is embedded in their daily practice as an educator. They develop their skills and understandings through deliberate practice, engagement with MEd practica, and collaboration with colleagues. The placement requires not less than (and typically more than) 234 hours. No credits are associated with the placement as the hours in the placement support, directly or indirectly, the embedded practicums in the credit bearing learning strands.

*Co-requisites:* 430a Introduction to Advanced Professional Learning & Collaboration or 430b Inquiry into Advanced Professional Learning & Collaboration; 440a Introduction to Advanced Teaching Practice or 440b Inquiry into Advanced Teaching Practice

### *401 Clinical Placement in Advanced Leadership*

*Not for Credit*

The placement is the heart of the MEd Advanced Leadership experience. Candidates' learning is embedded in their daily practice as an educator. They develop their skills and understandings through deliberate practice, engagement with MEd practica, and collaboration with colleagues. The placement requires not less than (and typically more than) 234 hours. No credits are associated with the placement as the hours in the placement support, directly or indirectly, the embedded practicums in the credit bearing learning strands.

*Co-requisites:* 470a Introduction to Advanced Professional Collaboration & Reflective Learning or 470b Inquiry into Advanced Professional Collaboration & Reflective Learning; 475a Introduction to Advanced Leadership Practice or 475b Inquiry into Advanced Leadership Practice

### *430a Introduction to Advanced Professional Learning & Collaboration*

*1 Credit*

This learning strand provides experiences designed to move MEd in Teaching candidates' towards the "Competent" level of competency in Teaching Standard 15: Engaging in advanced collaborative & reflective learning on teaching. Inquiry into Advanced Professional Learning and Collaboration requires teachers to *engage in professional learning and collaborative inquiry*, including extensive deliberate practice, high level use of evidence of practice to guide improvement, high quality feedback to and from colleagues based on quality indicators of effective teaching, and demonstrate a strong commitment to their own and their colleagues continuous growth and development of expertise. *Practicums* include engaging in professional community and collaborative inquiry during and between seminars, a review of candidates' progress toward competency, and extensive evidence- and research-based reflective writing on teaching practice. *Performance assessments of advanced competency* include written

self-assessments of engagement and professional learning and extensive evidence- and research-based reflective writing on candidates' teaching practice.

*Co-requisite: 400 Clinical Placement in Advanced Teaching; 440a Introduction to Advanced Teaching Practice*

#### *430b Inquiry into Advanced Professional Learning & Collaboration*

*1 Credit*

This learning strand provides experiences designed to move MEd in Teaching candidates' towards the "Applying" level of competency in Teaching Standard 15: Engaging in advanced collaborative & reflective learning on teaching. Inquiry into Advanced Professional Learning and Collaboration requires teachers to *engage in professional learning and collaborative inquiry*, including extensive deliberate practice, high level use of evidence of practice to guide improvement, high quality feedback to and from colleagues based on quality indicators of effective teaching, and demonstrate a strong commitment to their own and their colleagues continuous growth and development of expertise. *Practicums* include engaging in professional community and collaborative inquiry during and between monthly seminars, a review of candidates' progress toward competency, and extensive evidence- and research-based reflective writing on teaching practice. *Performance assessments of advanced competency* include written self-assessments of engagement and professional learning and extensive evidence- and research-based reflective writing on candidates' teaching practice.

*Prerequisite: 430a Introduction to Advanced Professional Learning & Collaboration; 440a Introduction to Advanced Teaching Practice*

*Co-requisite: 400 Clinical Placement in Advanced Teaching; 440b Inquiry into Advanced Teaching Practice*

#### *440a Introduction to Advanced Teaching Practice*

*2 Credits*

This learning strand provides experiences designed to move MEd in Teaching candidates' towards the "Developing" level of competency in Teaching Standards 11–14. The Introduction to Advanced Teaching Practice learning strand develops candidates practice in the following area: subject-specific and differentiated instructional planning, using subject-specific pedagogies to engage students in the core practices in their discipline, developing and aligning multiple methods of assessment to deeply understand student learning, deeply analyzing their practice and contributing to the learning of their colleagues, and understanding and using the knowledge base of research and practitioner literature to effectively guide and analyze their teaching. In this strand, teachers engage in extensive *collaborative inquiry* into effective instructional planning with an emphasis on responding to differing student needs, identifying essential questions and building student understanding, and developing aligned and authentic assessments of learning; video analysis of instructional practice demonstrating differentiated learning opportunities, subject-specific pedagogy, and effective feedback to students; and using assessments to guide instruction and provide helpful feedback. *Practicums* include designing, teaching, analyzing, and peer reviewing instructional plans and video of instruction through subject-specific lesson study processes; analyzing student work based on formative and high quality summative assessments and making inferences for future instruction; and engaging in professional community and collaborative inquiry as part of an experiential learning cycle. *Performance assessments of advanced competency* include a lesson plan and video of instruction with self-analysis (Lesson Study) and a developed assessment and analysis of student work, feedback, and next steps for instruction (Analysis of Student Work).

*Co-requisite: 400 Clinical Placement in Advanced Teaching; 430a Introduction to Advanced Professional Learning & Collaboration*

#### *440b Inquiry into Advanced Teaching Practice*

*2 Credits*

This learning strand provides experiences designed to move MEd in Teaching candidates' towards the "Applying" level of competency in Teaching Standards 11–14. The Inquiry into Advanced Teaching Practice learning strand is designed to build on 440a by deepening and extending MEd in Teaching candidates' practice in subject-specific and differentiated instructional planning, using subject-specific pedagogies to engage students in the core practices in their discipline, developing and aligning multiple methods of assessment to deeply understand student learning, deeply analyzing their practice and contributing to the learning of their colleagues, and understanding and using the knowledge base of

research and practitioner literature to effectively guide and analyze their teaching. In this strand, teachers engage in *collaborative inquiry* into effective unit planning with an emphasis backward design and teaching for understanding. *Practicums* include designing and teaching multiple sequence of learning activities, designing and analyzing student work based on formative and high quality summative assessments and making inferences for future instruction; and engaging in professional community and collaborative inquiry as part of an experiential learning cycle. *Performance assessments of advanced competency* include a unit plan designed to build enduring understandings and self-analysis (Understanding by Design), and the Teacher Common Assessment of Performance (TCAP), an integrated performance assessment of knowing students, planning, instruction, assessing, and reflecting on practice. *Prerequisite: 430a Introduction to Advanced Professional Learning & Collaboration; 440a Introduction to Advanced Teaching Practice*

*Co-requisite: 400 Clinical Placement in Advanced Teaching; 430b Inquiry into Advanced Professional Learning & Collaboration*

**470a Introduction to Advanced Professional Collaboration & Reflective Learning** **1 Credit**

This learning strand provides experiences designed to move candidates in the MEd in School Leadership and in Teacher Leadership toward “Competent” level of competency in Leadership Standard 15: Engaging in advanced collaborative & reflective learning on leadership. Introduction to Advanced Professional Collaboration & Reflective Learning requires leaders to *engage in professional learning and collaborative inquiry*, including extensive deliberate practice, high level use of evidence of practice to guide improvement, high quality feedback to and from colleagues based on quality indicators of effective leadership, and demonstrate a strong commitment to their own and their colleagues continuous growth and development of expertise. *Practicums* include engaging in professional community and collaborative inquiry during and between seminars, a review of candidates’ progress toward competency, and extensive evidence- and research-based reflective writing on leadership practice. *Performance assessments of advanced competency* include a written self-assessment of engagement and professional learning and extensive evidence- and research-based reflective writing on candidates’ leadership practice.

*Co-requisite: 401 Clinical Placement in Advanced Leadership; 475a Introduction to Advanced Leadership Practice*

**470b Inquiry into Advanced Professional Collaboration & Reflective Learning** **1 Credit**

This learning strand provides experiences designed to move candidates in the MEd in School Leadership and Teacher Leadership degree programs toward the “Applying” competency in Leadership Standard 15: Engaging in advanced collaborative & reflective learning on leadership. Inquiry into Advanced Professional Learning and Collaboration requires leaders to *engage in professional learning and collaborative inquiry*, including extensive deliberate practice, high level use of evidence of practice to guide improvement, high quality feedback to and from colleagues based on quality indicators of effective leadership, and demonstrate a strong commitment to their own and their colleagues continuous growth and development of expertise. *Practicums* include engaging in professional community and collaborative inquiry during and between seminars, two reviews of candidates’ progress toward competency, and extensive evidence- and research-based reflective writing on leadership practice. *Performance assessments of advanced competency* include written self-assessments of engagement and professional learning and extensive evidence- and research-based reflective writing on candidates’ leadership practice.

*Prerequisite: 470a Introduction to Advanced Professional Collaboration & Reflective Learning*

*Co-requisite: 401 Clinical Placement in School Leadership; 475b Inquiry into Advanced Leadership Practice*

**475a Introduction to Advanced Leadership Practice** **2 Credits**

This learning strand provides experiences designed to move candidates in the MEd in School Leadership and in Teacher Leadership degree programs toward the “Developing” level of competency on Leadership Standard 11: Advanced Facilitating Collective Teacher Learning, Leadership Standard 12: Advanced Leading Curricular Improvement, Leadership Standard 13: Advanced Facilitating Individual Teacher

Learning, and Leadership Standard 14: Advanced Change Management and Leadership. *Collaborative inquiry* in this strand involves seminars focused on understanding the research base on coaching and teacher learning, facilitation and professional community, and school change; *practicums* and *performance assessments* in this strand include candidates' written, research- and evidence-based reflections and analysis on coaching, facilitation, and school change.

*Co-requisite: 401 Clinical Placement in Advanced Leadership; 470a Introduction to Advanced Professional Collaboration & Reflective Learning*

#### *475b Inquiry into Advanced Leadership Practice*

*2 Credits*

This learning strand provides experiences designed to move candidates in the MEd in School Leadership and in Teacher Leadership degree programs toward the "Applying" level of competency on Leadership Standard 11: Advanced Facilitating Collective Teacher Learning, Leadership Standard 12: Advanced Leading Curricular Improvement, Leadership Standard 13: Advanced Facilitating Individual Teacher Learning, and Leadership Standard 14: Advanced Change Management and Leadership. *Collaborative inquiry* in this strand involves seminars focused on understanding the research base on school change and curricular leadership and how they, along with the research bases on coaching and facilitation, can be synthesized to a school-based change initiative; *practicums* and *performance assessments* in this strand include candidates' written, research- and evidence-based reflections and analysis on their curriculum leadership; and a change initiative proposal that integrates candidates' understandings of how these elements contribute to school change.

*Prerequisite: 475a Introduction to Advanced Leadership Practice*

*Co-requisite: 401 Clinical Placement in School Leadership; 470b Inquiry into Advanced Professional Collaboration & Reflective Learning*

## **Action Research Learning Strands**

#### *600 Clinical Setting for Design Research*

*Not for credit*

The placement is the heart of the MEd Action Research design experience. Candidates' learning is embedded in their daily practice as an educator. They develop and enact their action research and related skills and knowledge through deliberate practice, engagement with MEd practica, and collaboration with colleagues. The placement requires not less than (and typically more than) 234 hours. No credits are associated with the placement as the hours in the placement support, directly or indirectly, the embedded practicums in the credit bearing learning strands.

*Co-Requisite: 610 Introduction to Action Research or 620 Action Research*

#### *610 Introduction to Action Research*

*2 Credits*

The introduction to action research learning strand requires candidates to develop a theory of action including identifying a problem of practice, survey the literature deepening their understanding of the phenomena, design a research based intervention intended to address the problem of practice, and develop sophisticated research methods to measure the efficacy of the proposed intervention. The resulting proposal for action research serves as the *performance assessment* for the cluster. This learning strand provides experiences designed to move candidates towards competency in Action Research Standard 1: Conceptualizing Research-Based Theories of Action and Action Research Standard 2: Consulting the Knowledge Base.

*Co-Requisite: 600 Clinical Setting for Design Research*

#### *620 Action Research*

*4 Credits*

The action research learning strand requires candidates to implement a design that they created and that is intended to address an identified problem of practice. Candidates collect both process and impact data and analyze the data to evaluate the efficacy of their design for student learning and/or teacher improvement. Published results and a final presentation, which serve as the *performance assessments* for the cluster, include findings and reflections on future design iterations, candidate learning, and implications for future research. This learning strand provides experiences designed to move candidates

towards competency in Action Research Standard 1: Conceptualizing Research-Based Theories of Action, Action Research Standard 2: Consulting the Knowledge Base, Action Research Standard 3: Taking Authentic Action Based on Research, Action Research Standard 4: Gathering and Synthesizing Data, and Action Research Standard 5: Presenting Action Research.

*Pre-requisites: 610 Introduction to Action Research; Foundational Competency in either Teaching or School Leadership*

*Co-Requisite: 600 Clinical Setting for Design Research*

### 625 Action Research

6 Credits

For candidates who have already participated in action research experience, action research competency may be appraised through submission of evidence while enrolled in this learning strand. Standards of competency appraised are: Standard 1: Conceptualizing Research-Based Theories of Action, Action Research Standard 2: Consulting the Knowledge Base, Action Research Standard 3: Taking Authentic Action Based on Research, Action Research Standard 4: Gathering and Synthesizing Data, and Action Research Standard 5: Presenting Action Research.

*Prerequisite: Faculty approval*

## Professional Education Learning Strands

### 300 Clinical Setting for Teacher Practice

0 Credits

The placement is the heart of the UVEI professional learning experience. Candidates' learning is embedded in their daily practice as an educator. They develop their skills and understandings through deliberate practice, engagement with UVEI practica, and collaboration with colleagues. No credits are associated with the placement as the hours in the placement support, directly or indirectly, the embedded practicums in the credit bearing Professional Education learning strands that the candidate is enrolled in.

*Co-requisite: One or more credit-bearing teaching-focused Professional Education learning strands*

### 301 Clinical Setting for Leadership Practice

0 Credits

The placement is the heart of the UVEI professional learning experience. Candidates' learning is embedded in their daily practice as an educator. They develop their skills and understandings through deliberate practice, engagement with UVEI practica, and collaboration with colleagues. No credits are associated with the placement as the hours in the placement support, directly or indirectly, the embedded practicums in the credit bearing Professional Education learning strands that the candidate is enrolled in.

*Co-requisite: One or more credit-bearing leadership-focused Professional Education learning strands*

### 310 Mentoring Practice

1 Credit

Designed for mentor teachers in the UVEI Teacher Internship Program, this experience requires mentoring of a novice teacher supported by regular meetings with an experienced instructional coach to facilitate *inquiry and reflection* into novice teacher development. Participating mentors *collaboratively* engage with experienced coaches and a mentee in an ongoing analysis of new teacher development towards identified teaching standards, with continuous reflection on the supports and feedback needed for novice teacher growth. *Practicum* requirements include participants' mentoring of a novice. Mentoring practices include modeling instruction, observing instruction, collaboratively planning, and conferencing about instructional sequences and plans. *Assessments* include evidence of participation in the mentoring and learning process. This learning strand provides experiences designed to move candidates towards competency in growing and developing professionally.

### 320 Inquiry into Instructional Coaching and Mentoring

2 Credits

This inquiry is designed for practicing coaches and mentors, and includes *collaborative inquiry* into the broader research and practitioner oriented literature on conceptions of and best practices in instructional coaching, and collegial analysis of evidence from the practicum components. The *practicum* portions of this series focus on observing instruction, coaching conversations, collaborative planning, and/or analyzing student work. The *performance assessment* for the series is based on the "Instructional

Leadership Performance Assessment” developed by the Reach Institute for School Leadership and the University of California, Berkeley and includes evidence of emerging skills effective of observation of instruction, analysis of coachee practice, and instructional conferencing; along with competent beginning level knowledge and understanding of coaching concepts as a tool for understanding and analyzing practice. This learning strand provides experiences designed to move candidates towards competency in Structuring effective instructional conferences, Using discourse strategies to advance teacher learning, Engaging teachers in metacognitive & reflective thinking, and Growing and developing professionally.

### *322 Foundations of Instructional Coaching*

*1 Credit*

This inquiry is designed to enhance the reflections on coaching practice of participants in *320 Inquiry into Instructional Coaching and Mentoring*. Specifically, candidates enrolled in this learning strand use research on effective coaching and mentoring to guide and analyze their practice. The *practicum* involves reading a variety of research perspectives on instructional coaching, and the *performance assessment* involves competent-level written reflections on coaching and teacher learning integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze & improve practice.

*Co-requisite: 320 Inquiry into Instructional Coaching and Mentoring*

### *324 Inquiry Into Coaching for Equity*

*2 Credits*

This inquiry is designed for teacher educators who continuously put equity issues on the table: raising awareness in the minds of novice teachers, asking courageous questions, modeling self reflection on issues of equity, and modeling continuous confrontation of the complex issues of difference that are central to our schools and society. While there are no magic bullets for this work, this inquiry is designed to develop the conceptual understanding and skills to support teacher leaders in this effort. *The practicum involves identifying sources of inequitable practices in the setting*, observing instruction, effective coaching conversations, collaborative planning, and/or analyzing student work. *The performance assessment* for the series is based on the “Instructional Leadership Performance Assessment” developed by the Reach Institute for School Leadership and the University of California, Berkeley and includes evidence of effective skills of observation of instruction, analysis of coachee equitable practice, and instructional conferencing.

*Prerequisite: 320 Inquiry into Instructional Coaching and Mentoring and 322 Foundations of Instructional Coaching or Faculty Permission*

### *326 Foundations of Coaching for Equity*

*1 Credit*

This inquiry is designed to enhance the reflections on coaching practice of participants in *324 Inquiry into Coaching for Equity*. Specifically, candidates enrolled in this learning strand use research on effective coaching and mentoring to guide and analyze their practice. The *practicum* involves reading a variety of research perspectives on coaching for equity, and the *performance assessment* involves written reflections on coaching and teacher learning integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze & improve practice.

*Co-requisite: 324: Inquiry into Coaching for Equity*

### *330 Personalized Study of Subject Matter Knowledge*

*.5 Credits*

Teachers are expected to develop and maintain current and deep knowledge in the disciplines they teach. Each discipline is built on particular forms of inquiry, structures of knowledge, and standards of evidence. In this learning strand, participants design and engage in a self-study of subject matter that help them address particular discipline-specific standards for teachers (e.g., CCSS, C3 Standards, National Core Art Standards, NGSS). Participants use [this template](#) to plan their study and have it approved and evaluated by a UVEI faculty member. The *practicum* and *performance assessment* for this strand involves planning and completing a self-study, and self-evaluating their subject-matter learning. This learning strand provides experiences designed to move candidates towards competency in Demonstrating concepts, processes of inquiry, and knowledge of the discipline and Growing and developing professionally.

**332 Project-Based Learning Design & Implementation****3 Credits**

Project based learning (PBL) is a powerful teaching method that has the potential to: Motivate and engage students, Prepare students for college, careers, and citizenship, Help students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills, Allow teachers to teach in a more satisfying way, and Provide schools and districts with new ways to communicate and to connect with parents, communities, and the wider world (Larmer, Mergendoller & Boss, 2015). In *practicums* for this learning strand, candidates explore and experiment with designing projects aligned with the essential design elements for effective projects, collaboratively practice the teaching methods that support this type of learning, and learn backward planning methods and lesson structures that practically support this work. *Performance assessments* include a Project based Unit Plan, reflections on this plan, and an analysis of student projects. This learning strand provides experiences designed to move candidates towards competency in Designing projects using essential elements of project based learning and Growing and developing professionally.

**333 Project-Based Learning Design & Implementation: Advanced****3 Credits**

Project based learning (PBL) is a powerful teaching method that has the potential to: Motivate and engage students, Prepare students for college, careers, and citizenship, Help students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills, Allow teachers to teach in a more satisfying way, and Provide schools and districts with new ways to communicate and to connect with parents, communities, and the wider world (Larmer, Mergendoller & Boss, 2015). Lessons are the basic unit of teaching and are the building blocks of units. Each day with students, lessons have the potential to advance student learning in engaging and dynamic ways. In this inquiry, teachers will engage in collective inquiry to advance their skills in planning aligned, engaging and coherent lessons within a project based learning framework, keeping project based teaching practices and unit elements in mind. *Practicums* include designing, teaching, analyzing, and peer reviewing instructional plans and video of instruction through subject specific lesson study processes. *Performance assessments of competency* include a lesson plan with analysis and short video of instruction with analysis. This learning strand provides experiences designed to move candidates towards the applying level of competency for Designing projects using essential elements of project based learning; and towards the Competent level for Utilizing project based teaching practices, Engaging students in thinking and understanding, and Growing and developing professionally.

*Prerequisite: 332 Project-Based Learning Design & Implementation*

**334 Inquiry Into Project Based Learning****2 Credits**

Project based learning (PBL) is a powerful teaching method that has the potential to: Motivate and engage students, Prepare students for college, careers, and citizenship, Help students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills, Allow teachers to teach in a more satisfying way, and Provide schools and districts with new ways to communicate and to connect with parents, communities, and the wider world (Larmer, Mergendoller & Boss, 2015). In *practicums* for this learning strand, candidates explore and experiment with designing projects aligned with the essential design elements for effective projects, collaboratively practice the teaching methods that support this type of learning, and learn backward planning methods and lesson structures that practically support this work. *Performance assessments* include a Project based Unit Plan, reflections on this plan, and an analysis of student projects. This learning strand provides experiences designed to move candidates towards competency in Designing projects using essential elements of project based learning and Growing and developing professionally.

**335 Foundations of Project Based Learning****1 Credit**

*This inquiry is designed to enhance the reflections on project based learning of participants in 334 Inquiry into Project Based Learning. Specifically, candidates enrolled in this learning strand use research on effective project based learning to guide and analyze their practice. The practicum involves reading a variety of research perspectives on project based learning and teaching practices, and the performance assessment involves competent-level written reflections on project based learning integrating research*

and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze, and improve practice.

Co-requisite: 334 Inquiry into Project Based Learning

### 340 Inquiry into Facilitating Teacher Learning

2 Credits

Professional community among teachers, the subject of a number of recent major studies, is often regarded as an essential ingredient contributing to the improvement of schools. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Candidates explore concepts related to cooperation, collegiality, and collective learning in order to engage in *collaborative inquiry* emphasizing the skills necessary to facilitate learning oriented conversations that lead to teacher improvement. *Practicums* require candidates to work with diverse faculty groups. *Performance assessments of competency* include a facilitation performance assessment that requires candidates to demonstrate their knowledge of the dimensions of effective collaboration (drawing on the research), their skills at fostering productive collaborative relationships, and their ability to analyze collaborative interactions. This learning strand provides experiences designed to move candidates towards competency in Facilitating productive learning conversations, Fostering a productive professional culture, and Growing and developing professionally.

### 342 Foundations of Facilitating Learning In Professional Community

1 Credit

This inquiry is designed to enhance the reflections on facilitation and professional community of participants in 340 *Inquiry into Facilitating Teacher Learning*. Specifically, candidates enrolled in this learning strand use research on effective facilitation and collective teacher learning to guide and analyze their practice. The *practicum* involves reading a variety of research perspectives on facilitation, professional community, and teacher learning, and the *performance assessment* involves competent-level written reflections on facilitation, professional community, and teacher learning integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze & improve practice.

Co-requisite: 340 Inquiry into Facilitating Teacher Learning

### 345 Inquiry into School Improvement and Teacher Learning

1 Credit

How do we strive to lead schools in a good direction, from whatever starting point? That is the central question of school change and the question that is at the center of this inquiry. An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Candidates *engage in collaborative inquiry* in this cluster by incorporating research and expert knowledge related to understanding and driving school improvement. *Practicum* experiences include close examinations of change efforts underway in the candidate's current school, as well as identifying and collaborative planning focus areas for improvement. *Performance assessments* include comprehensive plans for leadership of a teacher learning oriented change initiative. This learning strand provides experiences designed to move candidates towards competency in Articulating a shared vision & goals for improvement, Organizing for collective improvement, and Growing and developing professionally.

### 347 Foundations of School Improvement and Teacher Learning

1 Credit

This inquiry is designed to enhance the reflections on effective school-based change initiatives of participants in 345 *Inquiry into School Change*. Specifically, candidates enrolled in this learning strand use research on effective school-based instructional change to guide and analyze their practice. The *practicum* involves reading a variety of research perspectives on school change, leadership, professional community, and teacher learning, and the *performance assessment* involves competent-level written reflections on these themes integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze & improve practice.

Co-requisite: 345 Inquiry into School Change

**348 Inquiry into School Management****2 Credits**

*Inquiry into School Management* provides initial experiences designed to move candidates toward the “developing” level of competency. Recognizing that strong school leadership is directly connected to effective management of operations of resources and process, an education leader promotes the success of every student by ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In the Inquiry into School Management Learning Strand, candidates engage in inquiry focused on effective administration and management incorporating research and expert knowledge related to fiscal and human capital resource management, including resource allocation, legal issues, and students services systems. The overarching concepts of ethical and equitable leadership frame this inquiry.

**349 Foundations of School Management****1 Credit**

*Foundations of School Management* is designed to enhance the reflections on effective management practice of the participants in 348 *Inquiry into School Management*. Specifically, candidates enrolled in this learning strand use research on effective management to guide and analyze their practice. The practicum involves reading a variety of research perspectives on school management, and the performance assessment involves a competent-level written analysis of case study at the placement school focused on school management integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in *Using research to inform, analyze and improve practice*.

*Co-requisite: 348 Inquiry into School Management*

**353 Personalized Engagement in Professional Learning****0.5 Credits**

This learning strand is designed for candidates who wish to engage in reflective practice that supports growth towards specific educational goals. It is also the learning strand through which candidates can extend their course of study. Candidates develop a specific plan together with a coach, and that plan is evaluated at the end of each term. The following restrictions apply to 353 Personalized Engagement: (a) Candidates must enroll with the registrar in 353 Personalized Engagement in Professional Learning; (b) Candidates may not extend a 353 Personalized Engagement beyond a single term. If candidates do not engage in the expressed goals and learning activities sufficient to demonstrate competency as an engaged learner, they will not earn the requisite credit. Candidates who do not make sufficient progress to earn “competent,” but who wish to enroll in a subsequent 353, will enter the “tiered support system” at the Personalized Learning Plan level; (c) Candidates may enroll in a subsequent 353 Personalized Engagement in Professional Learning. This learning strand provides experiences designed to move candidates towards competency in Growing and developing professionally.

**354a Specialized Introduction to Practice****1-4 Credits****354b Specialized Inquiry into Practice****1-4 Credits**

Continuous learning through deliberate practice is the hallmark of an educator’s journey towards expert performance. 354 Specialized Inquiry into Practice is designed to provide individualized, one-on-one support, through professional goal setting and coaching, for educators working towards specific goals. Educators may work towards any designated competency (as listed in this catalog), as well as growing and developing professionally. *Learning experiences* include candidates developing a focused personalized learning plan; engaging in two coaching cycles of a pre-conference, observation (or other practicum), and post-conference; followed by a revision of the learning plan. *Practicum experiences* include the deliberate practice required to achieve the goals, which may include observations, self-study, or practice of target skills. Educators should expect to spend approximately fifteen hours in direct experience and an additional thirty hours of further study and practice over the course of two to four weeks for each credit. *Assessment* is based on demonstration of target skills using related performance tasks and rubrics as appropriate. Educators enrolled in 354a must demonstrate a “developing” level of competency, and educators enrolled in 354b must demonstrate a “competent (accomplished beginning educator)” level of competency. There is no limit to the number of 354 strands an educator may complete,

and engaging in multiple cycles is encouraged. This learning strand provides experiences designed to move candidates towards competency in any existing competency standard and *Growing and developing professionally*

### 360 Practical Statistics for Educators

1 Credit

District leaders, school leaders, teachers and other educational professionals are increasingly called upon to understand and interpret complex quantitative research and data sets (especially test scores). This understanding is a prerequisite for effective data-driven decision making and educated and critical consumption of educational research. In this learning strand, candidates bolster their understanding of statistics to prepare them to engage in data based inquiry. *Practicums* require candidates to examine local applications (or misapplications) of statistical concepts. *Performance assessments of competency* include analyzing and interpreting a local data set, demonstrating the ability to make appropriate inferences. 360 is offered as an online, asynchronous learning experience. This learning strand provides experiences designed to move candidates towards competency in Collecting and analyzing data.

### 362 Inquiry Into Curricular Leadership

2 Credits

School improvement efforts may fail to improve student achievement if they fail to strengthen instructional program coherence directed at providing instructional guidance and support to teachers. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. In Inquiry into Curriculum Leadership, educators *engage in collaborative inquiry* into how leaders can seek to maximize student learning through systems of support and effective assessment strategies that inform instruction, curricular materials that support effective teaching, authentic and differentiated professional development, coordination of these systems in ways that create opportunities to personalize the academic program to meet individual student needs. *Clinical experiences* in the learning strand call on participants to understand and apply these concepts at the systems level, analyzing and improving instructional programs in their context. *Performance assessments* require participants to systematically evaluate the coherence of instructional programs using a research based framework. This learning strand provides experiences designed to move candidates towards competency in evaluating the coherence of systems of curriculum, instruction, and assessment and growing and developing professionally.

### 363 Foundations of Curricular Leadership

1 Credit

This inquiry is designed to enhance the reflections of participants in *Inquiry into Curricular Leadership* in their efforts to analyze the coherence of instructional programs. Specifically, candidates enrolled in this learning strand use research on curricular and systems coherence to guide and analyze their practice. The *practicum* involves reading a variety of research perspectives on the factors that lead to coherence, the challenges to coherence, and the role of leadership in developing coherence; and the *performance assessment* involves competent-level written reflections on these themes integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze & improve practice.

*Co-requisite: 362 Inquiry into Curricular Leadership*

### 365 Inquiry into Data Based Curricular Leadership

2 Credits

Many school leaders share a common frustration: How to transform mountains of data on student achievement into an action plan that will improve instruction and increase student learning. Educational leaders are called on to promote the success of every student by advocating, nurturing, and sustaining an instructional program conducive to student learning and staff professional growth. In this learning strand candidates engage in *collaborative inquiry* emphasizing the use of data based inquiry cycles. *Practicums* require candidates to work with diverse faculty groups to examine data, make appropriate inferences, and link that data to plans for meaningful action. *Performance assessments of competency* include reflections on and evaluation of their facilitation of the data inquiry process and collaboratively developing an action plan resulting from data based inquiry. This learning strand provides experiences designed to move candidates towards competency in Collecting and analyzing data, Developing assessment systems to

monitor student progress, Evaluating the impact of instructional programs, and Growing and developing professionally.

*Prerequisite:* 360 *Practical Statistics for Educators* or evidence of competency in statistical analysis of educational data

### *366 Foundations of Data Based Improvement*

*1 Credit*

This inquiry is designed to enhance the reflections of participants in *Inquiry into Data Based Curricular Leadership* on their efforts to lead data-based inquiries. Specifically, candidates enrolled in this learning strand use research on effective use of data for instructional improvement to guide and analyze their practice. The *practicum* involves reading a variety of research perspectives on data use in schools, teacher learning from data, and teacher collaboration, and the *performance assessment* involves competent-level written reflections on these themes integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze & improve practice.

*Co-requisite:* 365 *Inquiry into Data Based Curricular Leadership*

### *370 Inquiry into collaborative lesson study*

*2 Credits*

Lessons are the basic unit of teaching and are the building blocks of units. Each day with students, lessons have the potential to advance student learning in engaging and dynamic ways. In this inquiry, teachers will engage in collective inquiry to advance their skills in planning aligned, engaging and coherent lessons. *Practicums* include designing, teaching, analyzing, and peer reviewing instructional plans and video of instruction through subject specific lesson study processes. *Performance assessments of competency* include a lesson plan with analysis and short video of instruction with analysis. This learning strand provides experiences designed to move candidates towards competency in Planning differentiated & subject specific lessons, Engaging Students in Thinking & Understanding, and Growing and developing professionally.

### *371 Foundations of effective lessons*

*1 Credit*

This inquiry is designed to enhance the reflections of participants in *370 Inquiry into collaborative lesson study* on their planning and instruction. Specifically, candidates enrolled in this learning strand use research on effective differentiated and subject-specific lesson planning and classroom instructional to guide and analyze their practice. The *practicum* involves reading a variety of research perspectives on principles of learning, differentiated instruction, subject-specific lesson planning, student engagement, and disciplinary thinking, and the *performance assessment* involves competent-level written reflections on these themes integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze & improve practice.

*Co-requisite:* 370 *Inquiry into collaborative lesson study*

### *375 Inquiry into analyzing student work*

*2 Credits*

The purpose of this learning strand is to advance teachers skills in designing, implementing and analyzing student work. Using relevant assessment data from their classrooms, teachers in this learning strand will think deeply about what students learned and did not learn, and what feedback is useful for fostering student growth. Through *collective inquiry*, Participants will reflect on student learning, identifying what they need to do better or differently to ensure that all students learn. *Practicums* for this learning strand include identifying learning outcomes, teaching a sequence of learning activities, designing and analyzing student work based on formative and a high quality summative assessment, and making inferences for future instruction. *Performance assessments of competency* include an analysis of student work, including student work samples, aligned with outcomes and instruction demonstrating high level understanding of and uses of 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. This learning strand provides experiences designed to move candidates towards competency in Analyzing Student Work from Assessments, Using Assessment to Inform Teaching, and Growing and developing professionally.

### *376 Foundations of analyzing student work*

*1 Credit*

This inquiry is designed to enhance the reflections of participants in *375 Inquiry into analyzing student work* on their assessment practices, feedback, and analysis of student work. The *practicum* involves reading a variety of research perspectives on effective assessment design, feedback, and student learning. The *performance assessment* involves competent-level written reflections on these themes integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in Using research to inform, analyze & improve practice.

*Co-requisite: 375 Inquiry into analyzing student work*

### *380 Inquiry into teaching for understanding*

*2 Credits*

The purpose of this learning strand is to advance teachers skills in designing and teaching units of study that promote student understanding and transfer of learning. The Understanding by Design (UbD) is an approach to backwards planning (particularly unit planning) focused on teaching for understanding. *Practicum* work includes planning and teaching a UbD unit, sequencing lessons, regarding identifying learning outcomes, assessments, and sequencing learning activities. The *performance assessment* is a UbD unit with reflections and an analysis of students end-of-unit performance. This learning strand provides experiences designed to move candidates towards competency in Planning differentiated and subject specific units, engaging students in thinking and understanding, and growing and developing professionally.

### *381 Foundations of planning & teaching for understanding*

*1 Credit*

This inquiry is designed to enhance the reflections of participants in *380 Inquiry into teaching for understanding* on their planning, instruction, and assessment. The *practicum* involves reading a variety of research perspectives on backward planning, student learning, and performance assessments. The *performance assessment* involves competent-level written reflections on these themes integrating research and evidence. This learning strand provides experiences designed to move candidates towards competency in: Using research to inform, analyze & improve practice.

*Co-requisite: 380 Inquiry into teaching for understanding*

### *399 Program Continuation*

*Not for credit*

In some circumstances, candidates may wish to improve on previous levels of competency subsequent to earning credit in a learning strand incorporating that competency. An example is someone who wants their records to reflect more advanced knowledge and skills pursuant to their academic or career goals. With the permission of a supervising faculty member, enrolled candidates may complete 399 Program Continuation, and attempt to provide evidence of more advanced knowledge and skills related to an identified standard of competency. Factors faculty consider when determining the appropriateness of 399 include the attainability of the next level of competency and the feasibility of acquiring the required evidence. In some cases faculty may determine that enrollment in other learning strands is a more appropriate means of developing towards the desired level of competency. Any competency listed in this catalog may be included under 399 Program Continuation. The supervising faculty member will approve the required additional evidence and evaluation criteria necessary to reassess competency. Continuing enrollment fees may apply.

*Prerequisite:* Earned credit in the learning strand incorporating the relevant standard of competency.

# Academic Policies

## Credits and Engagement in the Program

### Academic Credit

Academic credit is awarded to a candidate based on the demonstration of competencies as defined in a specific Learning Strand (see [Learning Strand Descriptions](#) section above). UVEI began awarding credits in 2015-2016 (prior to that, candidates received only a record of competencies attained).

### How Credits are Determined

Historically, a semester hour of credit measures the total time commitment an average student is expected to devote to learning per week of study. While UVEI awards semester credits based on demonstrated competency and not time, our credit determinations are based on the faculty's assessment of the time a typical candidate would need to achieve competency. UVEI faculty make this determination based on the following formula:

How a semester credit is calculated:

Semester credits are based on the faculty's estimation of the time a typical candidate requires to achieve the required level of competency. One credit is equivalent to 15 hours of seminar time or structured fieldwork (or a combination of the two). Each hour of seminar and/or structured fieldwork typically requires an additional 1.6 hours of practice and/or self-study and .4 hours of study.

Based on this calculation, the typical candidate pursuing a 1 credit learning strand would engage in 15 hours of seminar or structured fieldwork, 23 hours of independent practice/self-study, and 7 hours of additional study.

The regular program offerings always incorporate learning opportunities based on this formula to support a candidate's development towards competency (specific time expectations are always included in the Learning Strand organizer). Individual candidates, however, may need more or less time to achieve competency and earn credit.

*UVEI programs directly relate clusters of competencies to graduate semester credits without creating courses as an intermediary.* Rather than have courses and practicum experiences that function independently of one another, collaborative work and field experiences are integrated, providing candidates with a more cohesive experience of theory and practice. We also believe that such integration will contribute to the evolution of graduate study from a focus on instructor-led inputs to a focus on student performance outcomes.

While UVEI awards semester credits for academic purposes, federal financial aid and federal loans are based on required clock hours. Both earning the required credits by demonstrating the required level of competency in each standard, and meeting the clock hour requirements for a given program, are required for program completion. Specific clock hour requirements are

included in the “Program Duration & Time Commitments” sections, above, for each program.

## **Transferring Credit**

### *Transfer of Credit from Outside Colleges and Universities & Demonstrations of Prior Competency*

UVEI uses a competency based assessment system to determine credit as opposed to the traditional “course based” system. As a result, UVEI does not transfer credits based on prior coursework alone. However, candidates may be able to bring artifacts from their prior experience/study as evidence of having met a required competency. Candidates may either be awarded up to 25% of the required credits, or may have up to 25% percent of the required credits recognized from prior coursework, for a given program based on a determination of prior competency. UVEI charges \$30 per credit awarded or recognized based on demonstration of competency from prior experience and study. Demonstrating competency based on prior experience and study is subject to the collection of the required evidence and performance assessments identified for each competency.

Candidates will be awarded credits when the materials provided were the product of learning from experience, training, and work. Candidates will have the required credits reduced when the materials provided were the product of prior study for which the candidate was already awarded graduate credit.

### **UVEI Alumni Before UVEI Granted Credit**

UVEI graduates who graduated after 1999 but before UVEI began awarding credit, and who wish to apply their prior work towards additional licensure or degree programs (such as the Curriculum and Assessment Specialization or the MEd degrees), may request that their records of competency (transcripts) be converted to credits. Faculty will evaluate their records and determine the appropriate credits they have earned and a new transcript will be issued. A fee may apply.

## **Attendance Policy**

There are three types of attendance requirements: Daily attendance, clock hour requirements, and participation requirements.

### **Expected & Minimum Daily Attendance**

In keeping with the professional obligations typical of the profession, candidates should be at 90% of their scheduled days (including both 90% of seminars and 90% of placement days respectively). Candidates who have less than 80% attendance at either seminars or their placement will not be eligible for program completion. Specifically, if less than 80% attendance in either seminars or the placement, the candidate will not demonstrate the necessary competency for “Engaging in professional learning” (Teacher Intern Program), or “Modeling professional learning & ethical practice” (Principal Intern Program), respectively. Note: This is the minimum attendance threshold to be eligible for program completion. Meeting the minimum threshold does not guarantee competency, and norms of professionalism, collaboration, and engagement for the profession typically demand more engagement than 80-90% attendance represents. Special or unusual circumstances may be considered on a case-by-case basis by UVEI faculty members.

Seminars provide an essential component for achieving competencies. Frequently missed seminars, unreported absences, and an inability to initiate “makeup” plans to address any missed requirements may indicate a lack of professionalism and may affect the assessment of candidate competence or, in more serious cases, the successful completion of the program itself. UVEI has minimized the amount of seat-time required, preferring to think of the pursuit of competency as holistically including collaborative time at UVEI, work with colleagues in schools, and work in your classroom or leadership context. As a result of having fewer meetings, however, each meeting becomes more important.

Candidates who have to miss a seminar should email the appropriate faculty member ahead of time. It is the responsibility of the candidate to contact a fellow candidate and ask her or him to take good notes and collect copies of all materials distributed (select this person well in advance and arrange to do the same for them) and to read and take notes on seminar readings sent out in advance, as well as those handed out during the sessions.

### **Clock Hours**

UVEI programs are clinically intensive, experiential programs that rest on the assumption that the best way to learn is to learn by doing. Much of the work of learning to teach and lead through UVEI happens organically through deliberate practice in an authentic clinical setting. UVEI does not seek to control exactly what learning activities should occur as part of your clinical experience, and the program seeks to keep the amount of time that you spend on practicums designed by the program to only the essential elements, allowing you to focus instead on engagement in real practice. To ensure sufficient experiences, each program requires a specified number of clock hours spent working towards the required competencies in a combination of seminars, field placements, or independently. Required clock hours are calculated as 39 hours per credit (15 structured hours and 24 hours of independent practice per credit, see [“How Credits are Determined”](#) above), and candidates are required to have a minimum of 97.5% of the required clock hours.

### **Ongoing Participation Requirements**

UVEI recognizes that while individual Candidates’ placement schedules may vary, Candidates are engaged in clinical work that goes well beyond the scheduled onsite days. Candidates are expected to be engaged in clinical work and deliberate practice regularly, and to accumulate clock hours in the form of participation in seminars, participation at the placement site, practicum work, or preparation for placement on a continuous basis. The expectations of near daily practice means that clock hours should be reflected on the timesheet:

- Most work days, consistent with the expectations of the candidate’s placement assignment.
- Not less than every 7 days, unless exceptions have been communicated and agreed with the supervising faculty coach in advance.
- Never longer than 14 days. Candidates in licensure and degree programs whose timesheets indicate that they have not accumulated any clock hours for 14 consecutive calendar days will be immediately subject to administrative withdrawal from the program (see [“Administrative Withdrawal”](#)).

Exceptions to the ongoing participation requirements include:

- Extenuating circumstances: Candidates with extenuating circumstances that require non-participation for more than 14 days should request a Leave of Absence (see "[Leave of Absence Policy](#)").
- The Final Term of a Program (typically term K): Candidates typically complete their internships and all seminars have concluded in the first weeks of the final term of their program. *With the permission of the supervising faculty member*, in circumstances where candidates have achieved the required clock hours, do not need additional placement days to meet the daily attendance requirements, and whose supervising faculty coach has indicated do not need additional clinical experience or practice to demonstrate the requisite standards of competency; the candidate is no longer required to demonstrate additional clinical practice, is therefore no longer required to maintain their timesheet, and the ongoing participation requirement no longer applies. This is the case even if there are final assessments to be submitted, revised, or evaluated in the final weeks of the term.

### **Timesheets**

Considering placement days as “attendance,” and the use of clock hours as one means of determining engagement in clinical experience, requires candidates to keep careful and reflective track of their daily attendance, clock hours, and learning activities and practices on a timesheet. Timesheets are to be updated daily and are used for determining engagement in the required learning experiences as described and interpreted by the candidate with guidance from the program. As a matter of professional and academic integrity and engagement in professional learning, it is the candidate’s responsibility to keep their timesheet up to date, accurate, and a true reflection of their work in the program; in some circumstances faculty may update a candidate’s timesheet based verified participation (seminar attendance, electronic participation, last day of confirmed engagement in clinical work at the placement, progress towards competency-related interactions with faculty members, or coaching conferences), but candidates should not rely on faculty members to fulfill this obligation. Candidates in licensure and degree programs whose timesheets are not updated for 14 consecutive calendar days are immediately subject to administrative withdrawal from the program (see "[Administrative Withdrawal](#)").

### **Date of Determination**

If a candidate [withdraws](#) from a program or session, or is [administratively withdrawn](#), the Date of Determination of withdrawal will be the date that written or oral notification is conveyed. The Date of Determination does not affect refunds, which are calculated based on the [Last Day of Attendance](#), but may affect how progress is represented on the transcript.

### **Last Day of Attendance**

For the purposes of determining if a candidate has met the experiential requirements needed to earn credit, and for calculating and issuing refunds, it may be necessary to determine a candidate’s last day of attendance. As an experiential program, “attendance” is not limited to the last time a candidate attended a seminar. Regardless of notification date, the last day of attendance will be determined by the last verified entry on the timesheet (see [Timesheet](#) above).

## Leave of Absence Policy

UVEI candidates may request a leave of absence of up to, but not more than, 180 calendar days. Candidates must gain approval from the Academic Dean for leaves of absence. The Academic Dean may grant a leave of absence in cases of emergency and unforeseeable personal, family or medical hardship, or for reasons beyond the control of the candidate. Candidacy may be extended beyond the agreed enrollment period to facilitate accomplishment of required, but as yet unmet, competencies following a leave of absence. Such arrangements must be confirmed in writing by UVEI. [Continuing enrollment requirements](#) apply unless the Academic Dean waives these requirements in writing. Should a candidate decide to withdraw from the program rather than return following an approved leave of absence, the withdrawal date will be the last day of attendance prior to the leave of absence (see [Refund Policy](#)). Candidates receiving Title IV funds will receive guidance from the Business & Operations Manager prior to commencing the Leave of Absence as to how the candidate's failure to return from the Leave of Absence may affect the candidate's loan repayment terms, including the expiration of the candidate's grace period.

Limited engagement leave of absence: In some cases, certain forms of illness, family needs, wellness needs, or bereavement may lead candidates to request a period of time where they continue to participate, but at reduced levels. Without diminishing overall clock hours or expectations of competency, candidates may be granted up to 6 weeks of limited engagement with approval of the Academic Dean. Granting limited engagement leaves of absence is contingent on establishing an agreed plan for meeting all of the requirements of the program.

## Absence Due to Illness

Candidates should notify the relevant faculty members and/or placement personnel in the event they will be absent. The UVEI attendance policy expectation of 90% attendance is intended to provide sufficient allowances for illness (see "[attendance policy](#)"). Candidates who have serious illnesses that will make meeting the attendance expectations difficult may need to explore a [leave of absence](#) and should speak with the appropriate program administrator.

## Monitoring Candidate Progress Toward Competency

### Competency vs. Grading

Competency based assessments involve measuring candidates' proficiency on well-defined objectives (Tomlinson & McTighe, 2006). (Note: Standards-based reporting involves reporting these objectives rather than letter grades, which is reflected in the [UVEI Transcripts](#))

For more information about competency based assessment, see "[Assessment Based on Performance](#)" above.

The policies that follow describe how UVEI determines academic progress within our competency based assessment system.

### Sufficient Academic Progress (SAP)

Candidates are required to be continuously engaged in the program and to be making sufficient progress toward the required standards and levels of competency based on established assessments, holistic reviews of progress, and meeting the expectations for engagement in

professional learning. Federal regulations require that schools monitor the academic progress of each applicant for financial assistance and that the school certify that the applicant is making sufficient academic progress towards program completion. These regulations require that financial aid recipients must maintain satisfactory progress in the following areas:

1. Passing “grades” in all “courses”
2. Timely progress toward graduation

In a program with a competency-based assessment system like UVEI’s, the conventional avenues for accumulating course grades and credits are replaced by ongoing reviews of candidates’ progress by supervising faculty members. At regular intervals, UVEI faculty and candidates (together with mentors when applicable) review the accumulated evidence for each standard and make a determination of progress towards competency.

It is the candidate’s responsibility to stay informed of the institution’s Sufficient Academic Progress (SAP) standards and to monitor their progress. For SAP purposes, candidate’s academic records are reviewed by the Registrar prior to each payment period.

*Determinations of Progress Towards Competency (meeting the qualitative “passing grades”) requirement.*

At UVEI, grades are replaced by determinations of progress towards competency. On each performance assessment, and again in each progress review, the following determinations of progress towards competency are made.

Progress Towards Competency	Descriptor:
<b>Registrar Determinations:</b> When transcripts are requested by candidates who have not earned a faculty determination, the registrar may enter:	
Withdrew Prior to Determination (W)	The transcript of candidates that <b>withdraw from a learning strand after the prorated add drop day and prior to the last day of the last term in a session</b> on their course of study will reflect “withdrew prior to determination” for the affected competencies or learning strand.
In Progress	<b>No determination of competency has been made.</b> The candidate is <b>still engaged in learning activities and developing evidence</b> . In order to receive an “in progress” the candidate needs to be currently engaged in learning strands. After the last day of the last term in a session, a candidate is no longer eligible for an “in progress” determination. Candidates may, with approval of faculty, change their course of study, extending learning strands, prior to the last day of the last term in a session.
<b>Faculty Determinations:</b> In making final determinations of progress towards a standard of competency, faculty should use this scale to make a holistic determination of level of competency:	
Insufficient Evidence (E)	The candidate is <b>not yet providing evidence</b> of learning a beginning knowledge base or repertoire of practice. The preponderance of the required evidence for the standard is <b>inappropriate, irrelevant, inaccurate, or missing</b> . Evidence is <b>unconnected</b> to the standard and/or <b>does not demonstrate</b> competence at the level of an effective beginning teacher/leader.
Beginning (B)	The candidate is <b>discovering</b> and <b>attempting a beginning</b> knowledge base and repertoire of practice. The preponderance of the required evidence for the standard is <b>limited</b> . Evidence indicates <b>attempts</b> at the practice, attempts may be <b>cursorial, peripheral or compliance oriented</b> , or awareness of the practice may demonstrate <b>beginning understanding</b> or a <b>lack of discretionary judgement</b> related to the target practice.
Developing (V)	The candidate is <b>comprehending</b> and <b>enacting a beginning</b> knowledge base and repertoire of practice. The candidate <b>attempts</b> the practices associated with the standard with <b>partial evidence of effectiveness</b> . The preponderance of the evidence is <b>partially connected</b> to the standard or may be <b>inconsistent, and/or ambiguous</b> . Candidate may demonstrate <b>limited situational awareness</b> . HOWEVER, the candidate’s deliberate effort and progress indicates that the candidate is <b>advancing</b> towards the target level at a rate suggesting they will achieve the standard by the end of the program.
Demonstrating (D) (Accomplished Beginning Teacher/Leader)	Based on the evidence available and required for the standard at the time of review, the candidate is <b>demonstrating understanding</b> of a <b>research consistent knowledge base</b> and <b>enacting</b> a repertoire of <b>research-based practice</b> . The candidate has <b>submitted the expected evidence</b> required to that point in the program. The preponderance of the submitted/reviewed evidence for the standard demonstrates practice at the <b>competent level</b> of a beginning teacher/leader with <b>consistent attempts at the practice</b> and with <b>clear success at times</b> . Evidence for the standard is demonstrated <b>much of time</b> , with <b>consistent and deliberate effort</b> .
Applying	The candidate is <b>effectively applying</b> an <b>explicitly research-based</b> conceptual framework and enacting a <b>consistently effective repertoire of practice</b> . The

(Effective working teacher/ leader) <sup>20</sup> (A)	preponderance of the evidence for the standard is <b>clear, appropriate, relevant, or accurate</b> . Evidence is <b>consistently connected</b> to the competency and <b>demonstrates</b> both sound knowledge and pedagogical skill related to the standard at the level of an effective teacher/leader. Practice is characterized by consistent <b>deliberate effort, pedagogical reflection</b> and <b>inquiry</b> with <b>personal initiative</b> and <b>ownership for professional learning and development</b> . Demonstrates competence at the level of an effective practicing teacher/leader.
Integrating <sup>21</sup> (I)	The candidate displays <b>adaptive expert</b> level implementation of <b>integrated repertoires of practice</b> based on a <b>thorough understanding of research-based practice</b> . Practice uses understanding of knowledge base as the starting point for innovation. The preponderance of the evidence for the competency is <b>clear and convincing, appropriate, relevant, accurate, and detailed</b> . Evidence is <b>purposefully and insightfully connected</b> to the standard and is <b>grounded in relevant literature</b> , and demonstrates competence at the level of an expert and <b>innovating</b> practicing teacher/leader.

UVEI recognizes that the process of competency achievement is continuous and ongoing. Continuous demonstration is required, and candidates who are failing to make Sufficient Academic Progress (SAP) will receive [tiered support](#).

*Competency Progress Reviews (meeting the quantitative “timely progress” towards program completion requirement):*

To remain eligible for financial aid, candidates must be enrolled in the program and be making continuous progress towards program completion. Candidates taking a leave of absence must be granted a leave which must be formalized in writing (see “[Leave of Absence](#)”) and are not eligible for Financial Aid during that period. Candidates may not be enrolled in a UVEI internship program for more than 15 terms, or 150% of the regular program length (see “[Continuing Enrollment](#)”).

Progress towards program completion is determined in competency progress reviews, which are conducted formally at the end of each session, which is not less than twice per academic year. Individual programs may include additional progress reviews as formative assessments. In each review, candidates are expected to make Sufficient Academic Progress (SAP) towards competency. Sufficient Academic Progress (SAP) is defined as:

*Progress Review Sequence and SAP Expectations*

Review	Purpose	Sufficient Academic Progress (SAP)
Foundational Level Progress Review	Candidates receive feedback on progress during the Introductory Level Review. Candidates	At the foundational level, Sufficient Academic Progress is defined as “Developing,”

<sup>20</sup> “Applying” designations correspond to the “effective” level of the New Hampshire performance levels for working teachers as described in: The New Hampshire Task Force on Effective Teaching. (2013). *The New Hampshire Task Force on Effective Teaching: Phase II Report*. Concord, NH: New Hampshire Department of Education.

<sup>21</sup> “Integrating” designations are typically reserved for candidates demonstrating expert level performance at the level of National Board Certification and are rarely awarded to UVEI candidates.

<p>(typically during or before term F)</p>	<p>are evaluated on their progress towards all of the standards included in their course of study. (Depending on the candidate's course of study, these may be divided into several meetings).</p> <p>The supervising faculty member submits a Progress Review Form<sup>22</sup> outlining the results of this review, which is included in the candidate's records.</p>	<p>“Demonstrating” “Applying,” or “Integrating” in all relevant standards.</p> <p>A candidate who is not making Sufficient Academic Progress will be placed on a Competency Support Plan (see “<a href="#">tiered intervention</a>” below).</p> <p>A candidate who is making Sufficient Academic Progress but who is deemed to not be making sufficient progress in one or more standards may be required to establish a Personalized Support Plan to ensure that the candidate is on a trajectory for successful program completion.</p> <p>Candidates who are not making sufficient academic progress may not advance in the program (and therefore no new tuition will be invoiced other than enrollment in personalized study as described in the “<a href="#">tiered intervention</a>” section below), and the candidate will not be eligible for additional federal financial aid.</p>
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<sup>22</sup> Depending on the program, mentors, coaches, and/or additional faculty members may also have a role in determining competency and in the progress review process.

<p>Competency Level Progress Review  (Typically in term K)</p>	<p>Candidates will receive a final assessment of attainment of the required standards based on a holistic review of all of the evidence accumulated during the program. This determination is made in the last term of each learning strand as outlined on the course of study, unless extended.</p> <p>The supervising faculty member submits a Progress Review Form<sup>23</sup> outlining the results of this review, which is included in the candidate's records.</p>	<p>Minimum Sufficient Academic Progress for program completion (and thus licensure recommendation or degree conferral) requires a determination that the candidate has attained the requisite level of performance in all relevant standards. This requires a determination of "Demonstrating," "Applying" or "Integrating" in each applicable standard.</p> <p>A candidate who is not making SAP in the Competency Level Progress Review will not be eligible for program completion. Candidates may extend their enrollment (for up to 150% of the planned course of study) in order to continuing working towards program completion. Candidates who extend their enrollment due to failure to make SAP in the Final Progress Review are required to work with program faculty to revise their course of study to a new expected completion date (see <a href="#">Continuing Enrollment</a>), for which the continuing enrollment fees are required.</p> <p>At the supervising faculty member's discretion, the candidate may require either a Personalized Support Plan or a Competency Support Plan.</p>
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<sup>23</sup> Depending on the program, mentors, coaches, and/or additional faculty members may also have a role in determining competency and in the progress review process.

<p>Advanced Level Progress Review</p> <p>(Typically in term K)</p>	<p>Candidates will receive a final assessment of attainment of the required standards based on a holistic review of all of the evidence accumulated during the program. This determination is made in the last term of each learning strand as outlined on the course of study, unless extended.</p> <p>The supervising faculty member submits a Progress Review Form<sup>24</sup> outlining the results of this review, which is included in the candidate's records.</p>	<p>Minimum Sufficient Academic Progress for program completion (and thus licensure recommendation or degree conference) requires a determination that the candidate has attained the requisite level of performance in all relevant standards.</p> <ul style="list-style-type: none"> <li>● For Foundational and Professional Education Learning Strands, this requires a determination of "Competent," "Applying" or "Integrating" in each applicable standard.</li> <li>● For Advanced Teaching and Leadership Learning Strands, this requires a determination of "Applying" or "Integrating" in each applicable standard.</li> <li>● For the 620 Action Research Learning Strand, this requires a determination of "Competent," "Applying" or "Integrating" in each applicable standard.</li> </ul> <p>A candidate who is not making SAP in the Final Progress Review will not be eligible for program completion. Candidates may extend their enrollment (for up to 150% of the planned course of study) in order to continue working towards program completion. Candidates who extend their enrollment due to failure to make SAP in the Final Progress Review are required to work with program faculty to revise their course of study to a new expected completion date AND enroll in a 353 Personalized Engagement in Professional Learning (see <a href="#">Continuing Enrollment</a>).</p> <p>At the supervising faculty member's discretion, the candidate may require either a Personalized Support Plan or a Competency Support Plan.</p>
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<sup>24</sup> Depending on the program, mentors, coaches, and/or additional faculty members may also have a role in determining competency and in the progress review process.

## Communicating Progress

Competency attainment and credits awarded are reported on or before the end of the term immediately following the end of the session (within 25 instructional days). Competency attainment is recorded on the “progress review” tab of the candidate’s “enrollment dashboard.”

## Tiered Support System

UVEI has developed a tiered support system to target support to candidates who may be having difficulty making sufficient progress towards competency.

- 1) *Tier One - Faculty Support*: The first tier of the support system is faculty members who provide individualized support as part of the regular program. The process of working with faculty members one-on-one and in small groups allows for the flexibility and ability of the faculty coach to support candidates in the areas where they need particular support.
- 2) *Tier Two - Personalized Support Plans (PSPs)*: When the regular faculty support is insufficient, the candidate or a faculty member may initiate a Personalized Support Plan (PSP) at any time. PSPs are intended to formalize the expectations for improvement, and the support the program will provide in helping the candidate to meet those expectations. A PSP does not indicate that a candidate is failing to make Sufficient Academic Progress, only that more formalized support is necessary. PSPs and their attendant requirements (such as practicum assignments) are provided in writing and are shared with program faculty, the faculty coach and the mentor.
- 3) *Tier Three - Competency Support Plan (CSP)*. If a candidate is not making Sufficient Academic Progress, they will be placed on a Competency Support Plan (CSP) that will specify the progress that needs to be made and a timeline for re-establishing Sufficient Academic Progress status. The candidate may, however, remain an active participant in the program and take part in all program activities. Candidates who are placed on CSPs receive written notification that they are making un-satisfactory progress and that they are no longer designated as making SAP. Candidates on a CSP at the end of a session are not eligible to advance in the program and will not be invoiced for subsequent tuition. At the discretion of supervising faculty, candidates may be enrolled in a “personalized study” intended to support candidate’s progress, for which reasonable fees may be assessed. Candidates on a CSP are not eligible for additional federal financial aid.

If lack of progress, as defined in the written CSP, persists after a CSP has been in effect, the candidate will receive written notification indicating that the candidate’s pursuit of certification is in question and a hearing with a Status Panel will be held to determine whether continuation in the program is warranted. There are three possible outcomes of such a hearing:

- i. *Further Remedial Action*: The panel may determine that further remedial action is necessary to support program completion, and the CSP will be revised and extended. Should the panel specify further remedial action, a subsequent hearing will be scheduled after an appropriate interval to determine whether the candidate may continue in the program. A candidate who elects to continue participating in the program after such notification does so with the understanding that the program may not grant him or her a degree.

- ii. *Administrative Withdrawal*: The panel may determine that the candidate has not made sufficient progress towards competency and/or meeting the program completion requirements, and the candidate is dismissed from the program (the tuition refund policy applies).
- iii. *No Longer In Need of a CSP*: The panel may determine that sufficient progress has been made and that the candidate should be restored to Sufficient Academic Progress status (a PSP plan may be put in place at the direction of the panel or at the discretion of the supervising faculty member).

As long as a candidate retains Sufficient Academic Progress status (i.e., has not been placed on a CSP), he or she is determined to be making sufficient progress towards the program completion requirements.

While the tiered support system is intended to provide multiple opportunities and support for improvement, the faculty retain the right to move directly to any tier in the system, or directly refer a candidate to a Status Panel based on the relative seriousness of the issues in question.

### **SAP Appeals Process**

Candidates who have been

- denied SAP status, and/or
- placed on a CSP, and/or
- who have failed to achieve the required determinations in their final assessment, and/or
- have been administratively withdrawn (dismissed) from the program, and/or
- requested accommodations or modifications based on an identified disability and disagree with the Candidate Support Team's accommodation/modification support plan.

may appeal these decisions first to their respective associate director, then to the Academic Dean, then to an appointed Status Panel (if applicable), and finally to the Academic Committee if they feel their complaint has not been fairly addressed. A further assessment may then be conducted.

### **SAP Warning**

Being placed on a Personalized Support Plan serves as a warning that, without the specified progress, a candidate will be determined to be not making Sufficient Academic Progress (SAP) and will be placed on a Competency Support Plan and is not making SAP .

### **Course of Study Change as it Relates to Progress Towards Competency**

In a traditional college setting, a student may be able to achieve Sufficient Academic Progress by withdrawing from a course, repeating a course, or transferring a course from another institution (all of which may serve to raise their grade point average). As a program with a competency-based assessment system, UVEI does not have courses or grade point averages. Therefore, Sufficient Academic Progress must be demonstrated through evidence of competency or progress towards competency exclusively.

At the same time, with agreement of the supervising faculty member and the program administrator, adjusting the length of the course of study may allow for a recalibration of progress. For example, a faculty member may determine, based on the evidence, that while a candidate is not making sufficiently rapid progress to complete a learning strand by term F, they

are making sufficiently rapid progress to complete learning strand by term G. This would lead to re-establishing Sufficient Academic Progress. This requires that the course of study be adjusted to reflect the new learning strand and program completion expectations.

When a candidate is no longer on a CSP, they are making Sufficient Academic Progress.

### **Candidate Disciplinary Action and Administrative Withdrawal**

Candidates who are subject to potential disciplinary action or administrative withdrawal (termination) will be referred to a Status Panel or the chief academic officer, as necessary, for a determination.

Candidates may be referred to a Status Panel or the chief academic officer for disciplinary action or consideration for administrative withdrawal (termination) from the program for four reasons:

- 1) Failure to meet tuition payment deadlines, to sign and abide by an alternative payment schedule, or be otherwise in arrears (more than 30 days past due on an agreed payment plan) (the chief academic officer may determine independently, or she or he may determine a status panel is appropriate),
- 2) Failure to make required progress towards mastery of the teaching competencies as outlined in the “Sufficient Academic Progress” section above (always determined by a status panel),
- 3) Significant breach(es) of professional conduct, the code of ethics, the academic integrity policy, the anti-harassment policy, the anti-discrimination policy, the sexual misconduct policy, or other policies outlined in this catalog that merit immediate consideration of dismissal at the discretion of the Academic Committee (always determined by a status panel),
- 4) Failure to meet the engagement in learning requirements or exceeding the maximum allowable time requirements for participation in a designated program, including not participating in the program for 14 calendar days as measured by the timesheet (unless participation can be independently verified), or exceeding the 150% of designated program length without meeting the experiential or competency requirements (the chief academic officer may determine independently, or she or he may determine a status panel is appropriate).

Administrative withdrawal will be noted on the candidate's permanent record. Administrative withdrawal for category three above may include an additional notation on the permanent record indicating the reason for the administrative withdrawal.

The Chief Academic Officer or Status Panels may also elect to apply alternative/additional remedies including, but not limited to:

- Competency Support Plan;
- Suspension or leave;
- Administrative or financial hold on the release of records;
- Restorative practices such as, but not limited to: Restorative conferencing, circles, or responsive training; and/or
- A notation on the candidate's official transcript.

In all cases, disciplinary decisions that go beyond those addressed in the tiered support system, or procedural decisions made by the chief academic officer, will be made by a disciplinary Status Panel excluding cases that are related to SAP (see “[SAP Appeals Process](#)” above).

In all cases of Administrative Withdrawal, the [Date of Determination](#) is the date that the candidate is notified of the decision, either in writing or orally. The [refund policy](#) applies, and refund calculations will be calculated from the [Last Day of Attendance](#).

## Status Panel

A Status Panel is appointed by the Chief Academic Officer or the Equity, Diversity & Title IX Coordinator to consider potential disciplinary action including but not limited to [administrative withdrawal](#). Status Panels are necessary when the procedural rules are insufficient to determine a course of action, and individual circumstances and context are necessary for determining an appropriate course of action consistent with UVEI principles and policies. Panel members may include faculty members, staff, and/or board members (in cases related to Sufficient Academic Progress, status panels will consist of faculty members exclusively). A Status Panel can consist of as few as one participant (in cases that require simple administrative verification), and more typically consists of 3 or more members.

## Candidate Deferral

By mutual agreement between the Academic Dean and the candidate, a candidate who withdraws from the program prior to completion may be offered the opportunity to defer their enrollment. The purpose of this Candidate Deferral policy is to allow candidates who have unforeseen circumstances interfere with their ability to complete the program, but who were otherwise making sufficient progress in the program, to have additional options for completion at a later time. Candidates who are offered deferred enrollment are guaranteed admissions to the next cohort provided they notify the office prior to term G of the academic year preceding re-enrollment. Candidates who re-enroll following deferral will be required to meet all program requirements for the year in which they are enrolling, even if these requirements are changed from their original enrollment period. However, at the discretion of supervising faculty members, work completed prior to deferral may be counted as evidence of competency and program requirements may be adjusted and/or personalized accordingly.

If a candidate has made sufficient progress towards the competency and experiential requirements of the program before the time of deferral, and the candidate has paid the tuition for their course of study in full, candidates may be able to complete the program during a subsequent semester. In such cases, the candidate’s continuation is contingent on the evaluation of the supervising faculty member. [Continuing enrollment](#) requirements apply.

The terms of a candidate’s deferral must be in writing from the Academic Dean to the withdrawing candidate at the time of withdrawal.

## Program Completion

Completion is based on meeting both the experiential requirements (clock hours) and demonstrating the required levels of competency for each learning strand of each program (leading to earning the requisite credits). Typical program lengths are defined for each program (see “[Academic Programs](#)” above). As a competency based program, some candidates may

need less or more time to demonstrate the required competencies and meet the required clock hours. Candidates in rare cases complete early (see [Early Completion of Program, Learning Strand, or Learning Strands](#) above), or more commonly continue enrollment to keep making progress towards the standards (see [Continuing Enrollment](#)) for up to 150% of the typical program length based on the expected length of the program as published in [Academic Programs](#)” above (For internships, typically 15 terms).

## Continuing Enrollment

Candidates who do not demonstrate the required competencies during the scheduled session or course of study may continue to work towards the required level of competency in the relevant learning strand(s) so long as they are enrolled. There are three options for how Candidates might extend:

1) *Extending the Session or Learning Strand(s)*: The session and/or learning strand(s) themselves may be extended (this is relevant for Candidates who have not achieved the required clock hours or participation requirements, or who require additional clinical experiences and/or coaching to demonstrate the required level of competency). This option requires a change in course of study, extending the end-date of affected sessions and learning strands. This option requires continued expectations for maintaining all of the program expectations, including the attendance, participations and engagement, clock hours, and timesheet requirements.

2) *Continuing to Make Progress towards Competency*: the competency determinations may be listed as “in progress,” while the Candidate continues to work towards the desired level of competency. The course of study is updated to reflect engagement in a “Personalized Completion Plan,” and the number of terms extended, and corresponding fees, are determined by the Personalized Completion Plan. This option is only available to candidates who have met all of the attendance, participation & engagement, and clock hour requirements; and who have specific remaining requirements that do not require additional clinical hours (such as completing or improving a performance assessment). This option does not require continued use of a timesheet.

3) *Improving a Prior Determination of Competency*: In some circumstances, candidates may wish to improve on previous levels of competency subsequent to earning credit in a learning strand incorporating that competency. Some examples include candidates who sufficiently earned credit for one or more endorsement areas and need to improve in other standards to qualify for additional endorsement areas; candidates who met licensure requirements but need to improve to meet the prerequisite requirements for additional or subsequent programs; or someone who wants their records to reflect more advanced knowledge and skills pursuant to their academic or career goals. Candidates may enroll in the [299 Program Continuation](#) learning strand to work towards improving a prior determination of competency, and attempt to provide evidence of more advanced knowledge and skills related to an identified standard of competency. Any competency listed in this catalog may be included under 299 Program Continuation.

In all cases, continuing enrollment requires a revised course of study, extending the course of study to 150% of the typical program length (as defined in the [Academic Programs](#)” section) or 150% of learning strand length if not enrolled in a program, OR extending a learning strand or strands to 11 terms, whichever is less. Decisions about whether a Candidate should continue enrollment, and if so which option is appropriate, are made by the supervising faculty member in

consultation with the Academic Dean and the registrar. Factors faculty consider when determining the appropriateness of continuing enrollment include the attainability of the desired level of competency and the feasibility of acquiring the required evidence. In some cases faculty may determine that further enrollment is not warranted, or that enrollment in other additional learning strands is a more appropriate means of developing towards the desired level of competency.

Candidates who wish to extend must pay a continuing enrollment fee of \$100<sup>25</sup> per term included in the revised course of study.

Candidates may take off a maximum of 2 terms in academic year while maintaining continuous enrollment, and completion of any learning strand cannot exceed 11 consecutive terms.

Candidates who extend their enrollment will have a Personalized Completion Plan, (See example [Personal Completion Plan](#), although individual coaches may use alternative structures suited to the individual candidate's needs) to support, monitor and assess progress towards completion.

It is the Candidates responsibility to request a change in course of study either:

- Prior to the termination of their active course of study or,
- If all requirements were met and all assessments were submitted and the faculty evaluation indicates that additional work is needed to demonstrate the standards, by the end of the subsequent term following the end of the active course of study.

Requests for change in course of study must be submitted in writing to the Registrar and the supervising faculty coach. Candidates who are not continuously enrolled and/or do not extend their course of study are no longer enrolled in the related learning strands. Those candidates may reapply to the program at a later time and, if admitted, their prior work may be evaluated as partial evidence towards competency. However, they will be required to meet any new requirements, tuition requirements, and clock hour expectations as of the time of re-enrollment.

## Transcripts

The UVEI Transcript is intended to give programs and employers a succinct but informative view of a candidate or graduate's levels of competency. The transcript includes completed "Learning Strands" and associated credits earned. Underneath the Learning Strand are each of the Standards of Competency incorporated into that Learning Strand, and the level of competency that the candidate demonstrated in each of those Standards (You can view a sample [UVEI transcript here](#)).

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<sup>25</sup> On a case-by-case basis, the President, on the advice of the faculty, may offer discounted fees for continuing enrollment (but not tuition). Such decisions will be informed by:

- The extent of the supported learning experiences and faculty oversight that will be required to advance the candidate towards program completion.
- The extent of the staff time that will be required for record keeping, monitoring and reporting progress.

Transcripts are available to participants and graduates free of charge with some exceptions (see [“Alumni before UVEI Granted Credits”](#)).

Transcripts will be available by the end of the term immediately following the conclusion of the session (25 instructional days). Up to five transcripts may be requested per term. Transcripts may be requested at anytime, and will be issued within two weeks of formal request, directed to the registrar in writing.

Candidates who request a transcript while still enrolled and making progress towards competencies identified in their course of study will be issued a transcript that reflects “in progress” for the relevant strands.

Upon completion of a UVEI program, candidate transcripts are issued including the applicable recommendation (or recommendations) for licensure. All financial and academic obligations, including any special conditions noted at the time of admissions, must be met before the final transcript with recommendations can be issued.

## Required Materials

UVEI requires candidates to purchase certain materials and equipment at their own expense, including but not limited to a suitable portable computer and texts.

## Technology

UVEI requires that all candidates have their own portable computer with wireless internet access capabilities and a camera/microphone for video conferencing. Computers are used to facilitate the storage of candidate work, to access documents during seminars, and to engage in video conferencing or synchronous seminars with faculty or colleagues.

**Hardware requirements:** You need access to a computer with the following:

- A processor of 2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed consistently 2 Mbps (up/down) or better:
  - *The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems).*
  - *The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems).*
- Speakers and Microphone
- A web camera capable of recording and video web conferencing

**Software:** Computers must have access, at minimum, to a PDF reader, Google Drive software, and the Zoom video conferencing application. Microsoft Office is recommended.

**Broadband Access:** UVEI programs make extensive use of online platforms for collaboration, file sharing, video conferencing, instruction, and submission of required evidence. In order to effectively and productively utilize these tools, candidates must have *access to high speed broadband with a bandwidth of 2Mbps (up/down)*. Candidates should run a broadband speed

test during (google “internet speed test”) during the hours they are most likely to use them. Use of wireless networks may result in varied internet speeds and should not be relied upon as the primary means of accessing the internet.

UVEI has wireless internet capabilities on site and candidates may make use of the UVEI building during operating hours.

### **Required Texts**

Specific readings will also be required, often in preparation for seminars. Candidates will be able to access materials in several possible ways: 1) Candidates will be required to purchase specific books, digital readers, subscriptions, or other incidental materials that are required for the program; 2) Materials will be available through the library; 3) Materials will be available online; 4) Materials will be made available by the program consistent with our copyright and fair use policy (see above). The cost of required texts will not exceed \$800 per academic year.

### **Access to Library & Research Materials**

The library is open during normal program office hours and books may be borrowed and checked out according to library procedures provided to candidates at orientation.

## **Ethical Principles & Conduct**

### **Ethical Principles**

In addition to demonstrating the competencies embodied in Standard #9: Professional Learning and Ethical Practice, UVEI candidates must strive to embody the ethical standards that govern teachers.

The essential qualities of the competent and caring educator include moral integrity, humane attitudes, reflective practice, and a sound understanding of academic content and pedagogy. The public vests educators with trust and responsibility for educating the children. As educators, we believe that fulfilling this charge requires educators to demonstrate the highest standards of professional conduct.

We, as professional educators, respect the dignity and individuality of every human being. We are committed to, and model for our students, the lifelong pursuit of learning and academic excellence.

As educators, we are dedicated to effective scholarly practice, further enhanced by collaboration with colleagues and with those in the greater educational community. Furthermore, we are dedicated to compassionate service on behalf of our learners and their families, and we advocate for them in the school and community settings.

We recognize and accept both the public trust and the magnitude of responsibility inherent in our profession.

With these principles in mind, the ethical commitments of professional educators to include:

- Placing the well-being and learning of children at the core of our work
- Nurturing the development of schools that place children at the heart of education

- Advancing the teaching and educator profession
- Advancing the knowledge, skills and opportunities of each learner (both current and future)
- Acting in an open and transparent manner
- Working to create productive relationships with and between program participants, UVEI staff and faculty, community supporters and stakeholders of UVEI, school staff, school children and parents, and members of the extended school communities
- Safeguarding the values of democracy, equity, justice, community and diversity
- Engaging in continuous learning, always aware that our commitments extend not only to current learners but to future learners as well.

### **Rules of Professional Conduct**

UVEI's code of professional conduct is based on the code of conduct for the State of Vermont. What follows is a statement of fundamental principles, which all UVEI educators should follow, each of which is accompanied by an enumeration of examples of unprofessional conduct, which could subject a candidate to disciplinary action. In addition to this code of conduct, candidates are always responsible for upholding the rules, professional norms, and codes of conduct of their placement site.

**Principle I.** A professional educator abides by all federal, state and local laws and regulations. Unprofessional conduct includes:

- Grossly negligent conduct or greater, on or off duty, that places a student or students in meaningful physical or emotional jeopardy, or conduct that evidences moral unfitness to practice as an educator;
- Conviction for a criminal offense;
- A pattern of willful misconduct or a single egregious act of willful misconduct in violation of duties and obligations of the program;
- Falsification, misrepresentation, or misstatement of material information provided in connection with the application to the program; and
- Failure to maintain the confidentiality and privileged status of information about students or colleagues.

**Principle II.** A professional educator maintains a professional relationship with all learners, both inside and outside the classroom, and makes reasonable efforts to protect learners from conditions, which are harmful to their health and safety. Unprofessional conduct includes, but is not limited to

- Committing any act of child abuse, including physical and/or emotional abuse;
- Committing any act of cruelty to children, or any act of child endangerment;
- Committing any sexual act with, or soliciting any sexual act from, any minor, or any elementary or secondary student regardless of age;
- Committing any act of harassment as defined by state or federal law or regulation;
- Soliciting, encouraging or participating in a romantic or sexual relationship (whether written, verbal or physical) with a student, the educator knows or should know is a student, in the absence of countervailing facts;
- Using patently offensive language including, but not limited to, improper sexual comments;
- Taking patently offensive pictures (digital, photographic or video) of learners;
- Patently improper contact with any minor, or with any elementary or secondary student regardless of age, using any means including electronic media;

- Furnishing alcohol or illegal or unauthorized drugs to any student, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs.

**Principle III.** A professional educator refrains during the course of professional practice from the use of alcohol or drugs not prescribed for the educator's use. Unprofessional conduct includes, but is not limited to:

- Unlawful possession of a drug so as to evidence moral unfitness to practice as an educator;
- Possessing, using or being under the influence of alcohol or drugs, not prescribed for the educator's use, when on school premises or at a school sponsored activity where learners are present or may reasonably be expected to be present.

**Principle IV.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unprofessional conduct includes, but is not limited to:

- Falsifying, fraudulently altering or deliberately misrepresenting professional qualifications, degrees, academic awards and/or related employment history, when applying to UVEI, other employment and/or licensure;
- Failure to notify UVEI at the time of application of past criminal convictions;
- Deliberately falsifying, deliberately misrepresenting, or deliberately omitting when requested, information regarding the evaluation of learners and/or personnel;
- Deliberately improperly administering state or federally mandated standardized tests (including, without limitation, changing a student's test answers, copying or teaching identified test items, and reading a test to learners without authorization);
- Falsifying, or deliberately misrepresenting, information submitted to the Department of Education or UVEI in the course of an official educational inquiry and/or investigation.

**Principle V.** A professional educator entrusted with public funds and/or property honors that trust with a high level of honesty, accuracy and responsibility. Unprofessional conduct includes, but is not limited to:

- Misusing, failure to account for, or unauthorized use of, public or school-related funds or property;
- Using any school equipment for the purpose of gaining access to pornography.

**Principle VI.** A professional educator maintains integrity with learners, colleagues, parents, and others regarding gifts and other favors. Unprofessional conduct includes, but is not limited to:

- Soliciting or accepting gifts or other favors for personal use or gain where there may be an actual or apparent conflict of interest.

**Principle VII.** A professional educator complies with state and federal laws and regulations, relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unprofessional conduct includes, but is not limited to:

- Sharing of confidential information concerning student academic or disciplinary records, health and medical information, family status and/or income, and assessment/testing results, with unauthorized individuals or entities;

- Sharing of confidential information by an administrator about employees with unauthorized individuals or entities.

**Principle VIII.** A professional educator fulfills all of his or her obligations to learners. Unprofessional conduct includes, but is not limited to:

- The failure to provide appropriate supervision of learners at school or school-sponsored activities, or
- The failure to ensure the safety and well-being of learners.

**Principal IX.** A professional educator complies with obligations to report alleged unprofessional conduct.

**Principle X.** A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, and in professional rights and responsibilities. Unprofessional conduct includes, but is not limited to:

- Conduct that unreasonably impairs a colleague's ability to teach or perform his or her professional duties, including acts of harassment or interfering with the free participation of colleagues in professional associations;
- Taking, sharing or disseminating inappropriate pictures (digital, photographic or video) of colleagues.

### **Academic Integrity**

The principles of truth and integrity are recognized as fundamental to any community of educators and scholars. UVEI expects that both faculty and candidates will honor these principles and in so doing will protect the integrity of all academic work. While collaboration, feedback, and learning from the work of others are essential to professional collegiality in teaching, UVEI candidates are expected to complete assigned work without misrepresenting the degree to which they received or provided assistance. Faculty members have the responsibility of exercising care in the planning and supervision of required work so that expectations are clear and so that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate the UVEI's policy on academic integrity. **ACADEMIC DISHONESTY** (cheating) is a broad category of actions that involve fraud and deception to improve an evaluation or obtain credit. Academic dishonesty is not limited to performance assessment situations alone, but arises whenever Candidates attempt to gain an unearned advantage. This includes but is not limited to falsification of records, including timesheets. **PLAGIARISM** is a specific form of academic dishonesty which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own; copying or purchasing a pre-written composition and claiming it as one's own; using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation; or using data and/or statistics compiled by another without giving the appropriate citation.

When a faculty member discovers a violation of the UVEI's policy on academic integrity, they are required to notify the chair of the Academic Committee and the candidate(s) involved. An evaluation of "Beginning" may be assigned for the relevant competencies, or another penalty may be applied at the discretion of the faculty member, the supervising administrator, or a convened status panel. Sanctions may include a competency support plan, suspension,

administrative withdrawal from UVEI, administrative hold on the release of records, and/or a notation on the candidate's official transcript. Any disciplinary action shall be noted on the participating candidate's formal academic record either permanently or for the duration of the probationary period. Disciplinary administrative withdrawal are a part of the candidate's permanent record.

Any repeated violation of academic honesty and integrity policy shall result in more serious sanctions. Normally, this will include suspension or administrative withdrawal from UVEI with a notation included on the candidate's permanent record. (See [administrative withdrawal](#) policy)

## **Faculty to Candidate Ratios**

Personalization is a hallmark of UVEI programs and UVEI seeks to maintain a faculty to candidate ratio that ensures each candidate is known and supported. The institutional faculty to student ratio is 1:10. A faculty coach is assigned to each candidate to ensure individualized support, and multiple faculty members work with each cohort to ensure a diversity of perspectives and expertise.

In UVEI's programs, interaction with faculty members occurs in in-person and virtual seminars, in in-person and virtual one-on-one conferences, in in-person and virtual small breakout groups, during in-person or virtual office hours, via email, and through feedback on submitted materials.

## **Faculty Scholarship at UVEI**

UVEI seeks to model the rigorous improvement methods that we are espousing to our candidates. These efforts are directed towards using evidence to identify challenging problems of practice, draw on the knowledge base to learn about the challenge and potential remedies in depth, to create research based designs, and to use evidence to refined the design. With this purpose in mind, UVEI faculty members are expected to engage in practical and applied scholarship directed towards school and organizational improvement. Types of scholarship may include: Knowledge briefs and research syntheses intended to provide research based guidance to working educators, design development improvement research intended to refine and evaluate practical solutions to problems of practice, and/or traditional research. While these scholarly pursuits are intended for both program improvement and public dissemination, this can take many forms and need not solely include publication in journals. In addition, candidates engage in research based advocacy, in service to school and teacher improvement, based on their areas of expertise. Advocacy may take the form of collaborative (inter-institutional) improvement projects related to research based improvement frameworks, blog posts, letters to the editor, participation on state or national committees, elective office in education, and contributions to education related nonprofit organizations.

## General Policies

### Financial Policies

#### Tuition & Fees

Series	Cost Per Credit
200	\$695.00
300	\$450.00
400	\$550.00
600	\$550.00
Transfer or Competency Validation	\$30.00

Fees <sup>26</sup>	
Application Fee	\$40.00
Enrollment Fee (Teaching and Leadership Licensure)	\$150.00
Enrollment Fee (Literacy Licensure, MEd without licensure)	\$75.00
Continuing Enrollment Fee (per term)	\$100.00

*Typical Program Tuition:* Program tuition may vary based on individual pathways chosen. For instance:

- The typical tuition for the Teacher Internship Program & the Principal Intern Program is \$16,680 (24 credits x \$695 per credit).
- The typical tuition for the Principal Intern Program combined with the Curriculum & Assessment Specialization is \$20,850 (30 credits x \$695 per credit).
- The typical tuition for the 2-year Literacy Educator Program is \$9,730 (14 credits x \$695 per credit)
- The typical tuition for a MEd candidate who completed a full time UVEI licensure program is \$6600 (12 credits x \$550)

*Additional Fees:* Candidates are responsible for fees associated with program requirements. These include materials (see "[Required Materials](#)"), and required tests and/or background checks as described in the program and graduation requirements for each UVEI program.

#### Financial Commitments

*Application Fee:* Some programs require a non-refundable application fee of \$40 with the application for admissions.

*Enrollment Fee:* A non-refundable enrollment fee of \$150 is due upon accepting admissions to and enrolling in the Teacher and Principal licensure programs. For MEd degree programs (without licensure) and the Literacy Educator Program, the non-refundable enrollment fee is \$75.

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<sup>26</sup> If applying for more than one program simultaneously, only one application fee is required

**Contract:** Before enrolling, candidates must sign a Contract agreeing to pay tuition by the required payment dates. Candidates requesting special tuition payment plans must establish a written agreement on or before financial deadlines. Failure to meet payment deadlines as noted in the candidate contract is also grounds for possible administrative withdrawal from the program.

*Payment is due* for all credits on the 1st day of 1st term of the session *unless there is a signed and agreed payment plan.*

*Late payments (whether late on the basis of the term or the payment plan):*

- a. Payment is considered late after 15 days from the due date. Candidates will receive a 15 day past due notice.
- b. Candidates will receive a 30 day past due notice, at which point they will be suspended from the program pending payment.

Payments by candidates can be made by cash, personal check or bank check.

## **Tuition Policies & Tuition Refunds**

**Tuition Due Date:** UVEI considers the first day of the term in which the candidate is commencing a session as the due date for tuition. Tuition is considered late after 15 days from the due date.

**Withdrawal From a Session or Program:** A candidate who wishes to withdraw from a session or a program are encouraged, but not required, to provide notice of withdrawal either orally or in writing to the Business & Operations Manager or a program administrator (Appropriate forms of notification include, but are not limited to, in person notification, voice mail, email notices from an identifiable email address, written notification, and/or completing and submitting the add/drop/change form - notification in writing is encouraged). Regardless of notification date or the date of determination, the [last day of attendance](#) will be considered the date of withdrawal.

**Full (Refund) Drop by Date:** Candidates may drop a session without penalty (and for a full refund excluding application and enrollment fees) if the [last day of attendance](#) is on or before 10% of the session from the first day of the session or within two calendar weeks of the first day of the session, whichever is more. The transcript of candidates who drop a session before the Full Drop by Date will not have the associated learning strand(s) reflected on their transcript.

**Candidate Who Enrolls But Does Not Begin the Program:** Candidates who enroll in a UVEI program but who do not commence the program - either by participating online, by attending a seminar, by engaging in the placement, or by working with a coach - are entitled to a full refund excluding non-refundable fees. Notification of intention not to participate is encouraged but not required. Refunds will be made within 45 days of the first day of the session.

**Pro-rated Drop by Date:** Candidates may receive a prorated refund (excluding non-refundable fees) up until 50% of session completion based on the [last day of attendance](#). Refunds will be calculated on a per-instructional day basis based on the following formula:

Part A	$\frac{\text{Number of instructional days in session prior to withdrawal}}{\text{Number of instructional days in the session}}$	X	$\text{Total Cost of the Session from which the candidate is withdrawing}$	=	Tuition Incurred
Part B	Total Tuition Paid - Tuition Incurred = Refund				

**Documenting Refund Calculations:** Upon withdrawal, regardless of the [date of determination](#), [last day of attendance](#), or the type of withdrawal, a refund worksheet is completed and shared with the withdrawing candidate.

For candidates receiving financial aid, if the candidate has completed more than sixty percent (60%) of a period of enrollment, they have earned all of their Federal Financial Aid and it will not be adjusted. Anything less than earning 60% of your aid will require an adjustment. Upon the date of determination, for candidates receiving Title IV funds, the US Department of Education R2T4 (Treatment Of Title IV Funds When A Student Withdraws From A Clock-Hour Program) worksheet is completed to determine the amount of student aid to be returned by UVEI and/or by the candidate.

For candidates who withdraw prior to the end of a session for which they have received Title IV funding, the US Department of Education R2T4 (Treatment Of Title IV Funds When A Student Withdraws From A Clock-Hour Program) worksheet is completed.

If relevant, an account statement will be issued to the student indicating the amount of tuition refunded by UVEI (if any), the amount of tuition owed to UVEI (if any), and the amount of Title IV funds returned to the US Department of Education. Refunds of tuition, if applicable, are made within 45 days of the [last day of attendance](#).

**Program Cancellation:** If UVEI cancels a program subsequent to a candidate's enrollment, UVEI will refund all monies paid by the candidate including the deposit and any associated fees.

### Buyer's Right to Cancel

Candidates may drop a session without penalty (and for a full refund excluding non-refundable fees) on or before 10% of the instructional days of a session from the first day of the session or within two calendar weeks of the first day of the session, whichever is more. A candidate who wishes to withdraw from a session or a program is encouraged, but not required, to provide notice of withdrawal either orally or in writing to the Business & Operations Manager or a program administrator (Appropriate forms of notification include, but are not limited to, in person notification, voice mail, email notices from an identifiable email address, written notification, and/or completing and submitting the add/drop/change form - written notice is encouraged). Regardless of notification date, refunds will be calculated from the last day of attendance (see "[last day of attendance](#)" in this catalog).

## **Method for Collecting Delinquent Tuition and Other Payments**

Tuition is due the first day of the term for each session.

Tuition is considered late 15 instructional days after the due date and is subject to a late payment fee of 5% of the entire tuition bill for the session. UVEI will invoice you when payment is due, 15 days past due, and a final notice at 30 days past due. UVEI will suspend participation in the program when you are 30 days in arrears, impacting your standing as a candidate and potentially impacting your ability to complete the program. When a Candidate is suspended they will not participate in the program, including but not limited to receiving coaching, attending seminars, and participating at the placement site. Candidate's placement site will be notified of the suspension (see [Status of Candidate's Within Placement Schools](#)). Candidates who are reinstated following a suspension will be required to make up missed work at the candidate's own initiative (See [Disciplinary Action or Administrative Withdrawal Due to Financial Delinquency](#) below).

Monthly statements are mailed to candidates that reflect any balances owed.

Should unforeseen financial circumstances occur, the candidate may meet with the Business & Operations Manager to discuss contingency payment plans. Special payment arrangements must be made prior to falling into arrears. If arrangements are made prior to the due date the 5% late fee MAY be waived. In cases where monies owed are not covered by scheduled financial aid drawdowns, a plan for payment of tuition is discussed and is signed by the candidate and kept on file.

Checks returned for insufficient funds must be replaced with a money order or cashier's check within 48 hours of the returned check. A fee of \$20 will be charged for NSF checks returned from your bank.

### **Financial Hold Policy**

Outstanding fees or miscellaneous charges (e.g., library overdue fees, unpaid balances of tuition or payment plan, unpaid application or enrollment fees) will result in a financial hold placed on the account. This hold prohibits candidates from receiving official transcripts, certification awards and statements, and degree conferral. A financial hold, in the absence of an approved payment plan, also prohibits the candidate from enrolling in new learning strands.

### **Disciplinary Action or Administrative Withdrawal Due to Financial Delinquency**

Candidates who are in arrears (more than 30 days past due on an agreed payment plan) are subject to disciplinary action or administrative withdrawal (see [disciplinary action or administrative withdrawal](#) policy)

### **Financial Aid Policy**

UVEI offers limited financial aid to qualified applicants for the licensure programs only, both in the form of grants from the Byrne Scholarship Fund, scholarships designated by the UVEI Board of Directors, and grants and loans through the federal financial aid program. Applicants for financial aid should request a copy of Financial Aid at UVEI, which contains both institutional and federal information.

Aid is awarded on the basis of need. Applicants for either federal assistance or Byrne Scholarships must complete a Free Application for Federal Student Aid (FAFSA) and ask that the student aid report be sent to UVEI (school code 03437300). The FAFSA can be completed online at <http://www.fafsa.ed.gov/>. To request a paper FAFSA, call 1-800-4FED-AID. Candidates receiving Byrne Scholarships who withdraw from the program at any time for any reason may be required to return in its entirety any grant money they have received.

## **Early Completion of a Program, Session, or Learning Strand**

In some cases, candidates or participants may also be able to complete a program, session, or learning strand before the posted end date on their course of study. In order to be eligible for early completion of the internship, the candidate must, as determined by the faculty coach:

- Have demonstrated the required level of competency in all standards associated with the Program, Learning Strand, or Learning Strands; including completing all practicum assignments and performance assessments required to evaluate progress towards the standards.
- Have met the clock hour requirements.
- Have a record of attendance at seminars and placement that meets the 90% expectation for attendance.
- Have paid all tuition and met all other completion requirements in full.
- If the program, learning strand, or learning strands are connected to an internship, have completed the requirements of the internship. In rare cases, candidates may also be able to end their internships early, accept employment not as a continuation of their internship in the fourth quarter of the program (typically terms I-K ), and complete the program through on-the-job training. This may include the option of no longer attending seminars. In order to be eligible for early completion of the internship, in addition to the above requirements, the candidate must:
  - Have a job opportunity that does not allow for continuation in the internship.
  - Have a record of attendance at seminars and the internship that meets the 90% expectation as of the last day of seminar attendance.
  - Have an on-the-job induction plan that includes on-site mentoring and continued work with the UVEI faculty coach.
  - The faculty coach and the program director agree that pursuing the job opportunity is in the short and long term best interest of the candidate.

## **Status of Candidates within Placement Schools**

UVEI candidates are considered students and their internship work (or other fieldwork) at their placement or other sites is considered an extension of the educational program at UVEI. Any employment relationships between an individual and a school/district concurrent with that individual's participation in UVEI is between the individual and the school/district; and is subject to whatever terms, responsibilities and benefits are agreed to between the individual and the school/district. Nothing about the UVEI clinical experience requirements should be construed as an employer/employee relationship between the student and the hosting site unless there is an explicit and separate agreement between them. UVEI requires that employment relationships not interfere with the requirements of the program, and all employment relationships that affect full participation in the UVEI program are subject to approval. (For the Teacher Intern Program, see [Accepting Employment Prior to Completing Internship](#) sections below for exceptions.)

Because placement sites enter into an agreement with UVEI to host the candidate for educational purposes, the placement site will be notified that the candidate is no longer participating in the program in cases of suspension, withdrawal, or administrative withdrawal. This applies even in circumstances where a candidate has a separate employment relationship with the placement site.

## Accepting Employment During or Prior to Completing an Internship

There are three options for candidates who have an opportunity to pursue employment in their area of licensure prior to completing a licensure program. All options require approval of the faculty coach and the appropriate program administrator. Regardless of which option is pursued, if any, the overall program will not be completed, and licensure will not be recommended, until the end of the regularly scheduled course of study. The circumstances of each candidate who wishes to pursue one of these options will be considered on a case-by-case basis.

**1. Continuing the internship as a working educator:** In some circumstances, a candidate may continue/complete their internship as a working teacher or leader. In order for a candidate to be eligible for this option, the following conditions need to be met:

- The faculty coach has determined that the candidate has achieved the “competent” level in all standards of competence OR the faculty coach and the Academic Committee affirm that the job placement allows sufficient opportunities for the candidate to achieve the final competencies.
- The candidate continues to have a designated mentor, and the job placement allows for sufficient engagement to continue the mentor relationship.
- The candidate can either continue to attend seminars OR has sufficient room under the attendance policy to miss seminars.
- The candidate has completed, or is able to complete, all outstanding performance assessments.
- The faculty coach and the program administrator agree that pursuing the job opportunity is in the short and long term best interest of the candidate.

**2. Early completion of the internship:** See [Early Completion of Program, Session, or Learning Strand](#) above.

**3. The internship is concurrent with employment:** In some cases (teaching in a private school, working as a paraprofessional, or working under a provisional license, for example), it may be possible for a candidate to use their employment as their internship placement. Such arrangements require approval of UVEI and of the employing agency. All program requirements must be met in such arrangements, and the employment circumstances must allow for full participation in UVEI including but not limited to having a mentor, attending seminars, and completing performance assessments.

In all cases, a candidate who is concurrently employed by a school or district enters into a separate arrangement with the employing school or district, and is subject to all policies, rules, rights and privileges that the employing agency may require or determine. UVEI does not waive or otherwise alter any policy in this handbook on the basis of being employed by the school or district.

## Complaints Procedures

A grievable action is an action that:

- Is in violation of written policies or procedures as described in this handbook, or;
- Constitutes arbitrary, capricious or unequal application of written campus policies or procedures.

The policy does not apply to academic progress, harassment, discrimination, or sexual misconduct complaints; each of which have their own procedures. (see "[Sufficient Academic Progress \(SAP\)](#)" or "[Reporting, Investigating, and Responding to Harassment, Discrimination or Sexual Misconduct](#)" respectively).

### Informal Procedures

UVEI's complaints procedures rely on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any candidate who believes that s/he has grounds for a grievance should first make an attempt in good faith to resolve the problem through early informal discussion of the matter with the colleague, mentor, coach, faculty, staff, administrator, or other person directly involved. This may include seeking support from a coach or other trusted faculty member for the purposes getting help in approaching such discussions. If direct communication does not resolve the issues, the candidate should communicate with the relevant program administrator and, subsequently, the President to try and work out a resolution.

### Formal Procedures

Candidates can file a formal grievance should they not find resolution through informal procedures described above. Students without an informal resolution can file a grievance with the Executive Director.

#### Steps

*Step 1: Written Grievance:* In order to file a formal grievance, the student must make a written statement that includes a narrative of the complaint, and a description of the means taken to informally resolve the grievance. The only exception to this requirement shall be a showing by the candidate that good cause exists for not engaging in some aspect of the informal procedures.

*Step 2: Determining Grievability:* The Executive director shall determine grievability by ascertaining whether: (1) the grievant has standing to file a grievance; (2) the grievance has been filed within the timeline specified in this Procedure; (3) a grievable act, as defined by UVEI, has been alleged; (4) informal efforts as stated in this Procedure have been made to attempt to resolve the issue; and (5) the complaint is one for which this Procedure applies.

*Step 3: Executive Director Resolution:* The Executive Director shall either review the complaint and direct what actions, if any, should be taken to resolve the issue, or shall appoint a person or panel to review the complaint and recommend actions to resolve the issue. The Executive Director shall notify the Candidate of his/her findings on the issue of grievability within ten (10) instructional days of having received the grievance in writing.

*Step 4: Board of Directors:* If the Candidate is not satisfied with the Executive Director's resolution under step 3, they may communicate their complaint to the Board of Directors. Candidates may access the Board of Directors in two ways:

- 1) During regularly scheduled Board meetings. A request to address the Board should be communicated to the Business & Operations Manager for inclusion in the agenda.
- 2) Communicate directly with the Board Chair.

When lodging a grievance with the Board, the Board or Board Chair will seek to confirm that the above process has been pursued prior to the Board taking any action on a complaint. If there is a valid complaint, the Board chair will appoint a panel of board members (which may consist of the full Board or a subset of the Board) to hold a hearing consistent with the hearing procedures described below.

### **Standing to File a Grievance**

Any person who at the time of filing a grievance is an enrolled candidate or was an enrolled candidate during the time limit for filing a formal grievance, has standing to file a grievance under this policy, *provided* that person has attempted to resolve his/her complaint informally through those procedures discussed above.

### **Time Limit on Filing a Formal Grievance**

To be timely, a formal grievance must be filed with the appropriate persons within forty (40) calendar days after the candidate learned or reasonably should have learned of the occurrence of the action on which his/her grievance is based.

### **The Hearing Procedures**

*Hearing by a Candidate Grievance Panel.* Each grievance that proceeds to the hearing phase of this policy shall be heard by a Student Grievance Panel consisting of Board members and appointed by the Board Chair. Within ten (15) instructional days of receiving a written complaint shall, the Board Chair or his/her designate shall determine grievability and select from the among the Board members to be a panel to hear that grievance. The Board Chair or his/her designate shall provide a copy of the written grievance to each member of the Candidate Grievance Panel as well as to the grievant and the party against whom the grievance is filed.

*Selection of Chair of the Candidate Grievance Panel.* Each Candidate Grievance Panel shall select its own chair.

*Notification of Composition of Candidate Grievance Panel.* Once a Chair of the Candidate Grievance Panel had been selected, the Board Chair shall notify both the grievant and the party against whom the grievance is filed of the names of the committee members as well as the chair of the Candidate Grievance Panel.

*Duties of the Chair of the Candidate Grievance Panel.* The duties of the Chair of the Candidate Grievance Panel include the following:

1. The Chair of the Candidate Grievance Panel shall notify the grievant and the individual against whom the grievance is filed of the date, time and place of the hearing.
2. The Chair of the Candidate Grievance Panel shall ensure that the conduct of the hearing

conforms to the procedures prescribed herein.

3. The Chair of the Candidate Grievance Panel is responsible for maintaining order, and may establish such rules as are necessary or appropriate to conduct a fair hearing. The Chair shall not permit any person to be subjected to abusive treatment. The Chair may eject or exclude anyone who refuses to be orderly.
4. The Chair of the Candidate Grievance Panel shall arrange for and maintain custody of the records of the proceedings until the Candidate Grievance Panel has rendered its recommendation to the Executive Director, or his/her designee, after which the records of the proceedings shall be placed in the custody of the Registrar. Records shall be maintained for a period of four (4) years.
5. The Chair of the Candidate Grievance Panel shall see that copies of all statements and documents to be considered by the Candidate Grievance Panel are accessible to all members of the Candidate Grievance Panel and to each party of the grievance. The Chair shall also ensure that each party of the grievance shall have the opportunity to be present when testimony is given.
6. The Chair of the Candidate Grievance Panel shall ensure that the hearing is tape-recorded.
7. The Chair of the Candidate Grievance Panel shall decide all procedural issues that arise during the hearing with the concurrence of at least one member of the Candidate Grievance Panel.
8. The Chair of the Candidate Grievance Panel, on behalf of the Candidate Grievance Panel, may seek legal advice as needed.

*The Hearing.* The hearing shall be informal in nature, and conducted in a spirit of mediation and conciliation. The hearing will include opportunities for all parties to be heard and opportunities to rebut evidence presented.

*Recommendation of the Candidate Grievance Panel.*

1. Members of the Candidate Grievance Panel shall meet in executive session (with all other persons excluded) following the conclusion of the hearing. In this session, the Candidate Grievance Panel shall consider the evidence and reach its decision, basing that recommendation only on the evidence and exhibits received at the hearing, arguments made in accordance with this Procedure, and any opinions received from outside counsel.
2. The Candidate Grievance Panel shall determine by majority vote whether a preponderance of the evidence presented demonstrated that a grievable action was committed, and if so, shall determine remedies. The Candidate Grievance Panel shall then prepare its written report which shall consist of the Candidate Grievance Panel's detailed findings of fact, any conclusions resulting from those findings, a finding for or against the grievant, and its recommendations for resolving or terminating the matter. A minority position may be expressed either as a section in the Candidate Grievance Panel's report or as a separate report.
3. Within ten (10) working days of the conclusion of the hearing, the Chair of the Candidate Grievance Panel shall ensure that the Candidate Grievance Panel's report is completed, and shall send copies to the parties involved in the grievance, the Board Chair, or his/her designee, and the Executive Director.
4. After the Candidate Grievance Panel report is sent to the Board Chair, or his/her

designee, the Chair of the Candidate Grievance Panel shall submit the tape recording of the hearings and all written documentation provided to the Candidate Grievance Panel

The determination of the Candidate Grievance Panel is final.

## **NECHE Complaint Procedure**

NECHE has two means of hearing from students, faculty, staff, and members of the public about its member institutions: (1) **Public Comments** and (2) **Complaints**. Both offer important opportunities for the Commission to hear from individuals about the quality of affiliated institutions.

Neither the Public Comment nor the Complaint process is designed to offer a remedy for personal grievances. In no case are anonymous submissions accepted.

Please see the Commission's published procedures on their website:

<https://www.neche.org/for-the-public/comments-complaints/>

## **Services for Students with Special Needs**

Candidates with disabilities enhance the culture of UVEI and contribute diverse perspectives and experiences to our community and the field of education. UVEI values candidate agency and independence, and this notion is embedded in our work with candidates.

UVEI is committed to providing candidates and participants with qualifying needs equal access to the curriculum, services, and activities of the college. UVEI is compliant with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. UVEI seeks to ensure that "no otherwise qualified handicapped individual... shall, solely by reason of her/his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Consistent with this principle, the faculty and staff of UVEI foster a welcoming environment and implement reasonable accommodations to ensure that all students benefit from available opportunities. Candidates or participants who may have qualifying needs should contact the Academic Dean to discuss options for support.

## **Job Placement**

UVEI programs are designed to prepare future educators for a wide variety of teaching roles. The primary emphasis of the program is to prepare educators to work in public schools and therefore includes preparation for licensure. Candidates are also prepared to teaching in private school settings, school-linked program settings, educational enrichment settings, in early childhood education settings, as paraprofessionals, substitute teachers or in other non-formal settings.

Applicants and candidates should be aware that UVEI places responsibility for job placement upon the graduates of its certification programs, while assisting its graduates with information, references and referrals by UVEI program staff as they become aware of career opportunities. UVEI does not guarantee employment of its graduates upon or after receipt of certification.

## Professional References

There are two types of recommendations/references.

The first type is a written or oral reference that includes or references information from the candidate's records such as, but not limited to, the level of competency achieved in specific standards, performance on assessments, records of attendance, mentor feedback, and other aspects of performance within the program. This type of information will not be released without the candidate's consent. When a candidate requests a written reference, or lists a faculty or staff member as a reference in application materials, they are giving permission for the faculty or staff member to disclose this information (see [Candidates' Records & Privacy Policy](#)).

The second type is written or oral information that consists of the staff or faculty member's observations or assessments of the candidate based on their subjective judgements, without reference to the candidate's educational records. In addition to "directory information," these may include subjective evaluations of the candidate's abilities, motivations, and potential; written based the faculty or staff members personal knowledge of the candidate. No permission is needed for this type of information, provided it is limited to personal observations of the candidate's activities and performance.

In all cases, professional references for candidates and graduates, which can be used to support job applications, are written at the sole discretion of the individual UVEI faculty or staff member. Faculty member's references are covered under UVEI's academic freedom policy and are not subject to institutional review or censure. A faculty or staff member may refuse to offer a written or oral reference for any reason.

While faculty members have the freedom to offer references in a manner they deem appropriate, UVEI recognizes that our commitment to supporting our candidates is balanced with our mission to help develop schools and each faculty member's ethical obligation to maintain professional integrity. With this in mind, UVEI encourages faculty to provide references that accurately represent each candidate's experience and level of competency. UVEI suggests to faculty members that their references include:

- A description of how they knew and worked with the candidate
- A description of the UVEI program, including the relevant experiences and skills included in the program that are relevant to the job or field
- A characterization of the candidate's level of competency (either generally or separated out by standards) (provided the candidate requested that the faculty or staff member provide a professional reference, thereby giving permission to disclose this information)
- The areas of focus in which the candidate may need continued growth and support
- Personal characteristics or strengths that may be relevant

Faculty are further encouraged, but not required, to be sure that any areas of concern or weakness have been communicated to the candidate (either orally, in draft versions of written recommendations, or through the formal assessment and progress review process at UVEI).

## Copyright and Fair Use Policy

UVEI respects copyrights. The following policy and descriptions are intended to provide guidance to help faculty and students distinguish between fair uses of copyrighted material, and

uses that require permission or payment. While the specific language of the policies focused on printed materials, the policies apply to all copyrighted materials.

1) **Copyright policy** (adapted from Stanford University Libraries):

The following uses of copyrighted materials are prohibited by UVEI for both faculty and students:

- Unauthorized copying for the purpose of creating, replacing, or substituting for anthologies, compilations or collective works.
- Unauthorized copying of works intended to be “consumable” in the course of study or teaching, such as workbooks, exercises, standardized tests and test booklets and answer sheets.
- Unauthorized copying intended to substitute for the purchase of books, publishers’ reprints or periodicals
- Repeated copying with respect to the same item by the same teacher from term to term.
- Requiring students to pay an amount greater than the cost of the copying for the copied materials. UVEI, instructors or students earning a profit from the use of copyrighted material without permission.

2) **Purchasing Copyrighted Materials:** UVEI has three methods for purchasing copyrighted materials:

- For texts that may be required by individual students in their personalized learning, and in which they require a reproduction of more than 10% of a printed work, either the UVEI library will loan the book to the student (including purchasing the book for the library’s collection if it is deemed generally of use to future students), or directs the student to obtain the materials legally.
- In cases where more than 10% of a printed work is intended to be used by all students, UVEI either purchases the required text for each student, or requires students to purchase the required text.
- In cases where instructors wish to distribute an anthology (course reader), UVEI utilizes a service that obtain copyright permission (such as study.net)

3) **Fair Use Policy** (adapted from Stanford University Libraries):

Under some circumstances, UVEI faculty and students may be able to use copyrighted materials under the principles of “fair use.” In all such cases, *copyright notice and attribution are required*. UVEI has adopted the following policies to provide guidance to faculty and students in determining whether their intended use is covered by “fair use” and does not require permission. Fair use applies when any of the following are the case:

A. *Purpose and Character of the Use:* Fair use applies when the piece being distributed is transformed through the intended use. This is the case when the instructor or student adds new meaning or context to the piece, substantially transforming the original into new material. Typically, this means that new value is added to the original by creating new information, new aesthetics, new insights, and/or understandings. For example, an instructor substantially

modifying or adapting a consumable lesson plan template, such that it is a different template following the addition, may be considered a fair use of copyrighted material.

B. *Nature of the Copyrighted Work:* Factual information (such as information about specific schools or school systems) benefits the public and may be distributed under fair use. Information that is the result of creativity or expertise does not meet this standard.

C. *The Amount and Substantiality of the Portion Taken:* Instructors and teachers may:

- Make single copies of copyrighted material for themselves for the purposes of research, teaching, or preparation.
- Distribute a single copy of an article to each student in a cohort IF:
  - The piece is adequately brief (approximately 10% or less of the entire work)
  - Spontaneously copied: A work passes the spontaneity test if it meets two conditions:
    1. The copying is at the instance and inspiration of the instructor(s).
    2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to copy.

D. *The Effect of the Use Upon the Potential Market:* If the intended use would not otherwise deprive the copyright holder of income, then it may be covered by fair use.

## **Candidates' Records & Privacy Policy**

A candidate's education records are those records that are maintained by UVEI that directly relate to the candidate and that are personally identifiable. UVEI retains candidate records regarding program enrollment and completion permanently, as stipulated by the requirements and regulations of the New Hampshire Higher Education Commission (*NH Hedc 405.07*). Ancillary records that are maintained by instructional, supervisory or administrative personnel (such as collaborative logs, narrative feedback on assessments, progress reviews, etc.) are considered the sole possession of the creator, and are not maintained by the institution.

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), UVEI will not release personally identifiable educational records of a candidate to any individual, agency or organization without the Candidate's prior written consent. Similarly, UVEI faculty and staff will not release ancillary records to which they have access or ownership without prior written consent. Written consent allowing specific forms of disclosure may be given in the form of, but is not limited to, a media release, written notifications by email or letter that specify the types of information to be released, requests to serve as a professional reference (see [Professional References](#)), completion of forms (such as application forms) that specifically allow for the release of aspects of educational records.

UVEI candidates and alumni are able to access their confidential records on an as-needed basis, by contacting our office during business hours and arranging to come in to view their records with staff supervision and make copies of them. Normally, this can be accomplished within five business days of the receipt of a request. There are some periods, such as during holidays or staff vacations, when the wait time may be as long as ten days. Immediate access can also be arranged under special circumstances.

UVEI ensures confidentiality of candidate and personnel records by keeping them in locked, fireproof cabinets, and releasing them only upon verified request of the specific candidate or graduate, or authorized UVEI staff and board members who have reviewed the [Confidentiality Policy](#) and who have signed the [Confidentiality & Non-Disclosure Agreement](#) form. Electronic records are stored only on secured, password protected platforms and computers.

UVEI allows access to candidate files for authorized personnel who have signed the [Confidentiality & Non-Disclosure Agreement](#) form consistent with the [Confidentiality Policy](#) for those in the following categories:

- a. Officials of UVEI who have a legitimate educational interest (including persons with whom UVEI has contracted, staff members, faculty, and board members) in obtaining access to the records. Such access will be granted if the official needs to review an educational record in order to fulfill his or her professional responsibility. However, it is within UVEI's discretion to determine what is a legitimate educational interest and determine whether candidate privacy interests outweigh such interest.
- b. Persons who require access in connection with the candidate's application for, or receipt of, financial aid.
- c. Parents of a candidate, provided the candidate is a "dependent" of the parents for federal income tax purposes. In general, UVEI does not make education records available to a candidate's parents. Where UVEI believes that it is in a dependent candidate's interest, information from the candidate's educational records may be released to the parents of such a dependent candidate.
- d. UVEI may release such information in compliance with a judicial order or pursuant to any lawfully issued subpoena. As a general policy, before any information is so released UVEI will first notify the candidate at the candidate's most recent address as shown in the records. However some judicial orders and subpoenas issued for law enforcement purposes specify that UVEI cannot disclose to any person the existence or contents of the order or subpoena or the information furnished in compliance with it.
- e. In connection with an emergency, UVEI may release information from educational records to appropriate persons if the knowledge of such information is necessary to protect the health or safety of a candidate or other persons.

The following are not considered part of a candidate's confidential record and therefore may be publicly disclosed at the discretion of UVEI faculty or staff:

- a. Directory information. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations or the public without prior written consent. UVEI may use such information for communications within cohorts, communications amongst alumni, publicising UVEI programs, and communicating with employers and potential employers. UVEI staff and faculty are committed to exercising careful discretion in safeguarding candidates and graduates private information, and are guided by the principle of non-disclosure unless there is a clear and appropriate purpose. UVEI has designated the following information as directory information:
  - Student's name
  - Address
  - Telephone listing
  - Electronic mail address
  - Photograph
  - Date of birth

- Programs in progress, attended and/or completed; endorsement areas in progress, attempted, and/or completed
- Areas of emphasis or special study within the program
- Dates of attendance
- Degrees, honors, licensure recommendations, and awards received
- Other educational agencies or institutions attended
- Places of employment or anticipated employment
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

If a candidate does not wish for UVEI to disclose any or all of the types of information designated above as directory information without prior written consent, the candidate must notify the UVEI registrar in writing at [registrar@uvei.edu](mailto:registrar@uvei.edu).

- b. Personal observations. Faculty or staff members personal, subjective observations or assessments that do not reference the candidates educational records (see [Professional References](#)) are not considered part of the candidates educational record and are not subject to the records privacy policy.
- c. Publicly available information. Publicly available information about a candidate's or alumni's activities, including publicly available social media information or activities or publicly reported activities by other organizations, are not considered part of the candidates educational record and are not subject to the records privacy policy.
- d. Peer review & qualitative faculty feedback. The inquiry oriented nature of UVEI academic programs include substantial elements of collaborative and collegial review. As candidates complete various types of practicums and assessment activities the candidate and faculty members provide extensive qualitative feedback in both written and oral form, linked to the standards of competency and other program expectations, regarding the candidate's performance and directions for improvement. This feedback may be in the form of written comments, oral comments, narrative rubrics, etc. This feedback may be viewable by other candidates or sub-groups of candidates as part of the candidate's collaborative inquiry process. When used for these education purposes, these qualitative feedback elements are not subject to the records privacy policy.

## Drug and Alcohol Policy

It is unlawful to manufacture distribute, dispense, possess or use controlled substances or alcohol in any school facility with which UVEI is affiliated. UVEI candidates, mentors, and faculty coaches observe all rules and regulations of the schools in which they are engaged. Consumption of alcohol by adults over the age of 21 years is permissible on the UVEI campus only for official UVEI functions, such as dinner meetings of the Board of Directors, and control of such consumption is under the direction of the Executive Director. Since UVEI serves

post-graduate adult students engaged in learning as professional educators, we do not provide other services relative to drugs and alcohol abuse prevention.

### **Anti-Harassment Policy**

UVEI will not tolerate sexual harassment, or harassment or bullying of any kind or in any form. Harassment is defined as unwelcome verbal, non-verbal or physical conduct. A candidate who feels that he or she has been subject to such harassment should attempt to resolve the problem with the harasser only if he/she feels comfortable doing so. If the candidate does not feel comfortable addressing the harasser directly, or if the harassment is severe, he/she should report the incident(s) to the President or any member of management. A candidate may also report to the Board Chair. All such reports shall be investigated promptly by the President or as otherwise directed by the Board Chair. Confidentiality shall be maintained to the extent possible. However, both the complainant and the accused shall be permitted to tell their side of the story and shall be apprised of the outcome of the investigation.

Any candidate found in violation of this policy will be subject to appropriate discipline up to and including administrative withdrawal, whether or not the conduct is severe enough to constitute unlawful harassment.

Due to the sensitive nature of harassment claims, the complaints procedures outlined below (see "Reporting, Investigating, and Responding to Harassment, Discrimination or Sexual Misconduct") will serve as a guide for how harassment claims will be investigated and resolved. However, these procedures may be amended to allow for legal proceedings or physical or emotional safety concerns. Such amendments will be communicated to all parties.

UVEI prohibits retaliation against any person who has reported harassment or cooperated in an investigation of an incident of harassment.

### **Non-Discrimination Policy**

UVEI affords equal opportunity to all employees, prospective employees, volunteers, applicants, candidates, and other participants without regard to race, color, religion, citizenship, political activity or affiliation, marital status, age, national origin, ancestry, physical or mental disability, medical condition (as defined under New Hampshire law), veteran status, family care status, sexual orientation, sex (which includes gender and gender identity, pregnancy, childbirth, or related medical conditions).

### **Sexual Misconduct, Gender Equity & Title IX**

Consistent with the Anti-Harassment and Non-Discrimination policies outlined above, and the Title IX of the Education Amendments of 1972; UVEI does not discriminate against candidates, participants, faculty or staff based on sex or gender in any of its programs or activities, including but not limited to, educational programs, admissions, recruiting, financial aid, discipline, and employment. Sexual misconduct is a broad term which encompasses, but is not limited to, sex or gender discrimination, sexual assault, sexual violence, rape, sexual harassment, gender-based harassment, sexual exploitation, coercion, and intimidation. Conduct defined below violates college policy, regardless of whether the conduct rises to the level of violating the law.

UVEI is committed to responding promptly and effectively when it learns of any form of possible sexual misconduct. An individual who has questions or concerns regarding possible discrimination based on sex should contact the Equity, Diversity & Title IX Coordinator.

### **Definitions:**

*Coercion:* Coercion includes the use of pressure or oppressive behavior, including express or implied threats of harm, or severe or pervasive emotional intimidation, which places an individual in fear of immediate or future harm or physical injury or causes a person to engage in unwelcome sexual activity. A person's words or conduct amount to coercion if they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity. In assessing whether coercion was used, the frequency, duration, and intensity of the pressure applied will be taken into consideration. If sexual acts were preceded by threats or coercion, there is no consent.

*Consent:* Consent is giving clear permission, by words or actions, to engage in mutually agreed-upon specific sexual contact. It must be informed, voluntary, and mutual, and can be withdrawn at any time. Consent is an active and ongoing choice to knowingly, and without pressure, engage in a sexual encounter.

Consent is not giving in because of fear, or due to pressure, manipulation, deception, or lying. Silence, previous sexual relationships, current relationships, or the use of alcohol or drugs are not an indication of consent. Consent can never be given if a person is incapacitated, drugged, asleep, unconscious, or impaired because of a physical or mental condition, or is under the legal age to give consent. Consent also may never be obtained through use of coercion, intimidation, force, or threats.

Consent may be initially given, but it may be withdrawn at any point, either verbally, through physical resistance, or by losing consciousness. "No" or any other negative statement, act, or physical gesture indicating the desire to stop contact at any time must be understood as denial or withdrawal of consent. If consent is withdrawn sexual contact must stop immediately.

*Sexual Assault:* Sexual assault is the act of committing unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger, and is a form of sexual violence. There are many degrees and forms of sexual assault including, but not limited to, the following:

- Nonconsensual sexual intercourse or rape. Any form of sexual intercourse (anal, oral, or vaginal) with any object without consent. Intercourse includes but is not limited to: vaginal penetration, however slight, by a penis, object, tongue, or finger; anal penetration, however slight, by a penis, objects, tongue, or finger; or mouth-to-genital contact.
- Nonconsensual sexual contact. Non-consensual sexual contact involves intentional and unwelcome sexual touching, however slight, usually but not necessarily involving contact with genitals, breasts, groin, or buttocks by a body part or object, that is without consent. Sexual touching includes but is not limited to: intentional contact with someone's breasts, buttocks, groin, or genitals; touching someone else with any of these body parts; making someone touch you or themselves on these same body parts; or intentional physical

contact in a sexual manner, even if it does not involve contact with or by these body parts

*Sexual Harassment:* Sexual or gender-based harassment has the purpose or effect of unreasonably interfering with an individual's work or academic performance if, for example, it is sufficiently serious, pervasive or persistent as to create an intimidating, hostile, humiliating, demeaning, discriminatory or sexually offensive working, academic, residential or social environment under both an objective (reasonable person's view) and subjective (the complainant's view) standard.

Some examples of unwelcome or unwanted conduct that could constitute sexual or gender-based harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness, include (but are not limited to):

- Lewd remarks, whistles, or personal reference to one's anatomy;
- Visual displays of degrading sexual images;
- Unwanted physical contact such as patting, pinching, or constant brushing against a person's body;
- Subtle or overt pressure for sexual favors;
- Persistent and offensive sexual jokes and comments;
- Persistent and unwanted requests for dates;
- Email, text, or social media messages of an offensive sexual nature;
- Hostile or intimidating conduct such as yelling or screaming at an individual based on sex/gender;
- Taunting slurs or other hostility for failing to conform to expected notions of masculinity or femininity; and/or
- Sexual violence of any type.

Sexual or gender-based harassment can occur between

- Teacher and student;
- Supervisor and employee;
- Teacher and teacher;
- Student and student;
- Staff member and student;
- Other relationships among colleagues, peers, and coworkers; and
- Service providers and vendors of the college.

Any person who believes that he/she has been subject to harassment or who believes that they have observed the same, should immediately inform the person engaging in the offensive conduct that the behavior is unwelcome and must stop. A student who believes that he/she has been subject to harassment or who believes that they have observed the same, should advise the Equity, Diversity, & Title IX Coordinator.

*Sexual Violence:* Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into this category, including but not limited to, acts of nonconsensual sexual contact and nonconsensual sexual intercourse such as rape, sexual assault, sexual battery, sexual coercion, forcible sodomy, forcible oral copulation, sexual assault with an object, forcible fondling, and threat of

sexual assault. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

*Stalking*: Stalking is defined as a persistent, unwanted or unwelcome, and repeated course of conduct that would cause a reasonable person to become fearful for the person's safety or the safety of another, or suffer substantial emotional distress. Stalking includes "cyberstalking," a form of stalking over an electronic medium such as the internet, social networks, blogs, cell phones, texts, or other similar devices. Such modes of contact may be used to pursue or harass someone when it is unsolicited, unwelcome, or unwanted conduct from the stalker.

Examples of stalking include, but are not limited to:

- Following a person(s);
- Repeatedly appearing at a person's home, work, or class;
- Making frequent phone calls, emails, texts etc. to a person(s);
- Leaving written messages or objects for a person(s); or
- Vandalizing a person's property.

Anyone can be stalked, regardless of sex or gender. A stalker can be an intimate partner or former partner, classmate, roommate, professor, coworker, or any acquaintance or a stranger.

### **Reporting Sexual Assault**

If a candidate is a victim of sexual assault, UVEI will immediately report it to law enforcement. It is extremely important to preserve any evidence for the proof of a criminal offense. The victim has the option to notify appropriate law enforcement authorities, including the local police. If the victim would like the assistance of institutional personnel to notify the authorities, contact any member of the UVEI staff or faculty and the candidate will be assisted immediately.

### **Disciplinary Action for Sexual Misconduct**

Following a conviction in a court of law, if the perpetrator is a candidate or employee, that individual is subject to disciplinary proceedings by UVEI. The institution may administratively withdraw a candidate or terminate an employee immediately if that individual is convicted of the offense of rape, acquaintance rape or any other forcible or non-forcible sex offense.

### **Support & Assistance Referrals for Victims of Sexual Misconduct**

<b>WISE</b>	<b>Description of Services:</b> Information, support, and advocacy for victims of sexual violence or stalking.	<b>WISE Program Center</b> 38 Bank Street, Lebanon, NH 03766 24 hour crisis line: 866-348-9473 Tel: 603-448-5922 Program Center hours: Monday - Friday 8:30am - 4:30pm <a href="http://www.wiseuv.org/wise-support.html">http://www.wiseuv.org/wise-support.html</a>
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## **Reporting, Investigating, and Responding to Harassment, Discrimination or Sexual Misconduct**

**Equity, Diversity & Title IX Coordinator**

UVEI has appointed a designated employee to coordinate responses to reports of harassment, discrimination, or Sexual Misconduct.

Name: Marie McCormick

Email: [mccormick@uvei.edu](mailto:mccormick@uvei.edu)

Phone: (603) 678-4888 x 104

**Responsible Employees**

All UVEI employees—including staff, administrators, and faculty, with a few limited exceptions—are considered “Responsible Employees” under this policy and, as a result, are required to promptly report allegations of violations of the anti-harassment, non-discrimination, and sexual misconduct policies that they observe or learn about to the Equity, Diversity & Title IX Coordinator.

Although Responsible Employees are required to report conduct under this policy to the Equity, Diversity & Title IX Coordinator, they will otherwise maintain the privacy of the information related to the matter reported, meaning that they will only share it with the Equity, Diversity & Title IX Coordinator and other employees with a need to know.

All Responsible Employees are required to report any incident that may violate this policy, even if the person(s) concerned about or affected by the misconduct is unsure about pursuing a formal complaint. The Equity, Diversity & Title IX Coordinator who will assess the report and consult with the complainant will review reported allegation(s). Responsible Employees who knew about but did not report allegations of violations of this policy may be subject to disciplinary action.

Note, however, that Responsible Employees are not required to report information about violations of this policy learned through public awareness events or other forums outside of UVEI at which individuals disclose experiences with sexual violence or other violations of this policy. UVEI will proceed with an inquiry or investigation in these circumstances if the disclosing person(s) wishes to file a complaint.

**Requests for Confidentiality**

A complainant may disclose an incident but request confidentiality, that no investigation into the particular incident be pursued, and/or that no action through UVEI’s process be taken. In such instances, the Equity, Diversity & Title IX Coordinator will weigh the request against UVEI’s obligation to provide a safe, nondiscriminatory environment for all students, employees, and others, including the complainant. A range of factors may be considered in making this assessment, including but not limited to whether the accused is likely to commit additional acts of violence, whether the act was committed with a weapon, if the complainant is a minor, whether UVEI can obtain relevant evidence of the misconduct through some other means, or whether the report reveals a pattern of behavior at a given location or by a particular group. The presence of one or more of these factors could lead UVEI to investigate and, if appropriate, pursue action against the accused. If none of these factors is present, UVEI will likely respect the complainant’s request.

If UVEI honors a complainant’s request for confidentiality, if the complainant decides not to participate in an investigation, and/or if the complainant makes an anonymous complaint,

UVEI's ability to meaningfully investigate the incident or pursue action against the accused may be limited.

If UVEI determines that it cannot maintain a complainant's confidentiality, UVEI will inform the complainant prior to an investigation and, to the extent possible, share information only with a limited number of personnel responsible for handling UVEI's response. UVEI will not require a complainant to participate in any investigation or disciplinary proceeding. UVEI will remain ever mindful of the complainant's wellbeing, will take ongoing steps to protect the complainant from retaliation or harm, and will work with the complainant to create a safety plan. Retaliation against the complainant, or any witnesses involved in the process, by anyone will not be tolerated.

### **Reporting Discrimination, Harassment or Sexual Misconduct**

UVEI encourages individuals who have been subjected to a violation of the anti-harassment, non-discrimination, or sexual misconduct policies, or who witnessed such a violation, to talk to somebody about what happened so they can get the support they need and so UVEI can respond appropriately. If you have experienced discrimination, harassment, or sexual misconduct you can handle the situation in one of several ways:

- **Emergencies:** If the situation warrants, be aware that you can always call 9-1-1 to obtain police assistance.
- **Direct approach:** You may make a direct approach to the offender, in person or by letter, describing the offensive behavior and its effect on you.
- **Consultation:** You may consult with your coach, the Equity, Diversity & Title IX Coordinator, or anyone else whom you feel comfortable asking for help in addressing your concerns . The above identified people are trained to provide support, inform you of your options, and help you decide how you want to proceed.
- **Formal Internal Complaint:** Anyone who believes that there has been a violation of the Discrimination and Harassment Policy may make a formal complaint Equity, Diversity & Title IX Coordinator.
- **Formal External Complaint:** You also have the right to go beyond UVEI and discuss harassment, discrimination, or sexual misconduct concerns with your private attorney or to make a formal complaint to the New Hampshire Attorney General's Office, the Regional Office of the US Department of Education Office for Civil Rights (1-800-421-3481), or the Equal Employment Opportunity Commission Office (617-565-3200).

Process for Formal Internal Complaints:

#### **Step 1: Complaint Intake and Interim Remedial Actions**

Following receipt of notice of a violation or of a complaint, the Equity, Diversity & Title IX Coordinator will contact the complainant and provide information regarding rights, options, and how to get immediate confidential help, and will notify the deputy of support in appropriate circumstances.

An initial determination is made by the Equity, Diversity & Title IX Coordinator as to whether a policy violation may have occurred or whether alternative resolution might be appropriate. If the complaint does not appear to allege a policy violation, if mediation is agreed to by the involved parties and appears appropriate given the nature of the

alleged behavior, or if alternative resolution is appropriate under the circumstances, then the complaint does not generally proceed to full investigation. In making a decision as to whether to proceed to investigation, the Equity, Diversity & Title IX Coordinator also considers the wishes of the complainant. A full investigation will be pursued if there is evidence of a pattern of misconduct or a perceived threat of further harm to the community or any of its members.

At this stage and during any resulting investigation, the supervising faculty member, in consultation with the Equity, Diversity & Title IX Coordinator and the parties, will also put appropriate interim measures in place including but not limited to no-contact orders; changes to work assignments; interim removal of the respondent from seminars or placement activities; counseling; assistance with court-ordered restraining orders; academic support; delays in project or assessment due dates; campus no-trespass orders; administrative leave; and any other measures that may be necessary to protect the safety and wellbeing of the UVEI community. Some of these measures may be available under certain circumstances even if one decides to seek only confidential support. UVEI will treat any protective measures with confidentiality to the extent that maintaining such confidentiality would not impair UVEI's ability to provide the protective measure.

## **Step 2: Investigation**

In cases where the Equity, Diversity & Title IX Coordinator determines that a complaint appears to allege a policy violation and a complainant wishes to pursue a formal complaint, or where the Equity, Diversity & Title IX Coordinator decides that UVEI, based on a potential policy violation, wishes to pursue a formal complaint, then the Equity, Diversity & Title IX Coordinator either investigates the issue, appoints an internal investigator, and/or appoints a trained, neutral, external investigator.

In the event that the Equity, Diversity & Title IX Coordinator designates more than one investigator, both investigators will not necessarily attend every interview. The investigator(s) assigned to resolve a case is based on the status of the respondent, as set forth below:

- Candidate respondent: deputy for student investigations, director of community standards, or designee
- Staff or faculty respondent: deputy for employee investigations, director of employee relations, or designee

The investigator(s) is responsible for communications with the parties regarding the initiation and progress of the investigation. Prior to initiating the investigation, the investigator will meet separately with each party to review applicable policy, procedures, rights, and other expectations related to the investigation.

The investigator will interview the parties as well as all relevant witnesses, gather any relevant evidence (such as texts, social media postings, surveillance video, photos), and consider all relevant evidence. The investigator retains discretion to determine how to conduct the investigation and what information is necessary and relevant. Although formal rules of evidence will not apply, the investigator will not consider character

evidence, incidents not directly related to the possible violation unless they tend to show a pattern, past sexual history, or sexual character of either party, unless such information is determined to be highly relevant by the Equity, Diversity & Title IX Coordinator. The investigation will be thorough, impartial, and fair, and all individuals will be treated with appropriate sensitivity and respect.

During the investigation, the parties will have an equal opportunity to share information and request that witnesses be interviewed. The parties will **not** be interviewed together or required to meet.

In most cases, the investigator will prepare a written summary of the evidence to be considered at the conclusion of an investigation. Before a report is issued, the participating parties will be given the opportunity to review a summary of relevant evidence, including their own statements. Parties must submit any comments about this summary to the investigator within five calendar days after that statement or summary is provided. The written summary is then provided to the Equity, Diversity & Title IX Coordinator.

#### **Step 4: Referral**

Based on the findings in the summary, in cases where violations of the anti-harassment, non-discrimination, or sexual misconduct policies are found, the Equity, Diversity & Title IX Coordinator may refer one or more candidates to a status panel for disciplinary action.

#### **Step 5: Status Determination**

The status panel will then review all relevant evidence and make a determination as to the enrollment status of the candidate in questions, using a preponderance of evidence standard.

#### **Step 6: Appeals**

Status panel decisions may be appealed to the Board of Directors.

## **Inclement Weather Policy**

When there is inclement weather, UVEI expects candidates to use their own judgment regarding local driving conditions regardless of institutional decisions on cancellations. Official cancellation and building closure decisions will be posted at <http://www.wmur.com/weather/closings>. Candidates should check this site and should not expect communication on closures by any other means. The following procedures affect program closures:

- Decisions are made by the Executive Director or their designate at least 2 hours before the scheduled closure.
- Closure will be determined for Morning, Afternoon, and/or Evening program activities independently. Morning programs include any planned activities between 8:45am and 12pm; Afternoon programs include any planned activities between 12pm and 4pm; Evening programs include any planned activities after 4pm.
- Unless otherwise communicated, UVEI does not reschedule canceled days. Candidates should expect to engage with program activities remotely on days that are canceled due to inclement weather (this could include, for example, virtual seminars, practicum

assignments, breakout group video conferences, etc.). Following a cancellation, faculty will communicate alternative arrangements and expectations to affected participants.

- If programs are canceled, the building will be closed and UVEI personnel will work remotely.

### **Informed Consent and Audio/Visual Release Policy**

Each UVEI candidate, as part of their work to improve their practice, will be collecting evidence of their teaching. This may include video/audio recordings, photographs, student surveys, student interviews, and samples of student work from their school. Informed consent is required from students or their guardians, and possibly from other adults who participate in program related projects. Informed consent is a statement that students (or their guardians) and/or other participants sign before they participate in your research into your practice. This form may be specific, or may be covered by broader informed consent that participants have given to UVEI, through their school, or in general. Each candidate is required to get informed consent, either from the principal who attests that the work described is included in the schools current release materials, or from guardians directly (with the principal's consent). UVEI will provide forms for such consent.

### **Adherence to Policy Requirements**

Failure to comply with the terms set forth in this Handbook may result in disciplinary action including early termination from the program. In such cases, the candidate will receive written notification of pending action and will be provided a hearing consistent with the with the [Candidate Disciplinary Action and Administrative Withdrawal](#) procedures described above. If administrative withdrawal results from this hearing, that candidate will be sent written notification of administrative withdrawal within five (5) instructional days of that hearing.

## Staff, Faculty, Board and Advisory Council

### Administrative Staff

President

Page Tompkins, EdD

Business & Operations Manager

Andrea Feid

Registrar and Operations Associate

Marie McCormick

### Faculty

#### Academic Dean:

- *Christopher Ward*, PhD. in Education (Human Cognition & Development) (University of Washington). Chief Academic Officer.

#### Full Time Faculty:

- *Kristen Downey*, MEd. in Secondary Education (Plymouth State University). Director of Teacher Education Programs; Teaching Faculty in the Teacher, School Leadership, and MEd programs
- *T. Elijah Hawkes*, MEd. (Baruch College, City University of New York). Director of Leadership Programs; Teaching Faculty in the School Leadership and MEd programs
- *Kristen Liu*, MEd. in Early Childhood Special Education (Hunter College). Literacy Educators Program Coordinator; Teaching Faculty in the Literacy Educators and Teacher programs
- *Adam Norwood*, EdD. in Educational Leadership (Northeastern University). Barnes Initiative for Collaborative Learning Coordinator; Applied Research & Teaching Faculty in Leadership, Teaching, and MEd. programs.
- *Page Tompkins*, EdD. in Education (University of California, Berkeley). Applied Research & Teaching Faculty in the Teacher, and School Leadership, and MEd Programs
- *Christopher Ward*, PhD. in Education (Human Cognition & Development) (University of Washington). Coordinator of Graduate Studies, Applied Research & Teaching Faculty in the Teacher, and School Leadership, and MEd Programs

#### Adjunct Faculty:

- *Nan Parsons*, EdD. in Learning Leadership & Community (Plymouth State University). Adjunct Applied Research & Teaching Faculty in the Teacher and School Leadership Programs

## Board of Directors (as of July 2021)

UVEI is incorporated as the Upper Valley Teacher Training Program, non-profit 501(c)(3) institution and is governed by a Board of Directors, doing business at the Upper Valley Educators Institute. The members of UVEI's Board have diverse backgrounds in education, business and law, and share a commitment to education and to UVEI's mission, the development and support of great teachers and school leaders.

### **Officers**

#### **Michael Harris, Chair**

Former Superintendent, SAU 76 (Lyme, NH) and Superintendent, Rivendell Interstate School District (retired)

#### **Joan Holcombe, Vice Chair**

Former Principal, Westshire Elementary School (retired)

#### **Anne Hill, Secretary**

Attorney

#### **Robert Webber, Treasurer**

Assistant Vice President of Finance and Administration, New England College

### **Board Emeriti**

**Barbara Ragle Barnes** (1923-2018)

**Carolyn M. Clinton**

**Peter D. Coburn** (1942-2020)

**Cornelius C. Rose**

### **Members**

#### **Jacqueline Allen**

Business Consultant and Former Educator

#### **Jenny Bradley**

Teacher, Hanover Street School, Lebanon  
MEd '21

#### **Thomas (Tom) DeBalsi**

Superintendent, Hartford School District (VT)

#### **Michael Foxall**

Former Principal, Westshire Elementary School, Mount Lebanon School, other local and international schools (retired)

#### **Paul Morrison**

Osher@Dartmouth Finance Committee  
Former Vice President Quality and Special Projects, Ames Safety Envelope Company (Retired) & Former Assistant Professor, Boston University Questrom School of Business (Retired)

#### **Leah Wheelan**

Principal, Canaan Elementary School  
PIP '18, MEd '18

#### **Kristin M. Wilson**

Director of Curriculum, Instruction and Assessment, Fall Mountain Regional School District (NH)

## Advisory Council (as of August 1, 2021)

### Joanna Carr

### Sheila Moran

Former Director, Upper Valley Teacher Training Program 1979-1988

### John Carr

### Jim Nourse

Former Principal Lebanon High School and Richmond Middle School (retired)  
Former Executive Director, UVEI 1999-2004

### Rebecca Holcombe

Former Secretary of Education, VT  
Former Director of Teacher Education, Dartmouth College  
Upper Valley Teacher Training Program '91

### Anne Segal

Former Superintendent, SAU 43 (retired)  
UVEI Board Member 2010-2017

### Lorie McClory

Marketing and Communications Director at Eastman Community Association

### Anne Silberfarb

Teacher and Learning Disabilities Specialist (retired)  
UVEI Board Member

### Jackie Richter-Menge

Research Civil Engineer, Snow and Ice Branch, CRREL (retired); Affiliate Professor at University of Alaska Fairbanks  
UVEI Board Member 2010-2019, Board Chair

### Jed Williamson

President, Sterling College (retired)  
UVEI Board Member 2011-2020

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## Appendix: Historical Learning Strands

The following learning strands are not currently offered by UVEI or UVGSE and are not described in this catalog, but may appear on transcripts

Number	Learning Strand Title	Credits	Year(s) Offered
211	<i>Classroom Organization and Development</i>	4	2010-2011, 2011-2012
212	<i>The Learner and the Learning Environment</i>	8	2012-2013, 2013-2014, 2014-2015
215a	<i>Content Knowledge and Application</i>	4	2012-2013, 2013-2014, 2014-2015
216	<i>Instructional Planning and Content Knowledge</i>	6	2010-2011, 2011-2012
220a	<i>Planning, Assessment, and Instructional Strategies</i>	8	2012-2013, 2013-2014, 2014-2015
221	<i>Teaching Strategies &amp; Best Practices</i>	6	2010-2011, 2011-2012
222	<i>Assessment of Student Learning</i>	4	2010-2011, 2011-2012
226	<i>Professionalism &amp; Reflectiveness</i>	4	2010-2011
226a	<i>Professionalism</i>	4	2011-2012
226b	<i>Professional Learning, Leadership, and Collaboration</i>	4	2012-2013, 2013-2014, 2014-2015
250a	<i>Creating &amp; Communicating a Shared Vision of Success for the School Community</i>	6	2010-2011
250b	<i>Creating &amp; Communicating a Shared Vision for the School Community</i>	6	2011-2012, 2012-2013, 2013-2014, 2014-2015
255	<i>Inquiry into Teacher Learning &amp; Instructional Leadership</i>	6	2015-2016
255a	<i>Instructional Leadership Based Upon Clear &amp; Valid Standards</i>	6	2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
265	<i>Inquiry into Fostering Professional Community</i>	4	2015-2016

265a	<i>Building a Safe, Democratic &amp; Effective Culture of Learning</i>	4	2010-2011
265b	<i>Building a Safe, Democratic &amp; Productive Culture for Learning</i>	4	2011-2012, 2012-2013, 2013-2014, 2014-2015
270a	<i>Accountability in Financial Planning, Organization Skills &amp; Facilities Management</i>	4	2010-2011
270b	<i>Management and Planning of Finances, Facilities, and Time</i>	4	2011-2012, 2012-2013, 2013-2014, 2014-2015
271	<i>Professional Ethics &amp; Transformational Values</i>	4	2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
311	<i>Formative Coaching &amp; Assessment of Practice</i>	1	2015-2016
310a	<i>Mentor Coaching and Portfolio Support</i>	1	2013-2014
320a	<i>Mentor Coaching and Portfolio Support</i>	2	2013-2014
320b	<i>Mentor Graduate Sequence</i>	2	2012-2013
320c	<i>Foundations in Instructional Coaching</i>	2	2014-2015
321	<i>The UVEI Mentor Graduate Sequence</i>	3	2011-2012
325	<i>Inquiry into Advanced Coaching and Mentoring</i>	2	2015-2016
333	<i>Establishing Reader's Workshop</i>	3	2015-2016
334a	<i>Foundations of Formative Assessment Practices</i>	2	2014-2015
334b	<i>Math Common Core Seminar</i>	3	2012-2013
334c	<i>Holding a Mirror to Learning - Standards Based Assessment</i>	1	2012-2013
334d	<i>Holding a Mirror to Learning - Standards Based Assessment</i>	3	2012-2013
334e	<i>Holding a Mirror to Learning - Standards Based Assessment</i>	4	2012-2013
334f	<i>Unit Implementation of the Common</i>	3	2012-2013

	<i>Core and Next Generation Science Standards</i>		
334g	<i>Authentic Assessment of Competency Based Instruction</i>	3	2011-2012
334h	<i>Authentic Assessment of Competency Based Instruction</i>	2	2011-2012
335a	<i>Introductory Inquiry into Subject Specific Pedagogy</i>	1	2015-2016
335b	<i>Inquiry into Subject Specific Pedagogy</i>	2	2015-2016
335c	<i>Inquiry into Subject Specific Pedagogy (Differentiation and the Brain, Balanced Literacy, Close Reading for Comprehension and Analysis)</i>	1	2014-2015
335d	<i>Inquiry into Subject Specific Pedagogy (Differentiation and the Brain, Balanced Literacy, Close Reading for Comprehension and Analysis)</i>	3	2014-2015
335e	<i>Inquiry into Subject Specific Pedagogy (Modeling Instruction)</i>	2	2014-2015