

PLAN OF OPERATIONS

Washington West Local Standards Board

Date: July 2008

SECTION ONE

BOARD OPERATIONS

I. PURPOSE

A local standards board shall be established and maintained for the primary purpose of recommending teachers for relicensure. Such recommendations shall be based on an LSB-approved Individual Professional Development Plan (IPDP) and corresponding LSB-approved professional development activities; an LSB-approved professional portfolio; these regulations; standards defined by the Standards Board; and procedures set forth in a local plan of operation that has been approved locally and by the Standards Board.

Current teachers who also hold administrator endorsements shall renew those endorsements through the local standards board. (Vermont Licensing Regulation 5622)

Current administrators who also hold endorsements in fields other than administration shall renew those endorsements through the regional standards board. (Vermont Licensing Regulation 5632)

The plan of operation shall address processes for board operation, operational procedures, and requirements of educators and shall contain an appendix that includes LSB generated forms and materials, agreements and relevant VSBPE policy.

II. ESTABLISHMENT AND MAINTENANCE

Supervisory Union Schools

Each supervisory union/district, through its superintendent, shall be responsible for facilitating and supporting the local standards board development and operation. (Vermont Licensing Regulation 5621.4)

The Superintendent or designee shall be responsible for informing newly hired Vermont licensed teachers of the LSB's existence and contact information and providing the LSB with a list of licensed educators served by the Board (or copies of licenses) including: endorsement(s), level(s) of license(s), and expiration date(s).

The agreement of support between the Superintendent of Washington West Supervisory Union and the Washington West Local or Regional Standards Board shall be developed and included in an appendix in this plan.

III. BOARD OPERATIONS

A. Statement of Philosophy

The Washington West Supervisory Union believes that all students should be afforded the best opportunity possible to fulfill their potential in order to become productive citizens in their community, country, and world.

In order to accomplish this, a teacher must continually reinforce and improve his or her skills to improve practice and student learning amid rapidly changing times. In doing this, it is expected that the educator will implement school or district wide initiatives, will strive to meet specific principles outlined by Vermont's Framework of Standards and Learning Opportunities, be proactive in participating in quality professional development based on the State of Vermont's Endorsement Competencies, and use as a guide for professional development the following Five Standards for Vermont Educators: Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability.

The Plan of Operation supports a vital and vigorous connection to our district and school wide initiatives.

B. Statement of Board Responsibilities

The Washington West Local Standards Board (hereby called WWSU) shall:

1. Follow this Plan of Operation that has been approved by the VSBPE. (*Vermont Licensing Regulation 5624.3*)
2. Amend the Plan of Operation as necessary and as requested by the VSBPE. All amendments are subject to approval of the VSBPE. (*Vermont Licensing Regulation 5624.4*)
3. Seek local approval of the Plan of Operation. (*Vermont Licensing Regulation 5622*)
4. Establish and communicate procedures to facilitate effective operation of WWSU LSB, including procedures for prior and final approval of professional development activities. (*Vermont Licensing Regulation 5624.1*)
5. File an annual report with the VSBPE. (*Vermont Licensing Regulation 5624.2*)
6. File an annual report of grant expenses. (*VSBPE policy SB/E1*)
7. Serve all Vermont licensed educators employed by WWSU.
8. Shall serve Vermont licensed independent educators in the supervisory union area.
9. Based on criteria located in the *Vermont Re-Licensing Process... A Handbook for Educators*. (*approved as policy by VSBPE on 1/15/04 and Vermont Licensing Regulation 5622*)
 - a. Review and approve Individual Professional Development Plans (IPDP);

- b. Review and approve professional development activities related to an educator's IPDP;
 - c. Review and approve relicensure portfolios;
 - d. Communicate standards for high quality professional development.
10. Recommend qualified educators for relicensure including the following:
- a. Renewal of Level I licenses/endorsements;
 - b. Movement from Level I to Level II licensure;
 - c. Renewal of Level II licenses/endorsements;
 - d. Verification of professional development credits for reinstatement of lapsed endorsements; and
 - e. Verification of professional development credits for the retired educator license.
11. Sign and return license renewal forms to educators who have met relicensure requirements.

C. Membership Composition

Membership of the LSB shall be composed of not less than five licensed educators. At least a majority of the membership shall be licensed teachers selected by licensed teachers (Vermont Licensing Regulation 5623). "Educator" means any person who provides administrative, instructional, or other educational services requiring licensure pursuant to these rules. (Vermont Licensing Regulation 5150)

The Local Standards Board shall be composed of at least:

- 2 members from Crossett Brook Middle School; 2 members from Thatcher Brook Primary School; 2 members from Harwood Union High School, 1 member from Fayston Elementary School, Moretown Elementary, Waitsfield Elementary School, Warren School

(An additional member from each school may be chosen to work with the representative to help with the mentoring in the respective schools and attend meetings when the regular representative cannot attend.)

- one member from the administrative team or from the district office
- (optional) a community member

D. , E., F. Membership Selection, Terms of Office, and Officers

- Local Standards Board members shall be licensed educators chosen by licensed educators. Representatives will be selected for a minimum of one, two-year term, by the teachers they represent.
- Membership shall be from the beginning of one school year to the end of the next.
- Should a building representative resign before fulfilling his/her term, teachers from that building will select a replacement within thirty days.

- Should a chairperson resign before fulfilling his/her term, members of the Board will elect a replacement within thirty days.
- The co-chairs and members must pass on their files and materials to their replacements.
- Administrative team members will be chosen by the administrative team.
- Officers will assume office after the last LSB meeting in June.
- Officers may serve as many consecutive years for which the LSB elects them.
- Members may apply for 1 relicensure credit per year and cap at 3 credits per licensure cycle for serving on the LSB. The Chair may apply for 2 relicensure credits per year and cap at 3 credits per relicensure cycle.
- Officers will assume office after the last LSB meeting of the school year.

G. Duties and Responsibilities of Officers and Members

The Chair and/or the Co-Chair shall:

1. Preside at meetings;
2. Prepare the agenda;
3. Represent the board on all matters of established standards board policy;
4. Prepare and submit the annual report within the required timeframe to the VSBPE through the Department of Education;
5. Apply for the yearly operational grant and report expenditures for the previous year to the Department of Education within the required timeframe;
6. Provide the Superintendent with a list of educators who have been recommended for relicensure, not recommended for relicensure, and those who have not completed the relicensure process by the deadline established by the board. Include the level(s) of licensure and the endorsement(s) of each of these individuals;
7. Sign license renewal forms after the board has make a recommendation (or assign a designee and inform the Licensing Office);
8. Return signed license renewal forms to educators for their review and forwarding to the Licensing Office;
9. Ensure that all LSB members have access to current copies of documents and records;
10. Communicate with the L/RSB consultant in the Department of Education when questions arise;
11. Ensure there is representation at all training and conferences for LSB members sponsored by the VSBPE and the Department of Education;
12. Provide training and orientation for new LSB members;

13. Represent the LSB in any appeal of the LSB action by an educator to the Licensing Office and/or Hearing Panel; and
14. Inform the L/RSB consultant when a change of LSB Chair or Co-chair occurs.

The Chair, the Secretary, or the Chair's designee shall:

1. Take accurate minutes/reports of board meetings;
2. Provide for minutes to be posted or available to educators who request them;
3. Maintain files; and
4. File and mail all board correspondence.

All members of the L/RSB shall:

1. Become knowledgeable about the LSB Plan of Operation, licensing regulations, endorsement competencies and VSBPE policies and become informed when changes to these are made;
2. Review and take action on educators' IPDPs, professional development activities and relicensure portfolios;
3. Recommend renewal or non-renewal of educators' licensure to the VSBPE;
4. Become knowledgeable about the school's initiatives for improving student learning;
5. Provide copies of and information about the Board operating procedures and requirements to all educators and administrators;
6. Provide information and assistance to educators as they go through the relicensing process;
7. Inform and communicate with educators at the beginning of each school year about procedures and requirements of the board and State regarding professional development and relicensure;
8. Serve as a liaison between assigned educators and the board; and
9. Communicate decisions of the LSB to individual educators and educators whom they represent.

H. Documents and Records

For reasons of legal defensibility:

1. The LSB shall maintain the following documents: (*VSBPE Rules, Regulation 5624*)
 - a. Board minutes;
 - b. The Washington West LSB Plan of Operation, including a complete copy of the *Five Standards for Vermont Educators* as an appendix;
 - c. *The Regulations Governing the Licensing of Educators and the Preparation of Education Professionals* including a description of all current endorsement competencies;
 - d. *The Vermont Relicensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators*;
 - e. Copy of VSBPE policies regarding relicensing;
 - f. A list of licensed educators served by the Board (or copies of licenses) including: endorsement(s), level(s) of license(s), and expiration date(s);
 - g. The most recent Annual Report;

- h. Past and current grant expenditures and correspondence;
 - i. Any other documents, correspondence, or communications from the DOE and VSBPE; including paper copies of electronic newsletters and emails relevant to board operation and procedures;
 - j. Individual educator files, which shall contain:
 - a copy of the educator's license and other required credentials;
 - approved IPDPs and amendments;
 - documentation of approved professional development activities;
 - forms indicating portfolio approval;
 - copy of the educator license renewal form, before being returned to the educator for forwarding to the Licensing Office; and
 - any correspondence between the board and educator.
2. All individual members of the LSB shall have a file that contains:
 - a. The Board Plan of Operation, including a complete copy of the *Five Standards for Vermont Educators* as an appendix;
 - b. *The Vermont Relicensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators*;
 - c. A link to information about endorsement competencies; and
 - d. List of licensed educators served by the Board (or copies of licenses) including: endorsement(s), level(s) of licenses held, and expiration date(s).
 3. The outgoing Chair and members of the LSB will pass on their files and materials to their replacements at the end of their terms.
 4. The contents of an educator's professional development file shall be maintained for the duration of the relicensure cycle. A cycle is complete when the educator provides the LSB with a copy of the new license or the LSB receives a current list of renewals (including the educator's name) from the DOE. A copy of the educator's IPDP shall be kept.
 5. The LSB may discard the contents of an educator's file one year after the end of the cycle if the educator is no longer associated with the school/school district served by the LSB.
 6. Transfer of Files: When educator files maintained by the LSB are released to, or at the request of, the transferring or retiring educator, a form shall be signed by both the educator and the chair, or designee, of the LSB. This form is located in **Appendix B**.

I. Approval of the Plan of Operation

1. The Washington West LSB shall seek approval of their Plan of Operation from the educators in the supervisory union/district/school which the board serves.
2. Approval is indicated by a majority of those voting.
3. The Local Standards Board will submit the ratified Plan of Operation to the VSBPE Professional Standards Board for approval.

4. Date of approval shall be documented on a cover sheet with a final copy sent to the VSBPE through the Department of Education.

J. Amendment of the Plan of Operation

The plan of operation may be amended according to procedures defined in said plan. All amendments shall be subject to approval by the VSBPE. (Vermont Licensing Regulations 5624.4 and VSBPE Policy SB/D2)

1. The LSB shall review and update the plan of operation at least every seven years or when requested by the VSBPE. A revised plan shall be submitted to the VSBPE for approval and will not be in effect until such approval is given.
2. Any change(s) in the LSB's operating procedures, required forms, or educational handouts shall be incorporated in the Plan of Operation as amendment(s).
3. Amendments to this plan shall be submitted in writing to the VSBPE for approval.
4. Amendments shall be ratified by the staff served by the LSB.
5. Amendments may be brought to the Local Standards Board in writing at any time by any teacher served by the Local Standards Board. All amendments should be submitted to the Board by its April meeting. The Local Standards Board will screen amendments and bring forth viable ones as determined by a majority vote of the Board. Amendments will be voted upon in each building. Amendments will require a two-thirds majority and must be subsequently approved by the VSBPE.
6. Amendments not brought forth by the Board may be petitioned by ten percent of the District's licensed teachers. Petitions must be received by the Local Standards Board by April 1 of the following year and will be brought before the teachers for consideration.

K. Volunteer Service

For the purposes of 1 V.S.A. 310(3), a local standards board is an administrative body and is not a board, council, or commission, nor a committee or subcommittee of a board, council or commission of a political subdivision of the state. Further, for the purposes of 3 V.S.A. 1101(b) (4), a member of a local standards board is a volunteer for and provides services at the request of and under the direction and control of the Standards Board. (Vermont Licensing Regulation 5627)

SECTION TWO

BOARD OPERATING PROCEDURES AND REQUIREMENTS OF EDUCATORS SERVED BY THE WASHINGTON WEST LOCAL STANDARDS BOARD

I. PURPOSE

A local standards board shall be established and maintained for the primary purpose of recommending teachers for relicensure. Such recommendations shall be based on an LSB-approved Individual Professional Development Plan (IPDP) and corresponding LSB-approved professional development activities, an LSB-approved professional portfolio, these regulations, standards defined by the Standards Board, and procedures set forth in a local plan of operation that has been approved locally and by the Standards Board.

(Vermont Licensing Regulations 5622)

II. MEETINGS

- A. Meeting dates and times will be established at the beginning of each school year and communicated to all educators and schools served by the LSB.
1. Meetings will be held in the Superintendent's Office. The Board shall meet at least once a month during the school year
 2. A tentative schedule, which will be made prior to the beginning of school, including dates and times of the year's meetings will be posted at the Superintendent's Office and in each school.
 3. September will be the first meeting of the school year and June will be the last meeting of the school year.
 4. The Local Standards Board will not be holding meetings during the months of July and August. Emergency matters should be reviewed with the LSB Chairperson. The chairperson will then decide whether to call an LSB meeting.
 5. If a discretionary meeting needs to be called, all LSB board members will be notified by email.
 6. A quorum will be six.

III. PROCEDURES FOR DECISIONS

A. The LSB will use Roberts' Rules of Order for Small Boards for formal deliberations.

B. Timelines for Decisions

1. An educator shall submit materials to the board/board representative **at least 1 week** prior to a board meeting in order for action to be taken on those materials at the next scheduled meeting. This requirement may be waived by the board if capacity allows.
2. In order to receive action on relicensure materials by June 30, those materials (i.e. IPDPs and portfolios) must be submitted to the LSB for consideration **by November 30th** (no later than April 1). When an educator does not complete the license renewal process within the timeline established by the LSB, the LSB Chair will notify the educator's superintendent of the noncompliance within 30 days after the date of required submission. This requirement may be waived by the board if capacity allows.
3. Board approval of professional development activities, IPDPs or relicensure portfolios shall be indicated in writing and dated on the submitted approval forms.
4. Board requests for revisions to submitted materials will be communicated in writing to the educator indicating reason(s) for the requested revision(s). A dated copy of the signed form must be retained by the LSB. Materials must be **resubmitted within 8 week(s)**.
5. Documentation of professional development activities for which relicensure credit is sought is encouraged to be submitted to the LSB **no later than 2 year(s) of completion** of the specific activity.
6. Licensed educators new to the supervisory union/district shall submit documentation of their professional development activities within six months of employment.
7. The LSB will evaluate the professional development required to reinstate a lapsed endorsement, provided appropriate documentation is submitted. Such decisions will be handled during regularly scheduled meetings. Forms for reinstatement will be sent by the Licensing Office to the educator at the educator's request.
(*Vermont Licensing Regulation 5435.2 and 5435.3*)

IV. IPDP REQUIREMENTS AND APPROVAL PROCESSES

- A. A Level II License shall be issued, upon recommendation of a local or regional standards board, to educators who have an approved Individual Professional Development Plan (IPDP) for the ensuing licensure period.
- B. It is the responsibility of a Level II educator who has had an IPDP approved by one LSB, and who is subsequently employed by a school district under the jurisdiction of another L/RSB to transfer his or her IPDP to the new LSB within six months of employment and the activity forms relating to the IPDP. (*Vermont Licensing Regulation 5626.1*)
- C. Approved Individual Professional Development Plans and corresponding approved professional development activities have reciprocity with local and regional standards boards throughout the state and with the Licensing Office. (*Vermont Licensing Regulations 5432 E*)
- D. A Level II educator who does not have an approved IPDP, and is hired by a school district, shall submit an IPDP to the appropriate LSB within six months of employment. (*Vermont Licensing Regulation 5626.3*)
- E. Newly Vermont-licensed Level II educators transferring from out-of-state shall submit an approved IPDP to the LSB within six months of employment. (*Vermont Licensing Regulation 5626.2*)
- F. Licensed Level II educators re-entering the profession shall file an approved IPDP with the LSB within six months of employment. (*Vermont Licensing Regulation 5626.3*)

G. IPDP REQUIREMENTS

1. The **Washington West LSB** will adhere to the IPDP requirements found in *Vermont Licensing Regulation 5421* and use, as a resource, the procedures for the development of the IPDP approved and adopted in policy by the VSBPE in the *Vermont Re-licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators* (January, 2004).
2. The **Washington West LSB** will require each Level II educator and those educators moving from a Level I to a Level II to develop and file an IPDP at time of license renewal before any professional development activities may be approved for relicensure credit.
3. The **Washington West LSB** will not recommend an educator for license renewal unless a new IPDP has been approved by the board.

H. **CRITERIA FOR IPDP APPROVAL** (see Rubric for IPDP Evaluation on page 32 of the Vermont Re-licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators)

1. **Regulations require that an IPDP shall include focused goals that:**

- a. Lead to improved practice and student learning;
- b. Connect to each of the *Five Standards for Vermont Educators*;
- c. Address the Knowledge and Performance Standards for each endorsement held;
- d. Connect to the school's/district's initiatives for improving student learning;
- e. Lead to professional development activities that will promote new learning and growth for the educator. (*Vermont Licensing Regulations 5421.c and 5432.C*)

2. **Amending an IPDP**

- a. Any IPDP amendment proposal shall explain the rationale for the amendment, such as change of assignment or change of district focus.
 - b. When the educator has made a major change in focus, it is appropriate to ask for an amendment. Any IPDP amendment proposal should explain the rationale for amendment, such as change of assignment, level, or subject or change of district focus.
 - Amendments to existing, approved IPDPs must be submitted to the LSB, approved by the LSB, and on file with the LSB no later than six months prior to the end of the current relicensure cycle.
 - Refer to IPDP approval process to amend goals
 - Use the form in **Appendix B** to request and complete amendment process.

V. PROFESSIONAL DEVELOPMENT ACTIVITIES

A. Prior and Final Approval

1. The LSB cannot require prior approval as a condition for final approval of a professional development activity.
2. The LSB shall make prior approval available to educators and shall encourage its use. If prior approval is not sought, the LSB may not approve relicensing credit after the activity has been completed if the activity does not address the goals in the educator's IPDP.
3. Each educator must be familiar with the process and conditions for obtaining approval of professional development activities, as specified in this Plan of Operation.
4. Requirements for submission of prior and final approval of professional development activities for relicensure credit.
 - Prior approval for traditional Professional Development Activities is not required, but in all cases, the course or activity must be in alignment with your IPDP goals and endorsements(s). If prior approval is not sought, the board may not approve licensing

credit after the activity has been completed if the activity does not meet the approval criteria.

- Application for approval must be submitted within two years of receiving the grade or completing the activity using the Professional Development Activity Form.
- The form must be given to your building representative one week before a scheduled meeting to be considered for approval at the next scheduled meeting.
- An IPDP must be on file with the LSB before any credits are approved for level II educators.
- The accountability standards must be addressed with all credit approvals.
- Collegueship must be addressed, connect to IPDP goals, and be approved at least once in your seven years.
- Professional knowledge must connect to IPDP goals and must be approved in at least two different activities that have received final approval.
- Advocacy must connect to IPDP goals but do not need to be written as part of final approval forms.
- 15 clock hours of professional activity = 1 relicensing credit hour equivalent.
7.5 clock hours of professional activity = _ relicensing credit hour equivalent.
- The board will only consider half and whole credits. Activities may be combined to total _ and whole credit hour equivalents.

(Educators will use the forms in **Appendix B** when submitting requests for approval of professional development activities for relicensure credit.)

B. Number of Relicensure Credits Required

1. Relicensure credit is a unit of measure assigned by a local or regional standards board, or the Licensing Office, to professional development activities other than academic credit bearing courses that meets the standards for relicensure/reinstatement. Fifteen clock hours of professional development is equal to one relicensure credit. Relicensure credits and academic credits apply equally toward relicensure/reinstatement requirements.
(*VSBPE Policy SB/H2*)
2. Clock hours submitted to the LSB shall be in increments of no less than thirty (30) minutes.
3. Level I to Level I (Regulation 5431.2.2)
The educator shall show professional growth through completion of a minimum of three (3) relicensing credits in the endorsement area. At least one (1) of these credits shall address the specific knowledge and performance standards of the endorsement being renewed.
4. Level I to Level II (Regulation 5421.b)
The educator shall provide evidence of three (3) relicensing credits; at least one (1) shall address the specific knowledge and performance standards of the endorsement being moved to Level II.

5. Level II (Regulation 5432 C.2.e)

The educator shall document a minimum of nine (9) relicensing credits per endorsement recommended for renewal. Relicensure credits should be related to the educator's IPDP goals. Certain professional development activities may apply to more than one endorsement. However, at least three (3) relicensing credits must address the specific knowledge and performance standards of each endorsement recommended for renewal. In accordance with Standards Board policy, the local or regional standards board or the Office will determine the applicability of professional development activities and grant approval for relicensing credits based upon a presentation of the license holder of the rationale for applying certain credits and activities to particular endorsement areas and IPDP goals.

C. Appropriate Activities for Professional Development and Relicensure Credit

1. Professional development activities are those activities/experiences that help educators to fulfill the goals of their IPDP, are related to their endorsement competencies, and result in new learning and growth for the educator and greater student achievement. Use page 23 and Appendix E in the *Vermont Relicensing Process: A reflection of Ongoing Professional Growth, A Handbook for Educators* and *VSBPE policies SB /H1 and SB/H2* **in Appendix H** of this plan to determine types of credit and credit limitations.
2. In-service professional development sponsored by the district, aligned with the school's action plan, and related to the educator's IPDP, should be awarded relicensing credit
3. Educators may also choose professional development that is on-line. There is no official policy, at the time of this writing, regarding on-line professional development. However, if the professional development includes college credits, it must be from an accredited institution and an official transcript provided. To verify accreditation, the LSB chair may contact the Department of Education. Prior approval of online professional development from the LSB is recommended.
4. Other professional development may be obtained through the websites of recognized organizations (such as Association of Supervision and Curriculum Development (ASCD), National Middle School Association (NMSA), National Science Teachers Association (NSTA) and must include a certificate of on-line participation. Prior approval of online professional development from the LSB is recommended.

D. Paid Professional Development Activities

The LSB shall approve professional development that can be shown to provide new learning and growth for the educator even if the educator was compensated. The professional development activity must also relate to the educator's IPDP and/or endorsement knowledge and performance standards.

E. Criteria for Approval of Professional Development Activities (*Vermont Licensing Regulation 5432 and VSBPE Policy SB/H2*)

Requests for relicensure/reinstatement credit(s) for professional development activities shall be approved by the **Washington West LSB** when the activities align with the requirements and criteria as set forth in *VSBPE Policy SB/H2* which is found as **Appendix I** of this plan.

VI. Relicensure Portfolio

A. The LSB shall adhere to the portfolio requirements found in *Vermont Licensing Regulation 5432 C* and use, as a resource, the recommendations presented in *The Vermont Relicensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators (adopted by the VSBPE, January 2004)*

The local or regional standards board shall recommend renewal of a Level II endorsement if the applicant presents a professional portfolio that includes:

1. Current Individual Professional Development Plan (IPDP);
2. Personal Information (Name, school, teaching or administrative context, year
3. Completed State Department of Education License Renewal form
4. Table of Contents
5. Copy of current license
6. documentation of professional growth pursuant to the IPDP goals include:
 - a. reflection upon new learning and its impact upon professional practice;
 - b. reflection upon how changes in professional practice have impacted student performance;
 - c. linkages between individual professional development goals and activities, and school action plans or improvement initiatives, as appropriate;
 - d. demonstration of growth in each of *The Five Standards for Vermont Educators* which are in effect at the time the IPDP is approved or amended; and
 - e. documentation of a minimum of nine (9) relicensing credits per endorsement recommended for renewal. Relicensure credits should be related to the educator's IPDP goals. Certain professional development activities may apply to more than one endorsement. However, at least

three (3) relicensing credits must address the specific content knowledge and performance standards of each endorsement recommended for renewal. In accordance with Standard Board policy, the local or regional standards board will determine the applicability of professional development activities and grant approval for relicensing credits based upon a presentation by the license holder of the rationale for applying certain credits and activities to particular endorsement areas and IPDP goals.

7. evidence of any required additional licenses or credentials specific to a particular endorsement.
8. an approved IPDP that is developed through analysis of professional practice and classroom data, and that articulates the educator's professional development goals for the ensuing licensure period. The IPDP goals shall address the knowledge and performance standards in effect at the time the endorsements are renewed, each of the *Five Standards for Vermont Educators*, and the action plan or improvement initiatives of the school where the educator is employed, as appropriate.
9. A portfolio submitted by an educator for National Board Certification shall be considered as equivalent to a relicensure portfolio for renewing the comparable endorsement.

VII. Reconsideration and Appeal Procedures

The process for reconsideration and appeal of a decision of the LSB is as follows:

A. Reconsideration:

1. During the process of approving an IPDP, professional development activities, or a professional portfolio, there may be disagreements between an educator and the **Washington West Local** Standards Board. For example, an activity proposed by an applicant to meet one of his or her IPDP goals might be viewed as inappropriate or inadequate by a Standards Board. After receiving a written denial of credit of a professional development activity, an IPDP or a portfolio, dated and signed by the **Washington West LSB** chair or the designee of the chair, the educator may then initiate a reconsideration process.
2. When the LSB denies an educator's IPDP, professional development activity, or relicensure portfolio, the educator shall be given an opportunity to meet with the Board and discuss the educator's rationale as well as the reasons for the Board's denial.
3. It is important that the educator and **the Washington West LSB** have opportunities to informally discuss the rationale for their positions, so that ultimately an agreement can be reached. The reconsideration process shall follow these guidelines:

- a. An educator shall be allowed 30 days from the date of denial or request for revision to file a written request for reconsideration with the Chair of the **Washington West Board**. A reconsideration discussion with the educator shall take place at the next regularly scheduled LSB meeting unless the educator and the Board agree in writing to a different date.
- b. The **Washington West Board** shall give a written decision to the educator, explaining the rationale for its decision within one week of the reconsideration meeting, unless the educator and the Board agree in writing to a different date. The written notice shall be signed and dated by the Board Chair.
- c. If the **Washington West Board** and the educator continue to disagree on a Board decision regarding an educator's IPDP, professional development activities, and/or relicensure portfolio, the Board's decision shall be considered final.

B. Appeal Process following Recommendation for Denial of License Renewal

If the **Washington West LSB** recommends that an educator's application for license renewal be denied, the educator may appeal the LSB recommendation. The appeal process is as follows:

1. Notice

When a local or regional standards board has made a final recommendation that denial of an educator's relicensure or renewal of endorsement is warranted on the basis of the failure to meet the requirements of, or develop, an Individual Professional Development Plan (IPDP) approved by the local or regional board, the failure to achieve sufficient professional development credits approved by the local or regional board, or the failure to meet each of the standards set forth in the *Five Standards for Vermont Educators: A Vision for Schooling*, or the failure to meet the requirements of, or develop, a professional portfolio, or the failure to fulfill other requirements set forth in the approved Plan of Operation for receiving a recommendation for license and/or endorsement renewal, the local or regional board shall send written notice of its decision and specific reasons for the decision to the educator within 10 days of the decisions and send a copy of said notice to the Licensing Office of the Vermont Department of Education.

2. Process for Appeal

An educator may appeal a recommendation by a local or regional standards board to deny an application for renewal or reinstatement of a license by sending an application for renewal to the Licensing Office at the Department of Education within thirty (30) days of the final notification of denial by a local or regional standards board. The educator shall attach the written notice of the LSB recommendation for denial with the application. The application will provide an opportunity for the educator to demonstrate why he or she believes that the LSB should have recommended renewal of the educator's license.

3. Licensing Office Procedures

Upon receipt of an appeal of a recommendation by an LSB to deny an application for renewal, the Licensing Office will review the information to determine whether there are

reasonable grounds to accept the recommendation for denial. The Licensing Office must then either renew the educator license or accept the recommendation of the LSB for denial and shall notify the applicant in writing.

4. Appeal of Licensing Office Decision

When the Licensing office denies renewal based upon the recommendation of an LSB, an applicant aggrieved by the decision may appeal to the Commission of Education within 30 days following the procedures set forth in 16 V.S.A. § 1696(f). (See Appendix A, Chapter 51 of Title 16)

5. Educator Status During Appeal

When a denial of renewal is under appeal, the educator may continue to be employed as licensed until a decision is rendered or right of appeal is waived.

APPENDICES

- A Agreement of Support
- B Forms
- C Educator's Responsibilities
- D Five Standards for Vermont Educators website link
- E Principles Behind Vermont's License Renewal Process
- F Website Resources
- G Endorsement codes
 - Endorsements requiring additional certifications
 - National Board of Certified Teachers
 - Portfolio Endorsement equivalents

APPENDIX A

Agreement of Support between Washington West Supervisory Union and the Washington West Local Standards Board

The following supports will be provided to the Washington West Local Standards Board by the Washington West Supervisory Union during the 2007-2008 school year and each subsequent school year for which the current local standard's plan is in effect.

The Supervisory Union shall:

- Provide an up dated list of educators employed in the district or supervisory union, including level(s), endorsements(s), expiration date(s), and endorsement(s) under which the educator is working with in the district on a yearly basis.
- Provide yearly copies of school /district initiatives and action plans to the LSB to use as reference tools.
- Provide time for LSB presentations at staff development(in-service) meetings.
- Provide a central place for the LSB to meet.
- Provide time/space for workshops given by LSB members for IPDP and portfolio development.
- Provide oversight of grant monies awarded to the LSB by the DOE.
- Provide filing space at central office for LSB to store records.
- Provide use of inter-school mail for LSB purposes.
- Provide district/supervisory union clerical /secretarial support to the LSB.
- Provide access to electronic communication via e-mail and district website page to LSB.
- Provide for use of copy machines by LSB at school and district level.
- Provide copying /printing of LSB documents at school and district level.
- Provide postage/telephone at school and district level.
- Provide LSB members time at individual school faculty meetings to discuss relicensing procedures.
- Provide moral support and recognition of work by LSB members.

The Supervisory Union may if able:

- Provide LSB members release time and substitute coverage during the school day when requested to attend LSB meetings.
- Provide stipends for LSB members.
- Provide reimbursement of licensing fee(s) for LSB members who have at least four years of concurrent service.
- Provide any other service that becomes necessary for the LSB to function.

Date: _____

_____ Superintendent of Washington West Supervisory Union

_____ LSB Chair _____ LSB Co-Chair

APPENDIX B

In this section the educator will find all the necessary forms to facilitate the relicensure process.

Forms include:

- * Level I to Level I relicensure cover sheet
- * Level I to Level II relicensure cover sheet
- * Level II to Level II Relicensure at-a-glance cover sheet
- * Level I Learning Activity cover sheet
- * Level II Professional Development cover sheet for prior and final approvals
- * Portfolio Professional Development overview
- * Individual Professional Development Plan cover sheet
- * Individual Professional Development Plan amendment form
- * LSB to educator Return for Adjustment form
- * Request for Transfer of LSB Files form

LEVEL I TO LEVEL I

COVER SHEET

This must be submitted to the LSB prior to March 1 of the year your Level I license expires.

Educator Name _____

School _____

Endorsement(s) _____

____ Submit the completed State Department of Education License
Renewal Form to the LSB/RSB Chair for approval according to
the timelines in the Plan of Operation.

____ Submit a copy of other credential(s) if required; e.g. valid
Vermont RN license, valid Driver's license. (Vermont Licensing
Regulation 5432A.d

____ Attach approved Level I Learning Form(s) showing documentation of three
relicensure credits

Mail the approved license renewal form, appropriate fee(s), and other required state forms to the
Licensing Office for processing. Provide a copy of your new license to the LSB and
Superintendent's Office.

Date Submitted: _____ LSB Members _____

Date Approved: _____

LSB Chair Signature: _____

(blue)

LEVEL I TO LEVEL II

COVER SHEET

This must be submitted to the LSB prior to March 1 of the year your Level I license expires.

Educator Name _____

School _____

Endorsement(s) _____

____ Have the principal or supervisor document 3 years of successful practice under the endorsement.

____ Submit the completed State Department of Education License Renewal Form to the LSB/RSB Chair for approval according to the timelines in the Plan of Operation.

____ Submit a copy of other credential(s) if required; e.g. valid Vermont RN License, valid Vermont Driver's License, etc.

____ For Trades and Industry educators, if applicable, submit form verifying satisfactory completion of the Technical Development Plan.

____ Develop and submit a new IPDP for the next Level II renewal cycle (IPDP Form). **New IPDPs must be approved before the Board makes a recommendation for license renewal.**

Mail the approved license renewal form, appropriate fee(s), and other required state forms to the Licensing Office for processing. Provide a copy of your new license to the LSB and Superintendent's Office.

Date Submitted: _____ LSB Members _____

Date Approved: _____

LSB Chair Signature: _____

(pink)

**LEVEL II TO LEVEL II
RELICENSURE "AT-A-GLANCE" CHECK LIST FORM**

Date Submitted _____

Date(s) Resubmitted _____

NAME _____ SCHOOL _____

ENDORSEMENT NUMBERS _____ EXPIRATION DATE _____

All forms must be given to your building representative by **March 1** of the year your license expires. Both the checklist and cover sheet need to be on **GREEN** paper.

RELICENSURE PORTFOLIO, WHICH INCLUDES:

- | Submitter | LSB (Submitter, please check each item you included. LSB rep., please check if component is included) |
|-----------|---|
| _____ | _____ Personal information - name, school, teaching or administrative context, year |
| _____ | _____ Table of contents |
| _____ | _____ A completed GREEN IPDP cover sheet |
| _____ | _____ A completed license renewal form to send to Licensing Office of the VSBPE |
| _____ | _____ Overall Reflection - Example: How have your goals, philosophy, etc. changed or remained constant in seven years. Where has your focus been? Will it be changing? Are different teaching skills required? |
| _____ | _____ copy of current license and, if applicable, copies of any valid licenses or credential required by the endorsement |
| _____ | _____ Old IPDP and amendments |

Old Plan -Yellow Signed Final Approval Professional Development Activity

Forms with narrative and documentation present. To be complete, you need:

- | | |
|-------|--|
| _____ | _____ At least nine credits signed off by LSB chair |
| _____ | _____ At least <i>three</i> of the nine credits in EACH active endorsement area (some credits may overlap) |
| _____ | _____ Learning Component Completed (3 Credits of Learning for each endorsement area) |
| _____ | _____ Professional knowledge Component Completed (2 "checks" of Professional Knowledge) |
| _____ | _____ Collegueship Component Completed (1 "check" of collegueship) |
| _____ | _____ Advocacy Component Completed (There needs to be 2 artifacts for advocacy but they don't need to be from activity forms, but they can be). |
| _____ | _____ Accountability Component Completed (all activity forms) |

New IPDP following the S.M.A.R.T. format (Goals also applied to principles of five individual standards)

- | | |
|-------|---|
| _____ | _____ Learning – Principle 1 Addressed |
| _____ | _____ Professional knowledge - Principles _____ Addressed (which ones?) |
| _____ | _____ Collegueship – Principle 11 addressed |
| _____ | _____ Advocacy- Principle 12 addressed |
| _____ | _____ Accountability- Principles _____ Addressed (which ones?) |
| _____ | _____ One goal aligned with district initiative or a goal from school's Action Plan |

_____ An endorsement competency is addressed (Knowledge or performance standard)

Date Approved _____ **LSB members** _____ **LSB Chair** _____

(green)

LEVEL I

LEARNING ACTIVITY APPROVAL FORM

Attached must be a reflection of how you met each of the standards in which you are requesting approval. This needs to be submitted within two years of completing or receiving a grade for the activity. This activity must address your endorsement learning competencies. (*Vermont Licensing Regulations 5431.4, 5, 6*)

NAME _____ SCHOOL _____

POSITION _____ ENDORSEMENT(S) _____

EXPIRATION _____ (to which this activity applies)

Name of activity: _____

Dates of activity: _____ Number of credits requested: _____

(Minimum credits requested is .5 credits = 7.5 hours ; 1 credit = 15 hours)

- | | |
|--|---|
| 1. _____ Academic Course | 2. _____ Workshop/Training/Conference/Seminar |
| 3. _____ Designing/developing/ presenting/teaching courses, workshops, conferences | 4. _____ Applied experience in content area |
| 5. _____ Local school/district activities or projects | 6. _____ State education activities |
| 7. _____ Institutions of higher education reform - Partnerships with K-12 schools | 8. _____ Educational research and publication |
| 9. _____ NBPTS certification program | 10. _____ Industry credentials (e.g. EMT or CDL add-ons) |
| 11. _____ Peace Corps experience | 12. _____ Mentor to a new teacher |
| 13. _____ Clinical CEUs for other required professional licenses | 14. _____ School-business/industry/community partnerships |
| 15. _____ Other: _____ | |

FOR PRIOR APPROVAL

For prior approval (only needed for nontraditional credit) give information about your proposal (expected learning, how it applies to your goals, and method of documentation).

Date Submitted: _____ Date Returned _____ Date(s) Resubmitted _____

_____ LSB Members	_____ LSB Chair	_____ # Credits	_____ Date
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FOR FINAL APPROVAL

For final approval: First, you must write a reflection about the activity to address each standard that is to be approved. Second, it must address how this activity improved your practice and/or student learning. Third, you must have proof of completion (grade, certificate of attendance).

_____ Learning	_____ Professional knowledge	_____ Accountability
_____ Advocacy	_____ Collegueship	

Submitter _____	LSB _____
_____	_____ Documentation present (certificate or grade)
_____	_____ Dates coincide with your current licensing cycle
_____	_____ Course relates to endorsement
_____	_____ Course fits learning criteria
_____	_____ Reflection on learning
_____	_____ Other (please specify) _____

Date Submitted: _____ Date Returned _____ Date(s) Resubmitted _____

_____ LSB Members	_____ LSB Chair	_____ # Credits	_____ Date
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(green)

LEVEL II

PROFESSIONAL DEVELOPMENT ACTIVITY APPROVAL FORM

Attached must be a reflection of how you met the standards that you checked below for which you are requesting approval. This needs to be submitted within one year of completing or receiving a grade for the activity. **Be sure your learning matches your IPDP goals in your seven-year plan. Include those goal(s) in your reflection.**

NAME _____ SCHOOL _____

POSITION _____ ENDORSEMENT(S) _____

EXPIRATION _____ (to which this activity applies)

Name of activity: _____

Dates of activity: _____ Number of credits requested: _____

(Minimum credits requested is .5 credits = 7.5 hours ; 1 credit = 15 hours)

- | | |
|--|---|
| 1. _____ Academic Course | 2. _____ Workshop/Training/Conference/Seminar |
| 3. _____ Designing/developing/ presenting/teaching courses, workshops, conferences | 4. _____ Applied experience in content area |
| 5. _____ Local school/district activities or projects | 6. _____ State education activities |
| 7. _____ Institutions of higher education reform - Partnerships with K-12 schools | 8. _____ Educational research and publication |
| 9. _____ NBPTS certification program | 10. _____ Industry credentials (e.g. EMT or CDL add-ons) |
| 11. _____ Peace Corps experience | 12. _____ Mentor to a new teacher |
| 13. _____ Clinical CEUs for other required professional licenses | 14. _____ School-business/industry/community partnerships |
| 15. _____ Other: _____ | |

FOR PRIOR APPROVAL

For prior approval (only needed for nontraditional credit) give information about your proposal (expected learning, how it applies to your goals, and method of documentation).

Date Submitted: _____ Date Returned _____ Date(s) Resubmitted _____

LSB Members	LSB Chair	# Credits	Date

FOR FINAL APPROVAL

For final approval: First, you must write a reflection about the activity to address each standard that is to be approved. Second, it must address how this activity improved your practice and/or student learning. Third, you must have proof of completion (grade, certificate of attendance). Fourth, state how it meets your IPDP 7-year goals.

- | | | | |
|----------------|------------------------------|----------------------|--|
| _____ Learning | _____ Professional knowledge | _____ Accountability | |
| _____ Advocacy | _____ Collegueship | | |
- Submitter _____ LSB _____
- _____ Documentation present (certificate or grade)
- _____ Dates coincide with your IPDP plan
- _____ Course relates to endorsement
- _____ Course fits IPDP goals
- _____ Checked standards have write-ups
- _____ Other (please specify) _____

Date Submitted: _____ Date Returned _____ Date(s) Resubmitted _____

LSB Members	LSB Chair	# Credits	Date
-------------	-----------	-----------	------

(yellow)

**LEVEL II TO LEVEL II
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN COVER SHEET**

NAME _____ SCHOOL _____

TEACHING POSITION _____ DATE SUBMITTED _____

ENDORSEMENTS	LEVEL OF LICENSE	EXPIRATION DATE
--------------	------------------	-----------------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

DATE RECEIVED _____

ACTION OF LOCAL STANDARDS BOARD

RETURNED FOR ADJUSTMENTS _____ LSB MEMBERS _____

REASONS FOR RETURN:

DATE RESUBMITTED _____ DATE APPROVED _____ LSB MEMBERS _____

LSB CHAIR _____

DATE _____

(green)

**LEVEL II
AMENDMENT TO IPDP PROPOSAL FORM**

This form must accompany any IPDP amendment request.

NAME _____ SCHOOL _____

DATE SUBMITTED _____ TEACHING POSITION _____

ENDORSEMENT _____ EXPIRATION DATE _____

REASON(S) FOR AMENDMENT _____

GOAL(S) TO BE AMENDED

PROPOSED AMENDMENT (This may be on an attached sheet of paper or written below)

LSB ACTION:
DATE _____ RETURNED FOR ADJUSTMENT _____ LSB MEMBERS _____

DATE RESUBMITTED _____ APPROVED _____ LSB MEMBERS _____

LSB CHAIR _____ DATE _____

RETURN FOR ADJUSTMENT FORM

TO THE APPLICANT: Please make the necessary adjustments to your documentation, record the adjustments in the space provided, and **re-submit with this form attached, within 8 weeks.** Your building representative can help you with any questions. Please note a copy of this form needs to be filed with final approval form.

NAME: _____ LSB MEMBERS: _____

DATE: _____

TYPE OF MATERIAL:

PRIOR APPROVAL _____ name of activity _____

FINAL APPROVAL _____ name of activity _____

ADVOCACY _____ name of activity _____

IPDP _____

PORTFOLIO _____

REASON(S) FOR RETURN: _____

ADJUSTMENTS MADE by the educator
(THIS MUST BE FILLED OUT TO BE APPROVED):

Request for Transfer of a Personal File

(Please present request to the LSB or to WWSU Central Office)

Name: _____

School of Current Employment: _____

I request that my relicensure file from the WWSU Local Standards Board be returned to me. I understand that the most efficient method of retrieval is to arrange to pick up my file at the Washington West Supervisory Union office. If this is not possible, I may request that it be mailed to me at this address:

Name: _____

Address: _____

—

Signature _____

Date _____

APPENDIX C

Educator Responsibilities :*It is the responsibility of the individual to obtain a license, an endorsement(s), any other license or credential required by these rules or by the applicable endorsement, to attend to all renewal requirements, and to seek renewal in a timely manner. (Vermont Licensing Regulation 5220.6)*

Other responsibilities of licensed educators include:

- to know when their educator licenses expire;
- to maintain their own re-licensure records;
- to understand and annually review the knowledge and performance standards of their endorsements and the goals of their IPDP;
- to adhere to the re-licensing procedures presented in the LSB Plans of Operation;
- to have an approved IPDP on file at the appropriate time;
- to amend or revise the IPDP when needed in order to meet new goals
- to receive approval for re-licensure credit for professional development activities;
- to maintain, and submit to their LSB for approval, a re-licensure portfolio based upon requirements set forth in Vermont Licensing Regulation 5432.D

Transfers - *Educators transferring from one Vermont supervisory union/district, or other educational entity with a local standards board, to another shall be responsible for transferring their IPDPs and corresponding professional development records to the new local or regional standards board within six months of employment. (Vermont Licensing Regulation 5626.1). Educators re-entering the profession shall file an approved IPDP with the appropriate local or regional standards board within six months of employment. (Vermont Licensing Regulation 5626.3) Educators transferring from out-of-state shall develop and file an approved IPDP with the appropriate local or regional standards board within six months of employment. (Vermont Licensing Regulation 5626.2)*

Reciprocity - *Approved Individual Professional Development Plans and corresponding approved professional development activities have reciprocity with local and regional standards boards throughout the state and with the VSBPE when the educator is not under the jurisdiction of a local or regional standards board. (Vermont Licensing Regulation 5625)* **Amendment of IPDP** – An amendment or revision to the IPDP may be presented to the LSB for approval, when new wording or a new goal is determined to be more relevant. The amendment or revision procedures described in the Plan of Operation of Washington West Local Standards Board shall be followed. An IPDP may not be amended or revised less than six months prior to license renewal.

Amendment of IPDP – An amendment or revision to the IPDP may be presented to the LSB for approval, when new wording or a new goal is determined to be more relevant. The amendment or revision procedures described in the Plan of Operation of Washington West Local Standards Board shall be followed. An IPDP may not be amended or revised less than six months prior to license renewal.

APPENDIX D

Five Standards for Vermont Educators: A Vision for Schooling

This is a link to the standards: The link is to a pdf file and cannot be copied and pasted.

http://www.state.vt.us/educ/new/pdfdoc/pgm_prostandards/vsbpe/five_standards_03.pdf

APPENDIX E

WHY ? Principles Behind Vermont's License Renewal Process

While all licensing is of necessity a regulatory function, we believe the desired result of educator re-licensing is also self-directed, transformational, continuous improvement on the part of each educator. This result can only happen through the promotion of a process requiring continuous self-assessment, reflection, and professional growth in relation to standards for what educators and their students should know and be able to do. In Vermont, the self-assessment, reflection and professional growth of the Level II re-licensing process must be documented through a portfolio. While some have looked at the portfolio as just a product, or a collection of artifacts from professional development activities, we see great potential for meaningful professional development in the *process* of portfolio creation. What we know about adult learning tells us that this may be one of the most useful ways for us to not only transition to new ideas, but also to undergo transformations in our personal and professional lives.

The Vermont Re-licensing Process: A Reflection of Ongoing Professional Growth: A Handbook for Educators pp. 4 and 5

Basic Principles

Vermont's re-licensing process requires the development of a portfolio that documents the educator's continuous professional growth through self-assessment, reflection, and professional development. This handbook will support you as you design your unique re-licensure IPDP and portfolio based upon classroom data, *The Five Standards for Vermont Educators*, your endorsement competencies, and your school's action plan.

The portfolio is far more than documentation of professional development activities. More importantly, it is a *reflective process of ongoing professional growth*. The portfolio process also informs future efforts toward continuous improvement. Therefore, we begin with the following principles, which are based on current literature and best practice.

- **Student learning is linked to educator quality.**
- **Educator quality is linked to quality professional development.**
- **Quality professional development is standards-based, focuses on improving the learning of all students, and often occurs within the context of the school (jobembedded).**
- **Professional development that improves teaching and learning is self-directed and includes targeted learning and reflective practice.**
- **In Vermont, reflective practice and targeted professional learning are documented through a portfolio process.**
- **The portfolio process enhances the educator's efforts to improve student learning.**

The Vermont Re-licensing Process: A Reflection of Ongoing Professional Growth: A

Handbook for Educators p. 6

The Vermont IPDP and portfolio processes have been structured to promote conditions that promote self-directed adult learning as defined in a compilation of research *Achieving Your Vision of Professional Development: How to Assess Your Needs and Get What You Want* (Collins, 2000)

1. Developing IPDP goals requires examination of one's practice and student learning to identify specific areas of practice in need of improvement.
2. The educator selects the content of professional development based upon IPDP goals. The license renewal process encourages the educator to develop learning experiences that will most effectively meet the goals rather than relying on adapting goals to fit whatever workshops or courses may be easily accessible. This could include many job embedded experiences including action research, modeling, peer observations, study groups, curriculum development or school improvement projects.
3. The IPDP promotes involvement with colleagues in solving problems that represent collective concerns by requiring that some of the educator's goals must align with school improvement initiatives.
4. Renewing a license requires that an educator demonstrate new learning and growth in each of the Five Standards for Vermont Educators to meet challenging and complex tasks.
5. The foundation of the portfolio is the reflective process that provides the educator an opportunity to examine how new learning can enhance practice and student learning.
6. The Collegueship Standard of the Five Standards for Vermont Educators encourages educators to work together on school-wide initiatives and to collaborate in planning, developing and implementing curriculum and instruction including giving and receiving critical feedback. Coaching, study teams and peer observation should be an important part of the educator's learning and license renewal experience.

The portfolio process links an educator's professional development to prior and current experiences and emphasizes reflection on transitions and transformations in professional practice. The portfolio's strong connection with how adults learn makes it a good process for documenting and encouraging that learning.

Historical Perspective of Vermont Re-Licensing

With the creation of the Vermont Standards Board for Professional Educators (VSBPE) in 1991, Vermont initiated a unique process for the licensing of educators. Prior to this time, the superintendent of school for each local district made re-licensing decisions. The VSBPE is a twenty-three-member, teacher majority board, appointed by the Vermont State Board of Education. As integral parts of this system, Local Standards Boards (LSB), representing nonadministrative educators in each of the state's school supervisory units, and Regional Standards Boards (RSB), representing administrators in the five geographic regions were formed. These boards oversee the approval of individual professional development plans and portfolios, leading to the re-licensing of experienced educators in their jurisdictions.

During the years since the inception of this process, educators have enlarged the vision of what constitutes effective professional development. A combination of factors, including the knowledge explosion of the information age, the expectation of continuous improvement, the increasing necessity of collaboration, and the need to respond to society's needs by "creating what has never existed before," has had an obvious effect on educator professional development. We now know that improved student learning requires that all members of the system continuously grow and develop. Effective staff development is now necessarily dynamic, jobembedded and ongoing. It requires acquisition of new skills and knowledge, applications to new situations, and constant reflection, analysis and adjusting. Quality courses and workshops still have an important place in the professional development continuum. In addition, the need for focused, specific, job-embedded opportunities for educator growth requires that we examine other delivery models as well.

During the early 1990's, at the same time Vermont's re-licensing system was being developed, little was written about the use of teacher portfolios for professional development. Student portfolios were, however, slowly becoming accepted as an authentic assessment alternative for reading and writing in elementary schools, and for writing across the curriculum in secondary schools.

Teacher educators at colleges and universities initiated the idea of using portfolios for reflective self-assessment for their students. Teacher portfolios were initially conceived to address the development of undergraduate and graduate students working toward professional licensing as classroom teachers.

In 1994, the National Board of Professional Teaching Standards began to examine "What Teachers Should Know and be Able to Do" They suggested the use of portfolios as a methodology for gathering evidence of what accomplished teachers know and are able to do.

The ability to teach well began to be seen more as a journey than destination. The portfolio gradually evolved from being a folder of collected documentation to a reflective professional development tool. It is now considered a *process* of continuous improvement rather than as a product.

In Vermont, regulations, policy and best practice have lead to the requirement of focused professional development. This professional development must support local school improvement efforts, impact student learning, and reflect Vermont School Quality Standards, The Vermont Standards and Learning Opportunities, and The Five Standards for Professional Educators. It must be documented through an individual educator portfolio.

Vermont's re-licensing process focuses on the professional development of educators. Now, more than ever before, we must align re-licensing with effective professional development.

The important work of the Local and Regional Standards Boards has given us much information which, if intentionally aligned with current state, regional and local professional development initiatives, will make even more powerful differences in the quality of our educational system.

APPENDIX F

The following Department of Education websites are resources for the re-licensing process (as of September, 2005):

LICENSING REGULATIONS AND ENDORSEMENTS:

http://www.state.vt.us/educ/new/html/licensing/regulations_endorsements.html#endorsements

The Vermont Re-Licensing Process.....A Handbook for Educators

http://www.state.vt.us/educ/new/pdfdoc/prodev/educators_handbook_04.pdf

Five Standards for Vermont Educators: A Vision for Schooling

http://www.state.vt.us/educ/new/pdfdoc/pgm_prostandards/vsbpe/five_standards_03.pdf

PROFESSIONAL DEVELOPMENT:

Department of Education

<http://www.state.vt.us/educ/new/html/mainprodev.html>

Vermont Institutes

<http://www.vermontinstitutes.org/>

APPENDIX G

VERMONT APPROVED EDUCATOR ENDORSEMENT CODES

Each license must have one or more endorsements. An endorsement specifies the instructional level and the endorsement content area in which the license holder is authorized to perform educational services. The first digit in an endorsement code denotes the grade or age range the educator may serve, and the latter two digits denote the content area. (Example: 2-05 = Grade 7-12 English)

Instructional Levels

Some instructional levels are restricted to specific endorsements. Please refer to the endorsement competencies and endorsement authorization statement (located under the endorsement name) for the instructional levels available for the endorsement. **Note: Not all instructional levels can be assigned to all endorsement.**

<u>Code</u>	<u>Range</u>	<u>Restrictions</u>
0	Birth through Grade 3	Early Childhood Education only
1	Grades K-6	Elementary Education only
2	Grades 7-12	No restriction
3	Grades PreK-12	No restriction
4	Grades 5-9	Middle Grades only
5	Birth through age 6	Early Childhood Special Educator and Early Childhood Education only
6	Age 3 through age 21	Educational Speech Language Pathologist, Director of Special Education, Teacher of the Blind and Visually Impaired, Teacher of the Deaf and Hard of Hearing, and Intensive Special Education Teacher only
7	Grades PreK through 6	Art, Modern and Classical Languages, Physical Education, Music, Health Education and English as a Second Language only
8	Grades K-8	Special Educator and Consulting Teacher only
9	Grades 5-12	Family and Consumer Science, Design and Technology Education and Business Education only
10	Grade 7 through age 21	Special Educator and Consulting Teacher only
11	Grade 9 through 12	Junior ROTC Instructor, Career and Technical Education, Driver and Traffic Safety Education, Cooperative Career and Technical Education Coordinator and Career and Technical Education School Counseling Coordinator only
12	Grades K through age 21	Special Educator and Consulting Teacher only
13	Grades 8 through age 21	Career and Technical Education Special Needs Coordinator only
14	Grades K -3	Early Childhood Education only

Endorsements with Additional Requirements

Endorsement Title Additional Requirements Section

Art 5440-02:	<p>A major in art, or the equivalent in undergraduate and/or graduate coursework.</p> <p>A minimum of a practicum, or the equivalent, in art education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in art education at both the PK-6 and 7-12 instructional levels.</p>
Early Childhood Education 5440-36:	<p>A minimum of a practicum, or the equivalent, in early childhood education at both the birth-to-5 and 5-8 age levels</p>
Elementary Education	<p>A minimum of a practicum, or the equivalent, in elementary education at both the 5440-00 primary (K-3) and upper elementary (4-6) instructional levels</p>
English 5440-05	<p>A major in English or Comparative Literature, or the equivalent in undergraduate and/or graduate coursework. A minimum of a practicum, or the equivalent, at the middle/secondary level (7- 12) in any of the core content areas.</p>
English as a Second	<p>A minimum of a practicum, or the equivalent, in English as a Second Language Language 5440-40 at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in English as a Second Language at both the PK-6 and 7-12 instructional levels.</p>
Health Education	<p>A minimum of a practicum, or the equivalent, in health education at the 5440-31 elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in health education at both the PK-6 and 7-12 instructional levels.</p>
Library Media	<p>A minimum of 18 graduate credits in library and information science, which Specialist 5440-6 includes a practicum, or the equivalent, in school library media services and instruction.</p>
Mathematics 5440-11	<p>A major in mathematics, or the equivalent in undergraduate and/or graduate coursework in mathematics. A minimum of a practicum, or the equivalent, at the middle/secondary level (7- 12) in any of the core content areas.</p>
Middle Grades 5440-19	<p>A minor in English or Comparative Literature, or the equivalent in undergraduate and/or graduate coursework. A minor in mathematics, or the equivalent in undergraduate and/or graduate coursework.</p>
Middle Grades 5440-19	<p>A minor in history, political science, economics, geography, or a combination thereof, or the equivalent in undergraduate and/or graduate coursework. A minor in biology, chemistry, physics, or earth/environmental/atmospheric sciences, or a combination thereof, or the</p>

equivalent in undergraduate and/or graduate coursework. A minimum of a practicum, or the equivalent, at the middle grades level (5-9) in any of the core content areas.

Modern and Classical A major in a modern or classical language, or the equivalent in undergraduate Languages 5440-06 and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.) A minimum of a practicum, or the equivalent, in modern and classical languages at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in modern and classical languages at both the PK-6 and 7-12 instructional levels

Music 5440-12 A major in music, or the equivalent in undergraduate and/or graduate coursework. A minimum of a practicum, or the equivalent, in music education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in music education at both the PK-6 and 7-12 instructional levels.

Physical Education A minimum of a practicum, or the equivalent, in physical education at the 5440-08 elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in physical education at both the PK-6 and 7-12 instructional levels.

Reading/English Language Arts Specialist 5440-76
A minimum of 18 credits in reading/English language arts. A minimum of a practicum, or the equivalent, in reading instruction and assessment.

School Counselor 5440-64
Master's degree with a concentration in school counseling, or the equivalent. A supervised internship experience (600 clock hours) in school counseling in a school setting with a minimum of 60 hours of experience at both the elementary/middle (PK-6) and middle/secondary (7-12) levels, under the supervision of a licensed school counselor.

School Nurse 5440-65
Baccalaureate or master's degree from a nursing program accredited by the National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE). A valid license as a Registered Nurse (RN) in the state of Vermont. Current certificates in cardiopulmonary resuscitation (CPR) and first aid. Four years of clinical nursing experience beyond nursing education. Completion of an educational orientation program provided through the Department of Education and based on the requirements for delivery of health services as defined in the Vermont *School Quality Standards* and the Vermont manual titled *Standards of Practice: School Health Services*.

Associate School Nurse 5440-65A
Associate's Degree/Diploma from a nursing program accredited by the National

League for Nursing (NLN). A valid license as a Registered Nurse (RN) in the state of Vermont. Current certificates in cardiopulmonary resuscitation (CPR) and first aid. Four years of clinical nursing experience that must include community health and pediatric nursing. Completion of an approved educational orientation program provided through the Department of Education and based on the requirements for delivery of health services as defined in the Vermont *School Quality Standards* and the Vermont manual titled *Standards of Practice; School Health Services*

School Psychologist 5440-66

A National Association of School Psychologists (NASP) Specialist Level or Doctoral degree or an American Psychological Association accredited Doctoral degree in School Psychology, or the equivalent. For the purpose of equivalency, a minimum of 60 graduate semester hours (Specialist Level) or a minimum of 90 graduate semester hours (Doctoral Level) in the knowledge and performance domains of School Psychology is required. Individuals who have completed a minimum of 60 graduate semester hours in clinical, counseling, or industrial/organizational psychology shall follow the American Psychological Association guidelines for re-specialization in obtaining the multiple knowledge and performance domain competencies for the practice of school psychology. Fulfillment of these competencies shall be demonstrated by achieving a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS). A NASP approved internship, APA accredited internship, or an internship with at least 600 clock hours in a school setting, or other appropriate educational setting with students, under the supervision of a licensed or certified School Psychologist who has a minimum of three years of post-degree experience. An applicant who is a Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all of the Knowledge and Performance Standards and all Additional Requirements for licensure as a School Psychologist in Vermont.

Science 5440-13

A major in biology, chemistry, physics, or earth/environmental/atmospheric sciences, or the equivalent in undergraduate and/or graduate coursework. A minimum of a practicum, or the equivalent, at the middle/secondary level (7- 12) in any of the core content areas.

Social Studies 5440-15

A major in history, political science, economics, or geography, or the equivalent in undergraduate and/or graduate coursework