

Rules Governing the Licensing of Educators and the Preparation of Educational Professionals

Rule Series 5100

LICENSING RULES

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Acronym Guide

Acronym	Stands for
ASHA	American Speech Language Hearing Association
CAEP	Counsel for the Accreditation of Educator Preparation
CTE	Career Technical Education
EPP or TPP	Educator Preparation Program or Teacher Preparation Program
ETS	Education Testing Services
IEP	Individual Education Plan
INTASC	Interstate Teacher Assessment and Support Consortium
K	Kindergarten
L/RSBs	Local/Regional Standards Boards
LSB	Local Standards Board
ML	Multilingual Learner
NASDTEC	National Association of State Directors of Teacher Education and Certification
NASP	National Association for School Psychologists
NCSP	Nationally Certified School Psychologists
NLN	National League for Nursing
PK	Pre-Kindergarten
PSEL	Professional Standards for Educational Leaders
RN	Registered Nurse
ROPA	Results Oriented Program Approval
ROTC	Reserve Officers' Training Corps
RSB	Regional Standards Board
SD	School District
SLP	Speech Language Pathologist
SU	Supervisory Union
V.S.A.	Vermont Statutes Annotated
VSBPE	Vermont Standards for Board Professional Educators

LICENSING RULES

5100 STATUTORY AUTHORITY

16 V.S.A. § 1691a; 16 V.S.A. § 1692; 16 V.S.A. § 1694; 16 V.S.A. § 1695; 16 V.S.A. § 1697.

5150 Definition of Terms

For the purpose of these Licensing Rules, unless the context otherwise clearly requires, the following definitions apply:

“Add-on” refers to an endorsement that may only be acquired as an additional endorsement to an existing Level I or II Professional Educator License and cannot be considered an endorsement on its own. Add-on endorsements take on the degree requirements of the existing endorsement. For example, an add-on to a Career Technical Education license would be considered a Career Technical Education endorsement.

“Administrator” means an individual licensed under 16 V.S.A. Chapter 51, the majority of whose time in a public school, school district, or supervisory union is assigned to developing and managing school curriculum, evaluating and disciplining personnel, or supervising and managing a public-school system or public-school program.

“Administrative Experience” refers to the number of years where the majority of time is spent as a professionally licensed administrator developing and managing school curriculum, evaluating and disciplining personnel, or supervising and managing a public-school system or public-school program under an endorsement for which demonstration of competency with the Vermont Core Leadership Standards is requisite.

Endorsement ~~areas~~ Areas for educators ~~Educators whose~~ Whose employment ~~Employment is considered~~ Considered administrative ~~Administrative experience~~ Experience

Endorsement Code	Endorsement
20	Assistant Director of Adult Education
92	Career Technical Center Director
N/A	Assistant Career Technical Center Director (must hold endorsement 92)
93	Director of Curriculum
86	Director of Special Education
91	Principal
N/A	Assistant Principal (must hold endorsement 91)
90	Superintendent
N/A	Assistant Superintendent (must hold endorsement 90)

“Applicant” means an individual applying for a license or endorsement.

“Apprenticeship License” is a four (4) year conditional license. See Rule 5340.

“Approved Educator Preparation Program(s)” means an institution of higher education or other educational organization that meets established standards for licensure according to these rules and is approved to recommend candidates for Educator licensure by the Vermont Standards Board for Professional Educators.

“Associate’s Degree” means a credential from an institute of higher education reflecting a minimum of forty-eight (48) college credit hours from a regionally accredited or state-approved institution.

“Bachelor’s Degree” means an academic undergraduate degree conferred by a college or university upon those who complete the curriculum. Also called baccalaureate.

“Conditional License” means a license under which an applicant needs to meet additional requirements to be eligible for a professional license. A conditional license includes Provisional, Apprenticeship, and Emergency Licenses.

“Cooperating Educator” means an Educator assigned to a student teacher or intern by a local school in order to fulfill the requirements of Section 5924 of these rules.

“Core Content Areas” means English, math, science, and social studies.

“Core Teaching Standards for Vermont Educators” means what all Educators should know and be able to do as defined in the document titled *A Vision for Teaching, Leading, and Learning: Core Teaching and Leadership Standards for Vermont Educators*, developed, and periodically updated by the Vermont Standards Board for Professional Educators.

“Core Leadership Standards for Vermont Educators” means what all administrators should know and be able to do as defined in the document titled *A Vision for Teaching, Leading, and Learning: Core Teaching and Leadership Standards for Vermont Educators*, developed, and periodically updated by the Vermont Standards Board for Professional Educators.

“Educational Entities” means Vermont public schools and Technical Centers and Approved Independent Schools.

“Educator” means any teacher, administrator, or professional support staff requiring a license under 16 V.S.A. Chapter 51.

“Emergency License” is a one-year non-renewable conditional Educator license. See Rule 5360.

“Endorsement” means the field and instructional level in which an Educator is authorized to serve, pursuant to Rule 5440, as identified by the code numbers printed on the license. A license shall bear one or more endorsements.

“Field” means an administrative or instructional area or area of professional practice.

“Initial Licensure” means the first Vermont professional Educator license and endorsement acquired by an applicant. All subsequent licenses and/or endorsements shall be considered additional.

“Instructional Level” means the grade level(s) or age ranges an Educator is endorsed to teach.

“Internship” means a graduate experience in which one is supervised by both an onsite supervisor and qualified faculty of an institution of higher education.

“Interstate Agreement” means the system whereby a recommendation for licensure from a state-approved Educator preparation program at an accredited college or university, or a professional license, is recognized in another state. The reciprocity is governed by the Interstate Agreement developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). It does not guarantee that a license in one state can simply be ‘traded in’ for a license in another state. Each jurisdiction that is a signatory to the Agreement sets its own requirements under which a license will be issued.

“Jurisdiction Specific Requirements” means additional requirements for licensure pursuant to Vermont Statute or as determined by the Standards Board, pursuant to 16 V.S.A. § 1694 beyond the performance and knowledge standards; including degree requirements, years of experience, professional licensure, or credentials.

“Liberal Arts and Sciences” means those academic courses of instruction intended to provide a general knowledge in the arts, humanities, sciences, and mathematics, as opposed to professional and technical subjects.

“License” means the authority to engage in teaching or school administration, as the context requires, in the state and includes the endorsements the licensee possesses.

“Licensee” means an individual licensed under 16 V.S.A. Chapter 51.

“Licensing Action” means action that suspends, revokes, limits, or conditions licensure or certification in any way and includes warnings, reprimands, probation, and administrative penalties.

“Limitations” means any subject or instructional constraints placed on an endorsement restricting what an Educator is licensed to teach or constraints the Standards Board may apply.

“Local Standards Board (LSB)” means a board whose majority membership shall be licensed teachers and that is established and maintained pursuant to Rule 5620 for the primary purpose of recommending teachers for relicensure pursuant to these rules.

“Major” means an academic course of study leading to a bachelor’s degree by an accredited/approved four-year institution. The equivalent of a major is defined as a compilation of at least thirty (30) credit hours in the specified major field from accredited/approved institution(s), at least nine (9) of which shall be advanced undergraduate courses or higher.

“Master’s degree” means an advanced/graduate academic degree conferred by a regionally accredited or state approved institute of higher education.

“Minor” means an academic course of study earned as part of a bachelor's degree by an accredited/approved four-year institution, or a compilation of at least eighteen (18) credit hours in the specified course of study from accredited/approved institution(s), at least six (6) of which shall be advanced undergraduate courses or higher.

“Office” means the unit within the Vermont Agency of Education responsible for professional standards, Educator licensing, and pre-service approval.

“Online coursework” refers to learning that consists of student-teacher interaction which is conducted over the Internet and through the use of technology to support student learning with some element of student control over time, place, path, and/or pace.

“Practicum” means a minimum of sixty (60) hours of supervised field experience, that need not be consecutive.

“Professional Educator License” means a non-conditional, current license comparable to a Level I or Level II Vermont Educator license and does not include Provisional, Emergency, Teaching Intern, or Apprenticeship licenses or their equivalent in other states.

“Professional Learning Plan” means a plan that sets forth how an Educator with an apprenticeship license with a Career Technical Education endorsement who has not met the requirements of Sections 5230-5235 of these rules intends to meet those requirements.

“Professional Support Staff” means a person, other than a teacher or administrator, who is required to hold an Educator license to be employed in a public school.

“Provider” means an entity with the authority to recommend an Educator for licensure or endorsement.

“Provisional License” is a conditional two-year license. See Rule 5350.

“Regional Standards Board (RSB)” means a board whose majority membership shall be licensed administrators and that is established and maintained, pursuant to Rule 5630,

for the primary purpose of recommending administrators for relicensure pursuant to these rules.

“Relicensure Credit” means a unit of measure assigned by a local or regional standards board, or the Office, to professional learning activities, including academic credit bearing courses, that meet standards for relicensure. Fifteen (15) hours of professional learning is equivalent to one (1) relicensure credit. Relicensure credits and academic credits apply equally toward relicensure requirements. Only academic course credits receiving a grade of “B” or better are accepted.

“School Year” means the year beginning July 1 and ending the next June 30.

“Secretary” means the Vermont Secretary of Education, or an agent designated by the Secretary to carry out a particular duty.

“Standards Board” means the Vermont Standards Board for Professional Educators established under 16 V.S.A. § 1693.

“Student Teaching” means a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience, however named, required for initial licensure, in which the candidate shall gradually assume the full professional roles and responsibilities of an Educator in the initial endorsement area sought.

“Superintendent” means the Superintendent of a Supervisory Union (SU), Supervisory District (SD), or school district pursuant to 16 V.S.A. § 241.

“Teacher” means an individual licensed under 16 V.S.A. Chapter 51, the majority of whose employed time in a public-school district or supervisory union is assigned to furnish to learners direct instructional or other educational services, as defined by rule of the Standards Board, or who is otherwise subject to licensing as determined by the Standards Board.

“Teaching Experience” means the number of years where the majority of time is assigned to furnish to learners direct instructional or other educational services under an endorsement for which demonstration of competency with the Vermont Core Teaching Standards is requisite.

“Transcript Review” means the process of qualifying for an additional endorsement and/or an initial license (only an option in a limited number of endorsement areas) by documentation of qualifications via academic transcripts and any additional requirements.

**Endorsement areas Areas for educators Educators whose Whose
employment Employment is considered Considered teaching Teaching
experience Experience**

Endorsement Code	Endorsement	Endorsement Code	Endorsement
02	Art	19	Middle Grades
03	Business Education	06	Modern and Classical Languages
17	Career Technical Education	40	Multilingual Learner
73	Career Technical Education School Counseling Coordinator	12	Music
87	Career Technical Education Special Needs Coordinator	08	Physical Education
14	Computer Science	78	Reading/English Arts Coordinator
38	Dance	76	Reading/English Language Arts Specialist
10	Design and Technology Education	64	School Counselor
30	Driver and Traffic Safety Education (in-class and in-vehicle instruction)	61	School Librarian
36	Early Childhood Education	66	School Psychologist
80	Early Childhood Special Education	13	Science
42	Educational Technology Specialist	15	Social Studies
84	Educational Speech Language Pathologist	82	Special Educator
00	Elementary Education	85	Special Education Consulting Teacher
05	English	79	Specialized Literacy Professional
09	Family and Consumer Sciences	67	Teacher of the Visually Impaired
31	Health Education	68	Teacher of the Deaf and Hard of Hearing
81	Intensive Special Education Teacher	37	Theatre Arts
72	Math Specialist	19	Middle Grades

Endorsement Code	Endorsement	Endorsement Code	Endorsement
20	Assistant Director for Adult Education	16	Junior ROTC
03	Business Education	61	School Librarian
92	Career ———— Technical Education Director	65	School Nurse
87	Career ———— Technical Education Special Needs Coordinator	65A	Associate School Nurse
10	Design Technology Education	66	School Psychologist
30	Driver and Traffic Safety Education ———— (In-vehicle and Full endorsement)	54	School Social Worker
84	Educational Speech Language Pathologist	68	Teacher of the Deaf and Hard of Hearing
42	Educational Technology Specialist	67	Teacher of the Visually Impaired
09	Family and Consumer Sciences	60	Work-Based Learning Coordinator

Endorsement areas Areas for educators ~~Educators whose~~ Whose employment ~~Employment is not~~ Not considered ~~Considered~~ teaching ~~Teaching experience~~ Experience

Endorsement Code	Endorsement
30	Driver and Traffic Safety Education (in-vehicle instruction only)
16	Junior ROTC Instructor
65	School Nurse
65A	Associate School Nurse
54	Social Worker
60	Work- based <u>Based</u> Learning Coordinator

**Endorsement ~~areas~~ ~~Areas where~~ ~~Where you~~ ~~You can~~ ~~Can apply~~ ~~Apply~~ for
Initial Licensure
via Transcript Review**

Endorsement Code	Endorsement	Endorsement Code	Endorsement
20	Assistant Director for Adult Education	16	Junior ROTC
03	Business Education	61	School Librarian
92	Career Technical Education Director	65	School Nurse
87	Career Technical Education Special Needs Coordinator	65A	Associate School Nurse
10	Design Technology Education	66	School Psychologist
30	Driver and Traffic Safety Education (In-vehicle and Full endorsement)	54	School Social Worker
84	Educational Speech Language Pathologist	68	Teacher of the Deaf and Hard of Hearing
42	Educational Technology Specialist	67	Teacher of the Visually Impaired
09	Family and Consumer Sciences	60	Work-Based Learning Coordinator

5200 LICENSING RULES

5210 License Expiration

Any license issued shall expire on June 30 of the expiration year specified on the license.

5211 Responsibilities of preparation programs regarding rule and policy changes

5211.1 It is the responsibility of higher education institutions with approved Educator preparation programs to ensure that they are aware of all changes to licensing rules and/or policies, including endorsement changes, including those made subsequent to their program approval date. The Office will inform, in a timely manner, higher education institutions with approved Educator preparation programs and coordinators of approved alternate route to licensure programs of any changes to licensing rules and/or policies.

5211.2 Approved Educator preparation programs shall ensure that all general licensure competencies (if appropriate), specific endorsement competencies and other licensure requirements are addressed for each candidate in the program.

5211.3 Candidates for licensure via any alternate route to licensure approved under 5332 are subject to licensure requirements at the time of written notification of acceptance of their credentials for review.

5220 Responsibilities for Licensure

5220.1 Except as set forth in rule 5380, any Educator employed in a public school shall possess a valid Vermont Educator license, an endorsement appropriate to the professional assignment, and any other license or credential required by these rules or the applicable endorsement, on the first day of service.

5220.2 Except as set forth in rule 5380, any individual who performs educational functions covered by any endorsement authorization statement in these rules, whether as an ~~independent~~ independent contractor or an employee of a school district or supervisory union, shall hold an appropriate license and endorsement.

5220.3 In limited circumstances, qualified professionals or skilled people trained in a field other than education may perform educational functions without licensure providing they are supplementing the educational functions performed by licensed school personnel. "Supplementing" means extending or intensifying the educational functions performed by licensed personnel. Individuals who are supplementing educational functions shall work under the supervision of a licensed Educator(s) who is appropriately endorsed for the assignment. For purposes of this rule, "supervision" means direct responsibility for overseeing the work of the non-licensed individual.

5220.4 Paraprofessionals, student teachers, and volunteers are not required to hold licenses but shall work under the on-site supervision of licensed Educators.

5220.5 A license and/or an endorsement is not valid until it is issued in the name of the Standards Board.

5220.6 It is the responsibility of the Educator to maintain a license, an endorsement(s), and any other license or credential required by these rules or by the applicable endorsement throughout the period of service, to attend to all renewal requirements, and to seek renewal in a timely manner.

5220.7 It is the responsibility of the superintendent or director of a Career Technical Center to ensure that on the first day of any assignment of

duties requiring licensure under these rules, that each Educator has a valid license, an appropriate endorsement, and any other applicable license or credential for the Educator's assigned duties. Additionally, they will ensure that the license and endorsement, as well as any other applicable licenses or credentials, are maintained throughout the assignment. Failure to do so may subject the superintendent or director of a Career Technical Center to discipline under provisions of 16 V.S.A. Chapter 51. Responsibility for Educator licensing for independent schools is addressed in SBE Rules Series 2200.

5221 Clerical Error, Omission, or Misrepresentation

Any license or endorsement mistakenly issued by the Standards Board may be voided by the Secretary without need for revocation proceedings under the following circumstances:

- a) clerical error by any party;
- b) omission of information required by the applicant; or
- c) erroneous information provided by any party.

When a license and/or endorsement is voided under this rule, the holder shall receive written notice of the action and reason thereof.

5230 General Requirements for All Applicants for Professional Licensure

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

5231.1 Requirements for all new applicants for Educational Speech Language Pathologist endorsements. Educational Speech Language Pathologist (84) endorsements (Rule 5440-84) shall be granted to Educators who:

- a) hold a current clinical SLP License in Vermont;
- b) hold a conferred master's degree or doctoral degree in speech language pathology from an educational institution approved by the American Speech Language Hearing Association (ASHA).
- c) demonstrate the educational speech language pathologist endorsement competencies established by the Standards Board, and
- ~~d)~~ submit passing scores on the Praxis Core Series examination or other skills examination selected by the Standards Board under Rule 5241.

~~e)d)~~

5231.2 An applicant for a Career Technical Education endorsement (17), or an Educator who holds a Career Technical Education endorsement, need not hold a bachelor's degree or associate's degree, or have a major in the

liberal arts and sciences. However, an applicant for a Career Technical Education endorsement shall have documented experience in the sub-endorsement, in order to qualify for a Level I Professional Educator License. -See Rule 5340.

5231.21 To qualify for the Apprenticeship License, the individual must hold a high school diploma, or the equivalent, and have (6) years of work experience (12,000 hours) in the career cluster field OR hold at least an associate's degree in any field, or the equivalent, and have 4 years of work experience (8,000 hours) in the career cluster.

5231.22 To qualify for a Level I License, the Apprenticeship holder must successfully complete an approved Career and Technical Teacher Education Program, meet Vermont Licensure Portfolio requirements, and pass Praxis Core or the equivalent.

5231.23 To qualify to apply directly for a Level I License, the individual must: Meet CTE endorsement competencies and Core Teaching Standards through recommendation from an approved program, Transcript Review or Peer Review, AND have 4 years (8,000 hours) of work experience in the career cluster field AND pass Praxis Core or the equivalent.

5231.24 Applicants applying for the Transportation CTE Sub-endorsement in Driver and Traffic Safety Education who hold the Vermont Department of Motor Vehicles driver education certification need not have 4 years (8,000 hours) of work experience in driver education or if Educator has an associate's degree or 6 years (12,000 hours) if an Educator has less than an associate's degree in driver education.

5231.3 Career Technical Education Directors (92) seeking an additional administrative endorsement must meet the requirement of three years of licensed teaching experience.

5231.4 Applicants for the Junior ROTC Instructor (17) [or Driver's Education \(In-Vehicle only\)](#) endorsement need not hold a bachelor's degree.

5231.5 An applicant for a School Nurse (65) endorsement shall have graduated from a nationally accredited, four-year nursing program. An applicant for an Associate School Nurse endorsement shall hold at least an RN license and have completed at least an associate's degree from a nationally accredited nursing program.

5231.6 Holders of Career Technical Education, Junior ROTC Instructor, ~~or~~ Associate School Nurse, [or Driver's Education \(In-Vehicle only\)](#) endorsements must meet the baccalaureate degree requirement in order to add additional endorsements other than those exempted from the baccalaureate degree requirement in this section.

5231.7 Applicants for: Drivers Education (in vehicle), School Social Worker, School Nurse, Associate School Nurse, Junior ROTC Instructor, or Work-Based Learning Coordinator endorsements need not meet the requirements of sections 5233 and 5235 of these rules. However, individuals holding endorsement(s) in one or more of these areas must meet the requirements in sections 5233 and 5235 in order to qualify for additional endorsements in any other teaching or administrative area.

5232 The applicant must provide documentation of the specified knowledge and performance standards and additional requirements, if any, for the endorsement(s) being sought.

5233 The applicant must provide documentation of required student teaching or administrative supervised field experience.

5233.1 Student Teaching. Evidence of at least thirteen (13) consecutive weeks of student teaching, or an equivalent learning experience, as determined by Standards Board policy or by the requirements of the endorsement.

5233.2 Supervised Administrative Field Experience. Evidence of at least 300 hours of supervised field experience for those seeking an initial administrator endorsement.

5235 Demonstrated competency as specified in the Vermont Core Teaching Standards

5235.1 -Learner Development. 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.

5235.2 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.

5235.3 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.

5235.4 Content Knowledge. 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 the discipline accessible and meaningful for learners to assure mastery of the content.

5235.5 Application of Content. 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.

- 5235.6 Assessment. 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.
 - 5235.7 Planning for Instruction. The teacher plans instruction that supports every learner 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.
 - 5235.8 Instructional Strategies. 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.
 - 5235.9 Professional Learning and Ethical Practice. 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.
 - 5235.10 Leadership and Collaboration. 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.
- 5236 Demonstrated competency as specified in the Vermont Core Leadership Standards:
- 5236.1 Mission, Vision, and Core Values. 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.
 - 5236.2 Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
 - 5236.3 Equity and 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.
 - 5236.4 Curriculum, Instruction, and Assessment. 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.

- 5236.5 Community 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.
- 5236.6 Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
- 5236.7 Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
- 5236.8 Meaningful Engagement of Families and 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.
- 5236.9 Operations and Management. Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
- 5236.10 School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

5237 Applicants shall meet all other requirements specified by law and rule.

5240 Examination Requirements for All Applicants for Level I or Level II Professional Educator Licenses and Additional Endorsements

5241 Praxis Core examination and alternate measures of demonstration of basic skills

5241.1 Except as otherwise provided by Rule 5246, all applicants for initial licensure under sections 5310, 5320, 5330, or 5340 of these rules shall be required to meet the passing scores established by the Standards Board on the Praxis Core Series examinations in reading, writing, and mathematics or other examinations or measures determined by the Standards Board.

5241.2 Other examinations and measures for determining core skills beyond the Praxis Core series include:

- A. Equivalent score on approved alternate assessment as defined in Policy F3
- B. Passing score on assessment of basic skills approved for educator licensure in any other U.S. State or Jurisdiction.

- C. Demonstration of competence in basic skills aligned with the Praxis Core through coursework that appears for credit on an official transcript and for which the applicant received a grade of “B” or better

5242 Except as otherwise provided by Rule 5246, all applicants for initial or additional endorsements shall be required to meet the passing scores established by the Standards Board on the applicable Praxis II examination, other U.S. State or Jurisdiction content-based licensure examination, ~~or other examination required measure approved~~ by the Standards Board in the endorsement area sought.

5243 Alternatives to Examinations. The Standards Board may adopt an alternative method of ~~meeting an examination requirement~~ when the alternative is shown to provide evidence of basic skill or content competency comparable to that of the passing scores on the required examinations.

5244 Before adopting new testing requirements, including:
A. scores for passing the examinations required under these rules;
B. examinations other than Praxis Core Series and Praxis II;
C. alternative methods of demonstrating competency; or
D. additional endorsement areas to be subject to examination requirements,

the Standards Board shall, after public notice of its deliberations, consider the recommendations of interested individuals and organizations. The effective date of any examination or alternative to an examination adopted to take the place of the Praxis Core Series or Praxis II examination requirement or the addition of new endorsement areas subject to examination requirements shall be no less than one (1) year from the date of adoption.

5245 Scores adopted by the Standards Board for passing the examinations, or alternatives to examinations required under these rules, shall apply to any application for licensure submitted subsequent to the effective date specified at the time of adoption.

A candidate who retakes an applicable examination in order to achieve a passing score, or who seeks to qualify by applying for the second or subsequent time with an alternative requirement, must meet the cut score in effect when the score or alternative is submitted as part of an otherwise complete application for licensure.

5246 Exemptions. Candidates meeting the following criteria shall be exempt from the examination requirements set forth in these rules:

5246.1 The following endorsements shall be exempt from the Praxis Core testing requirements for initial licensure:

Endorsement Code	Endorsement	Endorsement Code	Endorsement
30	Driver and Traffic Safety Education (in-vehicle instruction only)	16	Junior ROTC Instructor
65	School Nurse	54	Social Worker
65A	Associate School Nurse	60	Work Based Learning Coordinator

5246.2 A candidate who is currently licensed in a state participating in the NASDTEC Interstate Agreement (Rule 5320).

5246.3 A candidate who, prior to the effective date of a particular examination requirement, has received written notification from the Office or a panel convened to review credentials under section 5330 of these rules that a license will be granted upon completion of specified requirements.

5246.4 A candidate who otherwise qualifies for a license or endorsement and is certified by the National Board for Professional Teaching Standards in the applicable endorsement area.

5247 Waiver of Praxis ~~Core Series Testing~~ Requirements

5247.1 A superintendent, director, head of an approved independent school, Career Technical Director, or may apply for the waiver on behalf of the educator.

5247.2 The school district would need to demonstrate that not being given a waiver would substantially inhibit the district's ability to carry out its locally established objectives.

5247.3 The prospective teacher on whose behalf the waiver is being requested must document that the individual:

- A. has undertaken additional efforts to acquire knowledge and skills necessary such as tutoring, ~~and courses,~~ or content-based coaching;
- B. has exhausted all ETS procedures for accommodations for a disability if the educators has an identified and documented disability; and-
- C. has taken the exam a minimum of ~~two~~ one times without being able to meet the required cut scores.

5247.4 If A - C are met and the VSBPE or the Office finds that the candidate is otherwise qualified, the Education Quality Division's Licensing Office will issue a license that is restricted to teaching in the Supervisory

Union/District making the waiver request. Educators who have worked in Vermont under the Level I endorsement for three (3) years may seek a recommendation to remove the restriction when the licensed supervising administrator and superintendent of the restricted SU/SD attest the educator has demonstrated the basic skills and/or content area knowledge under the original waiver. Upon review of the Office, the restriction will be removed.

5247.5 An Education Preparation Program can request a waiver on behalf of a candidate, if the EPP attests that the candidate has demonstrated the basic skills and competencies to be a licensed educator in the State of Vermont and documents that the educator:

- A. has been supported by the requesting EPP with documented additional efforts to acquire knowledge and skills necessary, such as tutoring or coursework, and how the educator has demonstrated competency in basic skills through these efforts;
- B. has exhausted all ETS procedures for accommodations for a disability if the educator has an identified and documented disability; and-
- C. has taken the exam a minimum of ~~two~~one times without being able to meet the required cut scores.

5247.4 If A - C are met and the VSBPE or the Office finds that the candidate is otherwise qualified, the Education Quality Division's Licensing Office will issue a license allowing the educator to seek licensure without meeting Praxis Core requirements.

5300 PROCESSES FOR BECOMING LICENSED

Applicants may seek licensure; through application; by the following methods:

5310 Approved Vermont Educator Preparation Program

The applicant has been recommended for licensure by a Vermont Educator preparation program approved by the Standards Board pursuant to Section 5900 of these rules. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

If an approved Vermont Educator preparation program for a specific endorsement does not exist, or has not existed within the past five (5) years, the Standards Board or the Office will evaluate the knowledge and skills of an applicant for initial licensure through Transcript Review. –Only coursework which appears for credit on an official transcript and for which the applicant received a grade of “B” or better may be counted toward the requirements for initial licensure through Transcript Review. In some cases, an endorsement will require a clinical license. In these cases, Transcript Review will ensure that the applicant

holds a valid license, but will not determine an applicant's qualifications for the clinical license itself.

5320 Interstate Agreement

5321 An applicant who is not licensed and has successfully completed an Educator preparation program approved by a nationally recognized accrediting body in a state which has signed the NASDTEC Interstate Agreement will be considered for licensure as if they had completed an approved Educator preparation program in Vermont. Applicants will be subject to the same requirements for initial licensees awarded in Vermont including testing, criminal background checks, and affirmations. The applicant shall meet requirements for updated knowledge and skills when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5322 An applicant who is not licensed and has successfully completed an Educator preparation program approved by a nationally recognized accrediting body in a state which has not signed the NASDTEC Interstate Agreement may apply for licensure through transcript review. An applicant who meets the requirements specified and Jurisdiction Specific Requirements as defined and specified in these rules shall be issued a comparable license and/or endorsement(s) according to the provisions of these rules. The applicant shall meet requirements for updated knowledge and skills when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5323 –An applicant for licensure or an endorsement in Vermont who holds a professional license in another state which has signed the NASDTEC Interstate Agreement, holds the degree required for the endorsement, and meets the specified Jurisdiction Specific Requirements shall be issued a Level I Professional Educator License with a comparable endorsement(s). Educators already holding a Vermont Professional Educator License will have the endorsement added to a Level I Professional Educator License regardless of the license held.

5323.1 An applicant for licensure or an endorsement in Vermont who holds an Educational Speech Language Pathologist or School Nurse endorsement in another state which has signed the NASDTEC Interstate Agreement, holds the degree required for the endorsement, and meets the specified Jurisdiction Specific Requirements shall be issued a Level I Professional Educator License with a comparable endorsement(s) **Educational** contingent on the applicant holding the required clinical license.

5324 The Standards Board or Office will evaluate an applicant who comes from a state that does not participate in the NASDTEC Interstate Agreement or is applying for an endorsement not covered by the Agreement through Transcript Review. Only coursework which appears for credit on an official transcript and **in** which the

applicant received a grade of “B” or better may be counted toward the requirements for initial licensure through transcript review. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy.

- 5325 An applicant for Vermont licensure who is certified by the National Board for Professional Teaching Standards shall be issued a license in the comparable endorsement area.
- 5326 A Vermont license and endorsement(s) issued through the NASDTEC Interstate Agreement shall be subject to renewal provisions of Section 5430 of these rules.
- 5327 The Office will annually post the states which have signed the NASDTEC Interstate Agreement.

5330 Alternate Routes to Licensure

5332 An individual who holds at least a baccalaureate degree from a regionally accredited or state-approved institution and has successfully completed a major, or its equivalent, in the liberal arts and sciences or in the content area of the endorsement sought may be licensed by completing an alternate route to licensure approved by the Standards Board (except as noted in 5231). For endorsement areas requiring an advanced degree, the individual must hold the specified advanced degree in order to be deemed eligible to proceed with any other alternate route to licensure approved by the Standards Board.

- 5332.1 An applicant for Driver and Traffic Safety Education candidacy through Peer Review must demonstrate coursework to meet Knowledge Standards 1.1, 1.4 and Performance Standards 2.1, 2.2 and 2.4.

5340 Apprenticeship License for Individuals Seeking Licensure as Career Technical Educators

5340.1 Upon employment by a Career Technical Center, an applicant for licensure as an Educator with a Career Technical Education endorsement who does not otherwise meet the requirements of Rules 5231 - 5236 as demonstrated through one of the processes outlined in Rules 5310 - 5332 shall develop a Professional Learning Plan which sets forth how the applicant intends to meet those requirements.

5340.2 The Professional Learning Plan shall be developed by the applicant and the director of an approved career technical teacher education program and be approved by the director/superintendent of the employing Career Technical Center and the Office.

5340.3 An Apprenticeship License may be issued when the Apprenticeship License Application with an approved Professional Learning Plan is

submitted to the Standards Board or the Office. The Apprenticeship License shall be valid for up to four (4) years. An Apprenticeship License or endorsement request shall not be approved before June 1 for the ensuing year.

5340.4 The director of the career technical teacher education program will verify satisfactory completion of the Professional Learning Plan based on licensing procedures.

5340.5 The Apprenticeship License shall not be extended unless the Standards Board or the Office determine extenuating circumstances exist that prevented the holder from satisfactorily completing an associate's degree, or the equivalent, or the Professional Learning Plan within the four (4) years. Under these conditions, a second Apprenticeship License may be issued for one (1) school year.

5340.6 The Educator examination requirements of Rules 5240-5246 shall not apply to applicants for Apprenticeship Licenses.

5340.7 Applicants for an Apprenticeship Career Technical endorsement in human services/personal care must hold appropriate licenses via the Vermont Office of Professional Regulation.

5340.8 Applicants for an Apprenticeship Career Technical endorsement in Driver and Traffic Safety Education must hold appropriate licenses via the Vermont Department of Motor Vehicles.

5350 Temporary Licenses: Provisional Licenses and Endorsements

5351 The Standards Board, or the Office, shall issue a two-year Provisional License with an endorsement to an individual on the application of a superintendent, director, or head of an approved independent school, or entities receiving state appropriated grants for Statewide Visually Impaired, Statewide Deaf/Hard of Hearing, Statewide intensive needs special education when the local district or approved independent school is unable to find an appropriately licensed and/or endorsed applicant after making all reasonable efforts to do so or when a licensed or endorsed applicant does not possess the qualifications necessary for the specific assignment. The application for a Provisional License or endorsement shall include a plan for obtaining a Level I Professional Educator License or endorsement and an explanation of how the applicant will be mentored and supervised during the two-year period of the Provisional License by a professionally licensed Vermont Educator.

Qualifications – With the exceptions below, applicants for a Provisional License and/or endorsement shall possess a baccalaureate degree and meet at least one of the following criteria:

- A. possess any valid professional Educator license from Vermont or from another state;

- B. possess any expired professional Vermont Educator license or any expired professional Educator license from another state, provided the license expired no fewer than two (2) years and no longer than ten (10) years ago;
- C. have a major or the equivalent in the content area of the provisional endorsement sought;
- D. have successfully completed a licensure content assessment (e.g. Praxis) for the provisional endorsement sought.
 - i. Applicants for a Provisional School Nurse or Associate School Nurse endorsement must hold an RN degree and a current Vermont nursing license.
 - ii. Applicants for Provisional Associate School Nurse endorsements must have an associate's degree/diploma from a nursing program accredited by the National League for Nursing (NLN) but are exempt from the baccalaureate degree requirement.
 - iii. Applicants for a Provisional Career Technical Education endorsement must have a current Level I or Level II Vermont Educator License but are exempt from the baccalaureate degree requirement when adding a second Career Technical Education endorsement.
 - iv. Applicants for a Provisional Educational Speech Language Pathologist endorsement must hold a current Vermont clinical SLP license.
 - v. Applicants for Provisional Junior ROTC Instructor endorsements must hold the Department of Defense certification as a Junior ROTC instructor and are exempt from the baccalaureate degree requirement.
 - vi. Applicants for Provisional Driver and Traffic Safety Education endorsement must demonstrate coursework to meet Knowledge Standards 1.1., 1.2. and 1.4. and Performance Standards 2.1., 2.2. and 2.4 as well as the Standards 4 and 5.
 - vii. Applicants for a Provisional School Psychologist endorsement must hold a current Vermont Clinical Psychologist license; ~~or~~ be a currently Nationally Certified School Psychologist (NCSP) through the National Association for School Psychologists (NASP); hold a current non-conditional School Psychologist license through a U.S. State Education Agency; or are currently enrolled in a NASP-approved and/or accredited school psychology graduate program of study, have completed all core coursework and school based practicum experiences, and are adhering to the supervision, competency outcomes, evaluation processes, and assessment outcomes of the NASP Standards for Graduate Preparation of School Psychologists and/or VSBPE Rule 5924.5.)
 - viii. Applicants for a Provisional endorsement in human services/ personal care must hold appropriate licenses via the Vermont Office of Professional Regulation.

5352 A provisional endorsement may be requested without making all reasonable attempts to find a properly endorsed person when the superintendent wishes to assign a current employee who is licensed in Vermont, but not properly endorsed for the assignment, or an unlicensed individual who is a candidate in a diversity program approved by the Secretary. In either instance, the individual must submit a plan to qualify for an endorsement and/or licensure within the two-year provisional period. If the employee is not properly endorsed at the expiration of the provisional endorsement, the district shall make all reasonable efforts to seek a properly endorsed applicant.

5353 Provisional License or endorsement requests shall not be approved before June 1 for the ensuing [school](#) year unless the request is for an administrator whose assignment for the ensuing year begins prior to that date. Provisional License requests for administrator assignments shall not be approved prior to April 1 for the ensuing school year.

5354 A Provisional License or endorsement shall expire on June 30 of the second school year for which it was granted.

5355 A Provisional License or endorsement shall not be extended for any individual.

5355.1 If the Standards Board or the Office determine that extenuating circumstances exist that prevented the individual from obtaining the license and/or endorsement they may issue, upon application, a second Provisional License or endorsement for up to one additional school year.

~~5355.2 Special Education endorsements are not eligible for a second Provisional License.~~

~~5355.3~~5355.2 -A Provisional License or endorsement shall not be granted a second time in the same endorsement area for any individual (with the exceptions outlined in 5355.1)

5356 –The Standards Board, or the Office, shall issue a two-year Provisional License with an endorsement to an individual on the application of a superintendent, director, head of an approved independent school, or entity receiving state appropriated grants for Statewide Visually Impaired, Statewide Deaf/Hard of Hearing, or Statewide intensive needs special education when the local district or approved independent school is unable to find appropriately licensed and/or endorsed applicants after making all reasonable efforts to do so. The application for a Provisional License shall include an explanation of how the applicant will be mentored and supervised during the two-year period of the Provisional License by a professionally licensed Vermont Educator.

An Educator who holds a Provisional License may be employed by any SU/SD, CTE, approved independent school, or entity receiving state appropriated grants

for Statewide Visually Impaired, Statewide Deaf/Hard of Hearing, or Statewide intensive needs special education during the life of the Provisional License if the employing entity shows need in accord with Section 5351 of these rules. The hiring superintendent or head of school assumes all responsibility of supervising and mentoring for the remainder of the license cycle.

5360 Conditional Licenses: Emergency Licenses and Endorsements

The Standards Board, or the Office , shall issue a one-year Emergency License with an endorsement to an individual on the application of a superintendent, director, head of an approved independent school, Career Technical Director, or entities receiving state appropriated grants for Statewide Hearing Impaired, Statewide Deaf/Hard of Hearing, Statewide intensive needs special education when the local district or approved independent school is unable to find appropriately licensed and/or endorsed applicants, after making all reasonable efforts to do so. The application for an Emergency License shall include an explanation of how the applicant will be mentored and supervised during the one-year period of the Emergency License by a professionally licensed Vermont Educator.

An Emergency License and endorsements shall be issued to individuals who meet one of the following criteria:

- A. Emergency License applicants must hold a baccalaureate degree, but do not meet the qualifications for a Provisional License as stated in Section 5351 of these rules. Applicants for Emergency Career Technical Education endorsements need not meet the baccalaureate degree requirement.
- B. Emergency License applicants must have held a Vermont Educator license in the requested endorsement area within the last five (5) years and have certified having no intention of reinstating the endorsement at the time of application.
- C. An applicant must demonstrate possession of licenses or credentials specific to the emergency endorsement sought.

Accordingly:

- i. Applicants for an Emergency School Nurse or Associate School Nurse endorsement must hold a current Vermont nursing license, CPR, and AED. Associate School Nurse will additionally need First Aid certification.
- ii. Applicants for an Emergency Educational Speech Language Pathologist endorsement must hold a current Vermont clinical SLP license.
- iii. Applicants for an Emergency Junior ROTC Instructor endorsement must hold the Department of Defense certification as a Junior ROTC Instructor.
- iv. Applicants for an Emergency Driver and Traffic Safety Education endorsement must meet standards 4 and 5 of endorsement 5440-30.
- v. Applicants for an Emergency endorsement in CTE Human Services/Personal Care must hold appropriate licenses via the Vermont Office of Professional Regulation.

- vi. Applicants for an Emergency endorsement in CTE Health must hold appropriate licenses via the Vermont Office of Professional Regulation.
 - vii. Applicants for an Emergency endorsement in Health Education must hold current certificates in CPR, AED, and First Aid.
 - viii. Applicants for an Emergency endorsement in Physical Education must hold current certificates in CPR, AED, and First Aid.
- D. For all endorsement areas except those listed in 5362, an applicant must hold a current Vermont Educator license in an area other than the requested endorsement area, been eligible to qualify for a provisional or apprenticeship license in requested endorsement area, and certify no intention of pursuing the endorsement at the time of application.

5361 An Emergency License or endorsement shall expire on June 30 of the school year in which it was issued and shall be valid only for the assignment for which it was issued. An Emergency License can neither be extended for a second year nor be issued for any endorsement more than once.

5362 An Emergency License shall not be issued for the following endorsements except as outlined in 5360 (b):

- 20 Assistant Director for Adult Education
- 92 Career Technical Center Director
- 73 Career Technical Education School Counseling Coordinator
- 87 Career Technical Education Special Needs Coordinator
- 93 Director of Curriculum
- 86 Director of Special Education
- 30 Driver and Traffic Safety Education
- 80 Early Childhood Special Educator
- 84 Educational Speech Language Pathologist
- 81 Intensive Special Education Teacher
- 16 Junior ROTC Instructor
- 91 Principal
- 65 School Nurse
- 65A Associate School Nurse
- 64 School Counselor
- 66 School Psychologist
- 54 School Social Worker
- 82 Special Educator
- 85 Special Education Consulting Teacher
- 90 Superintendent
- 68 Teacher of the Deaf and Hard of Hearing
- 67 Teacher of the Visually Impaired

5380 Substitute Educators

5381 Qualifications

Each local school board shall adopt a policy establishing employment qualifications for persons who substitute for ~~e~~Educators in their absence. Each policy shall require at minimum that the substitute has graduated from high school.

5382 Time Limits and Extensions

An unlicensed person employed as a substitute pursuant to local school board policy may substitute for up to thirty (30) student days in the same assignment. In order to continue to employ an unlicensed person in this assignment beyond thirty (30) student days, the superintendent shall apply for a Provisional or Emergency License for the person pursuant to Sections 5350 and 5360 of these rules.

Licensed Educators may substitute in a field outside of their endorsement field for thirty student days in the same assignment. Upon application by the superintendent, the Standards Board or the Office may grant one extension for an additional thirty (30) days. In order to continue to employ licensed Educators beyond sixty (60) days outside of their endorsement field, the superintendent shall apply for a Provisional License for the person pursuant to Section 5350 of these rules.

5400 ISSUANCE OF LICENSE AND ENDORSEMENT

The issuance of a license authorizes the holder to practice as an Educator in the endorsement area(s) and instructional level(s) specified. Each license issued shall indicate the type of license and the endorsement(s) and instructional level(s) for which the license is valid.

5410 Level I Professional Educator License

A Level I Professional Educator License is valid for three (3) years, shall expire on June 30 of the third school year for which it was issued, and may be renewed subject to the provisions of Section 5430 of these rules. The expiration date of any additional Level I endorsement(s) shall be the expiration date of the current Level I Professional Educator License.

5411 An applicant who holds a professional license in another state, the degree required for the endorsement sought, and meets Jurisdiction Specific Requirements shall be issued a Level I Professional Educator License with a comparable endorsement(s) according to the provisions of these rules.

5412 An applicant applying for initial licensure who has satisfactorily met all requirements in Sections 5230 through 5246 through one of the processes in Section 5300 or met the requirements for an additional endorsement in Section 5443 of these rules shall be granted a Level I Professional Educator License. An applicant with a recommendation from an accredited Educator preparation program outside of Vermont in a state that is a signatory to the NASDTEC

interstate agreement shall be granted a Level I License with a comparable endorsement.

5420 Level II Professional Educator License

A Level II Professional Educator License is valid for five (5) years, shall expire on June 30 of the fifth school year for which it was issued, and may be renewed subject to the provisions of Section 5430 of these rules.

5421 A Level II Professional Educator License shall be issued upon recommendation of an L/RSB (or the Office if the Educator is not employed by an entity served by an L/RSB) to Educators who have:

- a) Practiced in Vermont in the endorsement area(s) for three (3) years under a Level I Professional Educator License;
- b) Provided documentation of three (3) credits or 45 hours of professional learning. Only academic course credits receiving a grade of “B” or better will be accepted. At least one (1) credit or fifteen (15) hours must address the specific knowledge and performance standards of the endorsement being moved to Level II Professional Educator License and must occur within the three (3) years preceding application for the Level II Professional Educator License in each endorsement area;
- c) Provided verification from the Educator’s current supervising administrator that the Educator is performing at a professional level in relation to the Core Teaching or Leadership Standards. Level I Superintendents transitioning to a Level II must have the Chair of the Supervisory Union/Supervisory District sign the appropriate Transition Form, and private school Educators without a licensed administrator may have the Head of School sign the appropriate Transition Form. (All Transitions forms provided by the Office.); and
- d) Provided documentation of any valid licenses or credentials that are required by the endorsement(s) sought.

5422 When an Educator holding both a Level I and Level II Professional Educator License is recommended to transition a Level I endorsement(s) to a Level II license, the expiration date of the transitioned endorsement(s) shall be the expiration date of the current Level II Professional Educator License.

5423 A Level II Professional Educator License may not revert back to a Level I Professional Educator License after it has been moved to a Level II Professional Educator License.

5424 Retired Educator License

This license may only be issued for current Level II endorsements held by the Educator at the time of application. A person who has a minimum of fifteen (15) years of experience as a licensed Educator, has withdrawn from active service,

and is receiving a retirement allowance from the Vermont State Teachers Retirement System for service as an Educator shall qualify for a five (5) year Retired Educator License upon application to the Office. Educators with fifteen (15) years teaching experience under a current license in a position exempt from participation in the Vermont State Teachers Retirement System can qualify for a Retired Educator License. A Retired Educator License may only be issued to an Educator who has completed three (3) professional learning credits or 45 hours of professional learning. Only academic course credits receiving a grade of “B” or better are accepted for professional learning credits. At least one (1) credit or fifteen (15) hours must address the specific knowledge and performance standards of the endorsement(s) being sought and must occur within the three (3) years preceding application for the Retired Educator License in each endorsement area.

Licensed Level II Professional Educators employed in a Vermont entity served by a local or regional standards board shall have their professional learning credits approved by the board. The Office shall serve in place of a local or regional standards board for licensed Level II Professional Educators not employed by a Vermont entity served by a local or regional standards board at the time of application.

5430 License Renewal and Reinstatement

A license and endorsement(s) shall be renewed or reinstated in the name of the Standards Board as set forth in Sections 5431 through 5435 of these rules. When an endorsement requires an additional license or credential, a copy of the valid document shall be provided by the Educator at the time of renewal or reinstatement.

Level I Professional Educator License Renewal

5431.1 Educators who have worked in Vermont under the Level I endorsement for three (3) years shall seek a recommendation from their local or regional standards board (or from the Office if the Educator is employed by an entity not served by a local or regional board) for a Level II endorsement pursuant to section 5421 of these rules.

- a) A licensed Level I Educator who does not receive a recommendation to move a Level I endorsement to a Level II Professional Educator License upon first application shall renew the Level I endorsement for three (3) years and re-apply to move the endorsement to a Level II Professional Educator License prior to the expiration of the renewal. To renew a Level I endorsement, the Educator must show:
 - i. Professional learning through completion of a minimum of three (3) credits or forty-five (45) hours in the endorsement area. Only academic course credits receiving a grade of “B” or better are accepted. At least one (1) credit or fifteen (15) hours must address the specific knowledge and performance standards of the

endorsement(s) being renewed and must occur within the three (3) years preceding renewal of the Level I Professional Educator License in each endorsement area. Professional learning will be verified in accordance with Standards Board policy by the local or regional standards Board or the Office who will determine the applicability of the professional learning activities.

- ii. Documentation of any required additional licenses or credentials specific to a particular endorsement.
- b) The Level I endorsement of an Educator who does not receive a recommendation to move the endorsement to a Level II Professional Educator License after the second application shall lapse and may not be reinstated.

5431.2 Educators who have not worked under the Level I endorsement for three (3) years shall seek a recommendation from their local or regional standards board (or from the Office if the Educator is employed by an entity not served by a local or regional board) for a renewal of a Level I endorsement.

- a) To receive a three (3) year renewal of a Level I endorsement under which the Educator has not practiced for three (3) years, the Educator shall show:
 - i. Professional learning through completion of a minimum of three (3) credits or forty-five (45) hours in the endorsement area. Only academic course credits receiving a grade of “B” or better are accepted. At least one (1) credit or fifteen (15) hours must address the specific knowledge and performance standards of the endorsement(s) being renewed and must occur within the three (3) years preceding application for the Level I Professional Educator License in each endorsement area. Professional learning will be verified in accordance with Standards Board policy by the local or regional standards Board or the Office who will determine the applicability of the professional learning activities.
 - ii. Documentation of any required additional licenses or credentials specific to a particular endorsement.
- b) The holder of a Level I endorsement that has been renewed shall continue to seek renewal of that endorsement in accordance with Rule 5431.1 until such time as the Educator qualifies to apply for renewal of the endorsement as a Level II endorsement.

5432 Level II Professional Educator License Renewal

5432.1 A licensed Level II Professional Educator shall seek a recommendation for renewal of their Level II Professional Educator License and endorsement(s) from their local or regional standards board (or from the Office if the Educator is employed by an entity not served by a local or regional board).

5432.2 A licensed Level II Professional Educator employed by a Vermont independent school shall seek a recommendation for renewal from a local standards board designated by the Standards Board to serve independent schools or may seek a recommendation for renewal from the local standards board for the school district in which the independent school is located if that board agrees to serve that independent school or Educator.

A. To renew a Level II endorsement, the Educator must show:

- i. Professional learning through completion of a minimum of six (6) credits or ninety (90) hours in the endorsement area. Professional learning may apply to more than one endorsement if applicable, however, at least two (2) credits or thirty (30) hours must address the specific knowledge and performance standards of the endorsement(s) being renewed and must occur within the five (5) years preceding the renewal of the Level II Professional Educator License in each endorsement area. Professional learning will be verified in accordance with Standards Board policy by the local or regional standards Board or the Office who will determine the applicability of the professional learning activities.
- ii. Evidence of any required additional licenses or credentials specific to a particular endorsement.

5432.3 Approved professional learning activities shall be accepted on a reciprocal basis by local and regional standards boards and by the Office when the Educator is not under the jurisdiction of a local or regional standards board.

5433 Retired Educator License Renewal

A Retired Educator License may be renewed every five (5) years. The expiration date of any additional endorsement(s) shall be the expiration date of the current Retired Educator License. Educators who have worked in Vermont under the Retired License shall seek a recommendation from their local or regional standards board (or from the Office if the Educator is employed by an entity not served by a local or regional board).

To renew a Retired License endorsement, the Educator must show:

- A. Evidence of any required additional licenses or credentials specific to a particular endorsement.
- B. Verification that the licensee is receiving a retirement allowance from the Vermont State Teacher Retirement System for service as an Educator, if applicable. Educators who exceed the earnings cap determined by the Vermont State Teachers Retirement System must reinstate their Level II Professional Educator License.

- c) Professional learning through completion of a minimum of three (3) credits or forty-five (45) hours in the endorsement area. Only academic course credits receiving a grade of “B” or better are accepted. At least one (1) credit or fifteen (15) hours must address the specific knowledge and performance standards of the endorsement(s) being renewed and must occur within the three (3) years preceding application for the Retired Educator License in each endorsement area. Professional learning will be verified in accordance with Standards Board policy by the local or regional standards Board or the Office who will determine the applicability of the professional learning activities.

5435 Reinstatement of Lapsed Professional Educator Licenses or Endorsements

- 5435.1 An Educator with an expired Vermont Professional License who does not wish to reinstate the endorsement held in the lapsed license may apply for licensure with a new endorsement by the same pathways as an Educator applying for initial licensure. However, if an Educator chooses to reinstate a previously held endorsement, the processes outlined in Rule 5435 shall be in effect.
- 5435.2 If an applicant reinstating a lapsed license or endorsement is served by a local or regional standards board, the board shall evaluate and verify the professional learning activities and other required credentials. The applicant must then submit documentation of this approval to the Office who will review the application for reinstatement.
- 5435.3 If an applicant is not under the jurisdiction of a local or regional standards board the applicant shall apply for reinstatement directly to the Office, including submission of documentation of professional learning activities for approval.
- 5435.4 To reinstate a lapsed Level II endorsement, six (6) credits or ninety (90) hours of professional learning is required within the last five (5) years in the endorsement(s) being sought. To reinstate a lapsed Level I or Retired Professional Educator License, three (3) credits or forty-five (45) hours of professional learning is required within the last three (3) years in the endorsement(s) being sought. Any additional licenses or credentials specific to a particular endorsement are required. Only academic course credits receiving a grade of “B” or better are accepted.
- 5435.5 Licenses issued under previous rules shall be reinstated at the equivalent level of licensure when all requirements for reinstatement are met.

If the applicant was eligible to move a Level I endorsement to a Level II Professional Educator License at the time the license lapsed, then the license will be reinstated as a Level I, and the applicant will have to apply

to move the endorsement to a Level II Professional Educator License before expiration of the reinstated Level I Professional Educator License.

5435.6 Reinstatement of a revoked or suspended license and/or endorsement is subject to provisions in Section 5700 of these rules.

5436 License Extension for Educators Returning from Active Military Service

Pursuant to Act 177 (2014), licensed Educators returning to their educational placements from active service of more than 6 months shall have their license extended for a period of time commensurate with the length of their active service.

- A) A license shall be extended for one year if the active service was for more than 6 months but less than 18 months.
- B) A license shall be extended for two years if the active service was for more than 18 months but less than 30 months.
- C) A license shall be extended for three years if the active service was for more than 30 months but less than 42 months.
- D) There shall be no cost for this extension.
- E) The Educator shall make the request for the extension and present a copy of discharge orders to confirm the length of active service.

5440 Endorsements

5441 In order to be valid, each Professional Educator License shall have one or more endorsement.

Each license shall have a code(s) as specified in Section 5445 that indicates the endorsement and instructional level(s) in which the holder is authorized to practice.

5442 Limited Endorsements

Endorsements limited in time, instructional level, or subject area may be issued by the Standards Board or the Office for reasons including but not limited to the applicant's education, background, assessment, and experience. These endorsements shall permit practice in a specialized area within a broader endorsement field or restrict assignment to specific instructional levels or periods of time.

5443 Additional Endorsements

5443.1 The holder of any license who wishes to qualify for an additional endorsement via transcript review shall present evidence of meeting the current knowledge and performance standards, recency of study, and Jurisdiction Specific Requirements of the endorsement. A minimum of eighteen (18) credit hours, or as specified by the endorsement, is required. Only coursework for which the applicant received a grade of "B"

or better may be counted toward the requirements for any additional endorsement.

Additional endorsements added to a Level I Professional Educator License shall expire on the same date as the Level I License.

5443.2 An Educator applying for an additional endorsement who has received a recommendation through Peer Review or Transcript Review shall be issued a Level I Professional Educator License. Additional endorsements for which an applicant is eligible under the Interstate Agreement shall be granted as a Level I Professional Educator License.

5443.3 An Educator who holds a Career Technical Educator (17) endorsement, who wants to add another sub-endorsement to their Career Technical Educator License, does not need to go through transcript review. However, the applicant must provide documentation of work experience in that sub-endorsement area. Documented work experience of 6 years (12,000 hours) if an Educator initially held an Apprenticeship License with less than an associate's degree, or the equivalent, or 4 years (8,000 hours) if an Educator held an associate's degree, or the equivalent, when first licensed.

5443.4 Applicants applying for the Transportation CTE Sub-endorsement in Driver and Traffic Safety Education who hold the Vermont Department of Motor Vehicles driver education certification need not have 4 years (8,000 hours) of work experience in driver education or if Educator has an associate's degree or 6 years (12,000 hours) if an Educator has less than an associate's degree in driver education.

5444 Endorsement Standards

The Standards Board shall establish and amend as needed the standards an applicant must meet in order to obtain an endorsement in a specific field of practice.

5445 Endorsements for Vermont Educators

Endorsements may be obtained in the areas beginning on page 58. For the purposes of these rules, the number preceding each endorsement title shall be the code for that endorsement.

5500 CODE OF PROFESSIONAL ETHICS AND RULES OF PROFESSIONAL CONDUCT FOR VERMONT EDUCATORS

5510 Code of Ethics for Professional Educators

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 of Vermont. 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 learners, the lifelong pursuit of learning and academic excellence.

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. To this end, we put forth these rules of conduct as the foundation for professional practice for all Vermont Educators to honor and follow.

5520 Model Code of Professional Ethics

What follows is a statement of fundamental principles which all Vermont Educators should follow, each of which is accompanied by an enumeration of examples of unprofessional conduct which could subject an Educator to licensing action.

5521 Principle I: Responsibility to the Profession

The professional Educator ~~is aware~~ knows that trust in the profession depends upon a level of professional ~~conduct and~~ responsibility that may be higher than ~~required by the minimal standard of policy and~~ law. This responsibility entails holding oneself and other Educators to the same ethical standards.

A) The professional Educator demonstrates responsibility to oneself and the profession by:

1. ~~Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct~~ Holding oneself responsible to Model Code of Ethics for Educators (MCEE) and other recognized professional ethics standards;
2. Knowing and upholding the procedures, policies, and laws ~~and regulations~~ relevant to professional practice regardless of personal views;
3. ~~Holding oneself responsible for ethical conduct;~~
- 4.3. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or

- health-related issues may interfere with work-related duties;
- ~~5.4.~~ Refraining from professional and personal activity that may lead to reducing one's effectiveness within the school community;
 - ~~65.~~ ~~Avoiding the use of Refraining from using~~ one's position for personal gain and avoiding the appearance of impropriety;
 - ~~67.~~ Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others; ~~and~~
 - ~~7.~~ Recognizing a lack of knowledge or understanding of the MCEE is not, in itself, a defense of unprofessional conduct.

- B) The professional Educator fulfills the obligation to address and attempt to resolve ethical issues by:
- 1. ~~Confronting-Identifying~~ and taking reasonable steps to resolve conflicts between the ~~Code-MCEE~~ and the implicit or explicit demands of a person or organization;
 - 2. Maintaining fidelity to the ~~Code-MCEE~~ by taking proactive steps when having reason to believe that another Educator may be approaching or involved in an ethically compromising situation;
 - 3. ~~Neither-Refraining from~~ discriminating ~~nor~~ retaliating against a person on the basis of having made an ~~ethics~~ complaint;
 - 4. ~~Neither-Refraining from~~ filing ~~nor~~ encouraging frivolous ~~ethics~~ complaints solely to harm or retaliate; ~~and-~~
 - 5. Cooperating fully and honestly during ~~ethics~~ investigations and proceedings
- C) The professional Educator promotes and advances the profession within and beyond the school community by:
- ~~1.~~ Engaging in respectful discourse regarding issues that impact the profession;
 - ~~12.~~ Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
 - ~~2.~~ ~~Engaging in respectful discourse regarding issues that impact the profession;~~
 - ~~3.~~ ~~Enhancing one's professional effectiveness by s~~Staying current with ~~ethical principles-ethics guidelines~~ and decisions from ~~relevant sources including~~ professional organizations;
 - ~~4.~~ ~~Actively participating in-Engaging with the greater~~ educational community through ~~and~~ professional organizations and associations; and
 - ~~5.~~ Advocating for adequate resources and facilities to ensure equitable opportunities for all ~~students~~members within the learning community.

5522 Principle II: Responsibility for Professional Competence

The professional Educator is committed to the highest levels of professional and ethical practice, ~~including demonstration of the knowledge, skills and dispositions required for professional competence.~~

- A) The professional Educator demonstrates commitment to high standards of practice through:
- ~~1. Using the MCEE and other ethics codes unique to one's discipline to guide and frame educational decision-making;~~
 - ~~1.2. Incorporating into one's practice state and national standards, including those specific to one's discipline.~~
 - ~~2. Using the Model Code of Educator Ethics and other ethic codes unique to one's discipline to guide and frame educational decision-making;~~
 3. Advocating for equitable educational opportunities for all students;
 4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification licensure, and/or training of one's position.
 5. Reflecting upon and assessing one's professional skills, ~~content~~ Knowledge and competency on an ongoing basis; and
 6. Committing to ongoing professional learning.
- B) The professional Educator demonstrates responsible use of data, materials, research and assessment by:
- ~~1. Appropriately recognizing others' work by appropriately citing data or materials, published, unpublished, or electronic sources when disseminating information;~~
~~materials, published, unpublished, or electronic sources when disseminating information;~~
 2. Using ~~developmentally~~ appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
 3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
 4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
 5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with ~~district, but not limited to, official guidance,~~ policy, ~~state and federal~~ laws; and
 6. Using data, data sources, or findings accurately, ~~and~~ reliably ~~and~~ ethically.
- C) The professional Educator ~~acts~~ demonstrates competence by acting in the best interest of all students by:
1. -Increasing students' access to curriculum, activities, and resources in order to provide a quality and equitable educational experience-;
 2. Working to engage the school community to close achievement,

3. opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the reasonable potential to harm ~~students~~.

5523 Principle III: Responsibility to Students

The professional Educator has a primary obligation to ~~treat~~ promote the health, safety and wellbeing of all students. ~~The professional educator treats students with dignity and respect. The professional Educator promotes the health, safety and well-being of students by establishing and maintaining~~and establishes and maintains appropriate verbal, physical, emotional and social boundaries.

- A) The professional Educator respects the rights and dignity of all students by:
1. Respecting students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability and socioeconomic context;
 2. Interacting with students with transparency and in appropriate settings;
 3. Communicating with students in a clear, respectful, and culturally sensitive manner;
 4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
 5. Considering the implications of accepting gifts from or giving gifts to students;
 6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits ~~the students~~ and continually keeps their health, safety and well-being ~~of the student~~ in mind;
 7. Avoiding multiple relationships with students ~~which that~~ might impair objectivity and increase the risk of harm to student learning or their well-being or decrease Educator effectiveness;
 8. Acknowledging ~~that~~ there are no circumstances that allow for Educators to engage in romantic or sexual relationships with students; and
 9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the Educator's career. The professional Educator ensures ~~that~~ the adult relationship was not started while the former student was in school.
- B) The professional Educator demonstrates an ethic of care through:
1. Seeking to understand students', educational, academic, personal and social needs as well as ~~students'~~ their values, beliefs, and cultural background;
 2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, sexual orientation, civil status, family status, ~~sexual orientation~~, religion, age, disability, race, ethnicity, socio-economic status context, and culture; and
 3. Establishing and maintaining an environment that promotes the

emotional, intellectual, physical, and sexual safety of all students.

- C) The professional Educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:
1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
 2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
 3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

5524 Principle IV: Responsibility to the School Community

The professional Educator promotes positive appropriate relationships and effective interactions, with members of the school community, ~~while maintaining professional boundaries.~~

- A) The professional Educator promotes appropriate and effective ~~and appropriate~~ relationships with parents/guardians by:
1. Communicating with parents/guardians in a timely, and respectful and culturally sensitive manner that represents the students' best interests;
 2. Demonstrating a commitment to equality, equity, diversity and inclusion ~~as well as respecting and accommodating diversity among members of the school community with parents/guardians;~~
 3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
 4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
- B) The professional Educator promotes ~~effective and appropriate~~ and effective relationships with colleagues by:
1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
 2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
 - 2-3. Working to ensure a workplace environment that is free from harassment;
 34. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students; ~~Keeping student safety, education, and health paramount by~~

~~maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;~~

- ~~45. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws; Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;~~
- ~~56. Enhancing the professional growth and development of new Educators by supporting effective field experiences, mentoring~~
- ~~67. Ensuring ~~that~~ Educators who ~~are assigned to~~ participate as mentors for new Educators, cooperating teachers, ~~or other teacher and~~ leadership positions are prepared and supervised to assume these roles; and~~
- ~~78. Ensuring Demonstrating a commitment that Educators are assigned to positions in accordance with their educational credentials, preparation, and or experience in order training to maximize students' opportunities and achievement; and~~
- ~~8. Working to ensure a workplace environment that is free from harassment.~~

C) The professional Educator promotes ~~effective and~~ appropriate and effective relationships with the community and other stakeholders by:

- ~~1. Advocating for policies and laws that the Educator supports as promoting the education and well-being of students and families;~~
- ~~2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and~~
- ~~31. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications;~~
- ~~2. Advocating for policies and laws benefitting students and families within the school community; and~~
- ~~3. Collaborating with community agencies, organizations and individuals in order to advance students' best interests.~~

D) The professional Educator promotes ~~effective and~~ appropriate and effective relationships with employers by:

- ~~1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;~~
- ~~2. Respecting intellectual property ownership rights (e.g. original lesson plans, district-level curricula, syllabi, gradebooks, etc.) when sharing materials;~~
- ~~1. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and~~

2. Using property, facilities, materials and resources in accordance with local policies and state and federal laws;
3. Respecting intellectual property rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks) when sharing materials; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E) The professional Educator ~~understands~~ recognizes the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity, ~~and~~ increase the likelihood of harm to students' learning and well-being, or diminish Educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the Educator has ~~had a~~ current or past personal relationship ~~and vice versa~~;
3. Considering the implications and possible ramifications of engaging in a personal ~~or professional~~ relationship with parents/ ~~and~~ guardians, student teachers, colleagues, and supervisors; and
4. Ensuring ~~that~~ professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

5525: Principle V: Responsible and Ethical Use of Technology

The professional Educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical Educator is vigilant to ensure appropriate boundaries ~~of~~ associated with role, time, and place ~~and role~~ are maintained when using electronic communication.

A) The professional Educator uses technology in a responsible manner by:

1. Using social media ~~responsibly~~, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional Educator considers the ramifications of using social media and direct communication via technology ~~on~~ with one's interactions with students, colleagues, and the general public;
2. Staying abreast of current with trends and uses of school technology;
3. ~~Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;~~
3. ~~Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and Educators~~ Evaluating information obtained electronically for reliability and bias;
4. Respecting intellectual property rights, copyright and fair use when accessing, using and documenting proprietary materials;
5. Understanding and abiding by ~~the district's~~ policy and procedures on the use of technology and communication;

6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws; ~~and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and~~
7. Considering the implications of sharing legally protected or other sensitive information electronically either via professional or personal devices/accounts; and
- ~~7.8.~~ Exercising prudence-vigilance in maintaining separate and professional virtual profiles and; keeping personal and professional lives distinct.

B) The professional Educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local school, district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless ~~given consent to view such information or if there is a possibility of evidence of a possible~~ risk of harm to the student or others; and
3. ~~Monitoring to the extent practical~~ Being attentive to (and appropriately reporting) information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C) The professional Educator maintains confidentiality ~~in~~with the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of ~~student-privileged information and educational records~~-stored or transmitted ~~through the use of electronic or computer technology~~educational records;
2. Understanding the intent of Federal-Family Educational Rights to Privacy Act (FERPA) and how it applies to sharing ~~electronic~~-student records electronically; ~~and~~
3. ~~Ensuring that~~ the rights of third parties, including the right of privacy, are not violated via the use of technology~~ies~~; ~~and~~
- ~~3.4.~~ Protecting information from being shared with unintended third parties through technology.

D) The professional Educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal and equitable access to technology for all students; ~~especially those historically underserved~~;
2. Promoting the benefits ~~of~~ and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; ~~and~~
3. Promoting technological applications ~~(a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process; and-~~

4. Practicing and advocating for cybersecurity to protect oneself, others and the integrity of the network.

Application Notes:

1. The foregoing Code of Professional Ethics is adopted in accordance with 16 V.S.A. § 1694(5).

Nothing in these Rules can, or is intended to, vary the definition of “unprofessional conduct” which is contained in 16 V.S.A. § 1698. Rather, these Rules enumerate a non-exclusive list of conduct which, if proven in a particular case, might constitute unprofessional conduct.

5600 ADMINISTRATIVE BODIES

5610 The Vermont Standards Board for Professional Educators (Standards Board)

5610.1 Employment Status Change

Members whose employment status changes during their term on the board shall remain on the Standards Board for the duration of their appointed term.

5610.2 Allowable Expenses

Standards Board members shall be eligible for reimbursement by the Vermont Agency of Education for allowable expenses as defined by 32 V.S.A. §1010. Institutions which employ Educator members shall be reimbursed for the cost of substitutes. Members of the Standards Board shall receive a per diem in addition to their expenses.

5610.3 Policy Agenda and Annual Report

The Standards Board may develop an annual policy agenda in consultation with the Secretary and the State Board of Education which includes ongoing work and new issues for study.

The Standards Board may submit an annual report to the Secretary and the State Board of Education.

5610.4 Duties

The duties of the Standards Board, in addition to those duties specified in 16 V.S.A. Chapter 51, include:

1. defining high quality, practical professional learning that includes, but is not limited to, linking school practitioners and higher education;
2. examining issues in Educator preparation, licensure, and relicensure;

3. developing relicensing policies and procedures for the Office and local and regional standards boards;
4. approving local and regional standards boards' plans of operation and amendments to the plans;
5. monitoring, promoting, and supporting the effective operations of the local and regional standards boards and local and regional relicensing procedures.

5620 Local Standards Board (LSB)

5621 Establishment and Maintenance

5621.1 A local standards board shall be established and maintained for each supervisory unions/districts and the Community High School of Vermont.

5621.2 Educational entities, other than supervisory union/districts, that employ licensed Educators may establish a local standards board, or a collaborative board, subject to approval by the Standards Board. Such boards shall be subject to all conditions that apply to local standards boards in supervisory unions/districts.

5621.3 Each supervisory union/district, through its superintendent, shall be responsible for facilitating and supporting the local standards board development and operation.

5621.4 Educational entities other than supervisory unions/districts that choose to have a local standards board shall designate a person to be responsible for facilitating and supporting the development and operation of the board.

5622 Primary 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 the following: verified professional learning activities, these rules herein, standards defined by the Standards Board, and procedures set forth in a local plan of operation that has been approved by the Standards Board. Current teachers who also hold administrator endorsements shall renew those endorsements through the local standards board.

5623 Membership

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.

5624 Plan of Operation

- 5624.1 Each local standards board shall follow the VSBPE plan for operation according to guidelines, policies, and procedures.
- 5624.2 The plan of operation shall indicate that an annual report will be submitted to the Standards Board or the Office on or before a date to be determined by the Standards Board or the Office.
- 5624.3 The plan of operation shall be subject to approval by the Standards Board or the Office.
- 5624.4 The plan of operation may be amended according to procedures defined in said plan. All amendments shall be subject to approval by the Standards Board or the Office.

5625 Reciprocity of Professional Learning

Verified professional learning has reciprocity across local standards boards and with the Office.

5626 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 professional learning records to the new local or regional standards board within six (6) months of employment.

5627 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 the Standards Board and provides services at the request of and under the direction and control of the Standards Board.

5630 Regional Standards Board (RSB)

5631 Establishment and Maintenance

A regional standards board shall be established and maintained in each of the five (5) regions in the state. Unless otherwise determined by the Standards Board or the Office, the five regions shall be those that correspond to the existing Superintendent regions.

Supervisory unions/districts in each region, through their superintendents, shall be responsible for facilitating and supporting the regional standards board development and operation.

5632 Primary Purpose

A regional standards board shall be established and maintained for the primary purpose of recommending administrators for relicensure. Such recommendations shall be based on the following: verified professional learning activities, these rules herein, standards defined by the Standards Board, and procedures set forth in a regional plan of operation that has been approved by the Standards Board.

Current administrators who also hold endorsements in fields other than administration shall renew those endorsements through the regional standards board.

5633 Determination of Administrator Status

For relicensing purposes, an Educator shall be considered an administrator and utilize the services of a regional standards board when the majority of employed time in a school, school district, or supervisory union is devoted to direct responsibility for the evaluation and discipline of personnel, the development and management of the curriculum of the school, or supervision or internal management of a school system or school program. When a question arises as to the appropriate standards board to handle an Educator relicensing request, the endorsement under which the Educator practices for the majority of the time shall determine the appropriate board.

5634 Membership

The membership of a regional standards board shall include a majority of licensed administrators.

5635 Plan of Operation

5635.1 Each regional board shall follow the Vermont Standards Board for Professional Educators plan for operation according to guidelines, policies, and procedures established by the Standards Board.

5635.2 The plan of operation shall provide that an annual report will be submitted to the Standards Board or the Office on or before a date to be determined by the Standards Board or the Office.

5635.3 The plan of operation shall be subject to approval by the Standards Board or the Office.

5635.4 The plan of operation may be amended according to procedures defined in said plan. All amendments shall be subject to approval by the Standards Board or the Office.

5636 Reciprocity of Professional Learning

Verified professional learning has reciprocity across regional standards boards and with the Office.

5637 Transfers

Administrators transferring from one supervisory union/district, or other educational entity with a regional standards board, to another shall be responsible for transferring their professional learning records to the new regional standards board within six (6) months of employment.

5638 Volunteer Service

For the purposes of 1 V.S.A. §310(3), a regional 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 regional standards board is a volunteer for the Standards Board and provides services at the request of and under the direction and control of the Standards Board.

5700 LICENSE SURRENDER, NEGOTIATED SETTLEMENT, REINSTATEMENT AFTER SUSPENSION OR REVOCATION, REPRIMANDS, AND POSTING OF LICENSING ACTIONS

5710 Requirements for Reinstatement/Re-application after Suspension or Revocation

- A. In addition to the requirements of Sections 5430 through 5435.6, a license or endorsement that has been suspended or revoked may be reinstated or reapplication granted if:
 - i. the period of the suspension has passed and any and all conditions that may have been placed on reinstatement/re-application have been satisfied.
 - ii. the Educator whose license has been revoked demonstrates, by clear and convincing evidence, that he/she has been rehabilitated.
- B. A license or endorsement, including one that is limited in time, level or scope may be issued subject to terms deemed necessary for ensuring compliance with licensing requirements and professional standards if the license has been suspended or revoked.

5711 Negotiated Settlement

A negotiated settlement of a licensing action may be entered into between the Educator and the Secretary at any stage of the investigation or proceedings.

5712 Surrender of License

At any stage of investigation or proceedings, an Educator may surrender a license or endorsement. A surrendered license or endorsement shall be considered to have the same force and effect as a revocation and any re-application or request for reinstatement shall be dealt with in accordance with Section 5710 of these rules.

5713 Private Reprimands

The existence of a private reprimand and the grounds for the reprimand shall be public information within the meaning of 1 V.S.A. § 317 et seq. but the identity of the Licensee, including any information that would lead to the identification of the Licensee, shall be confidential.

5714 Public Reprimands

The existence of a public reprimand shall be public information within the meaning of 1 V.S.A. § 317 et seq. and the details of the reprimand itself shall be subject to disclosure.

5715 Posting of Licensing Actions on Agency Website

All private reprimands shall be reported on the Agency of Education website and shall include only the grounds for such disciplinary action, absent any information that would lead to the identification of the Licensee.

All public reprimands, suspensions and revocations shall be reported on the Agency of Education website and shall include:

- A. Name of Licensee;
- B. Business address at time of action;
- C. School where incident occurred or where licensee was employed;
- D. License type / endorsement(s);
- E. Grounds;
- F. Disciplinary Action; and
- G. Date of Action.

5800 ADMINISTRATIVE PROVISIONS

5840 Access to License Records

Any person, who makes a request for information shall be informed of the license status of any individual subject to licensure. All other access to licensing records shall be in accordance with the provisions of 1 V.S.A. § 315-320 and 16 V.S.A. § 1708. Public records and documents, as that term is defined in 1 V.S.A. § 315, shall be made available to the public upon request unless the information is otherwise exempt from disclosure under 1 V.S.A. § 317. This includes public records or documents relating to the final disposition of disciplinary complaints that result from the filing of disciplinary charges by the Secretary. The suspension or revocation of a license shall be reported to the National Association of State Directors of Teacher Education and Certification (NASDTEC) after the period of time for appeal has expired except as provided otherwise. Access to licensing records by Agency employees is limited to those with work-related needs.

5900 AUTHORITY TO RECOMMEND FOR LICENSURE

5910 Approval Process Statement of Purpose

Approval by the Standards Board authorizes an institution or educational organization to recommend a person who satisfactorily completes the approved program as eligible for licensure and/or endorsement.

The institution or educational organization's recommendation of a candidate for licensure and/or endorsement shall be indicated by a statement on the candidate's transcript, a method approved by the Standards Board, or the Office indicating that the candidate is being recommended for licensure and/or endorsement by the program provider and shall indicate the endorsement title, sub-endorsement title, if any, and grade levels of the recommendation.

5911 Approval includes evaluation of two distinct types of portfolios developed through guidelines adopted by the Standards Board:

5911.1 The institution or educational organization shall complete a self-study resulting in the preparation of an Institutional Portfolio, a program assessment and planning report that documents the effectiveness of the program provider at assuring that it recommends qualified Educators details plans for continuous improvement, and describes meeting current and evolving standards of best practice in Educator preparation.

5911.2 An individual Level I Licensure Portfolio using the Vermont Licensure Portfolio (VLP) shall be maintained by each candidate seeking initial licensure and contain appropriate and sufficient documentation of the individual's competence.

5920 Approval Criteria

5921 The institution or educational organization must demonstrate that its administrative procedures for operating and maintaining approved programs ensure:

5921.1 Consistency with licensing rules, current Vermont education rules and statute (for example, Act 77 initiatives and Education Quality Standards), the Core Teaching and Leadership Standards for Vermont Educators, requirements for endorsements, and the program approval granted by the Standards Board;

5921.2 Accurate and timely maintenance and transmittal of transcripts and other records;

5921.3 Advance notification to the Office of any substantive change affecting an approved program or administrative procedures;

5921.4 A program that meets the requirements of Sections 5922 and 5923 of these rules.

5922 In order to have the authority to recommend for teacher licensure or endorsement, a provider must:

- 5922.1 Ensure that candidates have the necessary content and pedagogical knowledge to help all students learn and create learning experiences that make the content area accessible and meaningful for learners;
- 5922.2 Use valid and reliable methods to systematically evaluate candidates' knowledge and performance competencies, monitor candidates' progress, and acquire data that is used in making programmatic improvements. This includes follow-up studies of graduates and those who have hired recent graduates;
- 5922.3 Ensure high-quality field experiences in which candidates demonstrate effective teaching and take responsibility for student learning;
- 5922.4 Ensure that programs and candidates have the resources to meet current Vermont education rules and statute (for example, Act 77 initiatives and Education Quality Standards), Vermont's Core Teaching and/or Core Leadership Standards, and endorsement requirements.
- 5922.5 Ensure that candidates understand and demonstrate professional responsibility as it relates to issues of equity and inclusion.

5923 In order to have the authority to recommend for administrator licensure or endorsement, a provider must:

- 5923.1 Ensure that candidates have the necessary content and pedagogical knowledge as detailed in Vermont's Core Leadership Standards and current Vermont education rules and statute;
- 5923.2 Use valid and reliable methods to systematically evaluate candidates' knowledge and performance competencies, monitor candidates' progress, and acquire data that is used in making programmatic improvements. This includes follow-up studies of graduates and those who have hired recent graduates;
- 5923.3 Ensure high-quality field experiences in which candidates demonstrate effective leadership and take responsibility for student learning;
- 5923.4 Ensure that programs and candidates have the resources to meet current Vermont education rules and statute (for example, Act 77 initiatives and Education Quality Standards), Vermont's Core Leadership Standards, and endorsement requirements.
- 5923.5 Candidates create welcoming and equitable school environments that are inclusive of all students, school personnel, families, and community members.

5924 Student Teaching Requirements

- 5924.1 Except as otherwise provided, all candidates for student teaching shall meet the following qualifications:
 - A. academic competence as attested by an overall 3.0 grade point average (on a 4-point scale) and a 3.0 grade point average in the field of major studies as defined by the institution or written certification of intellectual competence by an academic dean; institutions that use alternate grading systems have the

responsibility of demonstrating how their assessment is commensurate to a 3.0 grade point average.

- B. through related coursework, completion of a minimum of sixty (60) hours of supervised field experience (i.e. practicum), that need not be consecutive and may accumulate to sixty (60) hours.

5924.2 The placement of student teachers is the responsibility of the teacher preparation program and shall meet the following requirements:

- A. a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure (e.g., student teaching, internship, or other concentrated field experience however named) in which the candidate shall gradually assume the full professional roles and responsibilities of an Educator in the initial endorsement area sought;
- B. the assignment shall be with a licensed Educator in an appropriate setting as determined by the school district and Educator preparation program.
- C. Exceptions shall be documented and submitted to the Standards Board or the Office for approval; a written agreement with the school in which the student teacher is placed outlines the responsibilities of each party;
- D. cooperating Educators have been trained by the teacher preparation program in the strategies and methods being taught in the Educator preparation program;
- E. the placement process and student teacher expectations are incorporated in a student teaching handbook.

5924.3 The supervision and evaluation of student teachers by the teacher preparation program's faculty shall meet the following requirements:

- A. supervision shall be provided by qualified faculty from the teacher preparation program's staff including adjunct faculty. An individual shall not serve simultaneously as the cooperating Educator and the supervisor from the institution's faculty;
- B. the teacher preparation program's supervisors shall observe and advise the student teacher at least once every ten (10) teaching days;
- C. the teacher preparation programs supervisors shall not be assigned more student teachers than can be adequately supervised and supported;
- D. a specific student teaching evaluation process shall be detailed in the student teaching handbook, including collection of data on the candidate's performance, a process for feedback to the candidate, and use of the data to provide additional assistance.

5924.4 The supervision and evaluation of school counselors by the counseling preparation program's faculty shall comply with VSBPE policy on supervision and meet the following requirements:

- A. supervision shall be provided by qualified faculty from the counseling preparation program's staff including adjunct faculty. An individual shall not serve simultaneously as the cooperating Educator and the supervisor from the institution's faculty;
- B. the counseling preparation program's supervisors shall advise the counseling intern at least once every ten (10) teaching days;
- C. the counseling preparation program's supervisors shall not be assigned more counseling interns than can be adequately supervised and supported;
- D. a specific counseling candidate evaluation process shall be detailed in a handbook, including collection of data on the candidate's performance, a process for feedback to the candidate, and use of the data to provide additional assistance.

5924.5 The supervision and evaluation of school psychologist candidates by the school psychology preparation program's faculty shall comply with VSBPE policy on supervision and meet the following requirements

- A. supervision shall be provided by qualified faculty from the school psychologist preparation program's staff including adjunct faculty, as defined by NASP Standards for Graduate Preparation of School Psychologists. An individual shall not serve simultaneously as the cooperating Educator and the supervisor from the institution's faculty;
- B. the school psychologist preparation program's supervisors shall provide weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement
- C. the school psychologist preparation program's supervisors shall not be assigned more school psychologist interns than can be adequately supervised and supported;
- D. specific competency outcomes are clearly articulated for each field experience, and program documents reflect supervision and evaluation of candidate learning outcomes relevant to particular courses, all NASP domains of school psychology practice, and field experiences in a systematic manner;
- A-E. multiple measures of data are used to ensure candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP domains of school psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers.

5924.56 To successfully complete a student teaching, ~~or~~ school counseling placement, a candidate shall achieve at least a grade of "B." Prior to issuing a candidate's grade, the Educator preparation program shall consider the evaluation by the cooperating Educator. Institutions that

use alternate grading systems have the responsibility of demonstrating how their assessment is commensurate to a “B.”

5924.67 To earn a recommendation from an education preparation program, upon completion of the program a candidate shall achieve an overall 3.0 grade point average and 3.0 grade point average in the field of major study as defined by the institution.

5930 Review Process for Program Approval

5931 All licensure programs must be approved by the Standards Board in order to recommend for licensure or endorsement. Unless otherwise specified by the Standards Board, program approval shall be for seven (7) years. Approval shall continue until such time as the Standards Board acts otherwise.

5932 An institution or educational organization that wishes to initiate, add, or reactivate an Educator preparation program that is not currently approved shall submit in advance a written request for approval to the Standards Board. Approval of new or reactivated programs shall be limited to a two-year conditional approval. An institution or educational organization that wishes to revise an approved program to meet new standards shall follow the above procedure.

5933 An institution or educational organization shall notify the Standards Board in advance if it intends to significantly alter or discontinue a currently approved program.

5934 Each review shall include an evaluation by a review team appointed by the Standards Board. The review team shall:

5934.1 Include, but not be limited to: one member of the Standards Board, one Educator preparation professional, and two at-large members. The Standards Board, at its discretion, may alter the composition of the team. The review team chair shall be appointed by the Standards Board;

5934.2 Conduct both off-site and on-site evaluation that includes review of the Institutional Portfolio and individual Level I Teaching Licensure Portfolios using the Vermont Licensure Portfolio (VLP). At the conclusion of the evaluation, a summary of the off-site and on-site review team’s evaluation shall be presented in an Exit Report with the institution's president and/or designees.

5936 Reports and Responses

5936.1 The review team shall submit a written draft report of its findings that include commendations and recommendations to the institution. The institution may respond to any factual error(s).

5936.2 The review team shall submit a written final report to the Chair of the Standards Board. The report shall be sent to the president of the

institution or educational organization. The report shall include a recommendation for action by the Standards Board.

5936.3 The institution or educational organization shall submit a written response to the Chair of the Standards Board regarding the contents of the report. The response shall include plans to address the stipulations and concerns specified in the report of the review team.

5936.4 The Chair of the Standards Board shall schedule a meeting of the Standards Board, or committee thereof, at which the chair or designee of the review team shall present the report. Before the Standards Board takes action, the institution or educational organization shall receive notice and be offered an opportunity for a hearing.

5936.5 The Standards Board shall establish time frames for reports and responses.

5940 Action by the Vermont Standards Board for Professional Educators

5941 Action by the Standards Board shall be on a program by program basis. However, a finding that an institution or educational organization's administrative procedures for operating and maintaining approved programs are insufficient shall apply to all programs at that institution.

5941.1 After review of each Educator preparation program offered or proposed by a program provider, the Standards Board may take one of the following actions:

- A. grant full approval;
- B. grant conditional approval for a specified time period;
- C. grant provisional approval; or
- D. deny approval.

5941.2 Notwithstanding Section 5931 of these rules, approval of all proposed new programs shall be limited to provisional approval.

5942 Action Subsequent to Full or Conditional Program Approval

5942.1 –Follow-up Review of Approved Programs

- A. notwithstanding Section 5931, the Standards Board may review any approved program during its approval period when there is concern about its continued compliance with program approval requirements;
- B. notwithstanding Section 5931, the Standards Board may review programs with conditional approval at any time during the conditional approval period when there is concern about its continued compliance with program approval requirements;
- C. follow-up review by the Standards Board may be based on written documentation submitted by the institution and may include a report submitted by one or more individuals assigned by the Standards Board to review the program(s) in question. The review may also include an on-site evaluation.

- 5942.2 After a follow-up review, the Standards Board may find that:
- A. a program that meets requirements shall remain fully approved or a conditionally approved program that has satisfied conditions shall be granted full approval until the next scheduled approval review;
 - B. a program that does not meet the requirements of its approval may have its approval suspended, revoked, or continued for a specified time period with conditions attached.
- 5942.3 Before the Standards Board takes action, the institution or educational organization shall receive notice and be offered an opportunity for a hearing.

5950 VSBPE Waiver Rule

- 5951 The VSBPE or Office may consider waiving its established rules under the following circumstances:
- A. When strict application and/or enforcement of the existing VSBPE rules would create an unintended consequence, the result of which would be contrary to the intent of the VSBPE's rules as a whole; or
 - B. When strict application and/or enforcement of the VSBPE's existing rules would create an undue hardship for a licensee, an applicant, an Educator preparation program, or a school district.
- 5952 The VSBPE or Office shall only waive its rules under extraordinary circumstances and under circumstances in which the interests of all affected learners are protected. In considering a waiver request, the decision of the VSBPE shall be final. This rule shall not apply to the consideration of particular waiver requests which are currently or may be in the future, covered by separate and more specific rules regarding waivers (such as any such rule pertaining to Praxis testing). Waiver requests approved by the Office will be documented in the Staff Report and submitted to the VSBPE at the next scheduled Board meeting.

Rule 5440 – Licensing Endorsements

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5440-20 Assistant Director for Adult Education

The holder is authorized to design, implement, and administer educational and employment and training programs for adults in Vermont's career and technical centers.

1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below:
 - 1.1. Master's Degree
 - 1.2. Leadership coursework
 - 1.3. Coursework required for the specific administrator license
 - 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies
 - 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders.
2. To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented
3. ETS Test Code 6990 is required for all Educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement.
4. In order to qualify for an Assistant Director for Adult Education endorsement, the candidate shall also demonstrate the following:
 - 4.1. Three (3) or more years of experience in workforce development/training (e.g., human resources, employee training and development, career technical education or counseling, management of a post-secondary continuing education program)
 - 4.2. Principles of adult learning and knowledge of local, regional, state, and federal resources available to adult learners
 - 4.3. The ability to conduct work force and community needs assessments (e.g., identify individual training needs for personal and/or professional growth, identify community needs)

5440-92 Career Technical Center Director

The holder is authorized to serve as Director of a Career Technical Center. An Educator serving as Assistant Career Technical Center Director, however named, shall hold a Career Technical Center Director endorsement.

1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below:
 - 1.1. Master's Degree
 - 1.2. Leadership coursework
 - 1.3. Coursework required for the specific administrator license
 - 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies
 - 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders.
2. To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented.
3. ETS Test Code: 6990; is required for all Educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement.
4. In order to qualify for a Career Technical Center Director endorsement, the candidate shall also demonstrate the following:
 - 4.1. Three (3) or more years of experience in PK-16, career technical education, or teaching or workforce development/training (e.g., training management in business or industry, vocational training or counseling, management of a post-secondary continuing education program)
 - 4.2. Two (2) or more years of employment experience in a career cluster, or the equivalent in documented experience, working collaboratively with business and industry regarding matters of career and workforce development (e.g., serving on a chamber of commerce, or as a Workforce Investment Board member) not included in 4.1 above
5. Knowledge of local, state and federal laws related to Career Technical Education, labor, and industry

5440-93 Director of Curriculum

The holder is authorized to coordinate the curriculum, instruction, assessment, and professional learning activities of a school district or supervisory union.

1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below:
 - 1.1. Master's Degree
 - 1.2. Leadership coursework
 - 1.3. Coursework required for the specific administrator license
 - 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies
 - 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders.
2. To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented
3. ETS Test Code 6990 is required for all Educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement
4. In order to qualify for a Director of Curriculum endorsement, the candidate shall also demonstrate the following:
 - 4.1. Three or more years of licensed PK-12 teaching experience
 - 4.2. Advance study and experiences in curriculum instruction and assessment.

5440-86 Director of Special Education

The holder is authorized to provide, administer, supervise and evaluate special education programs and services, and to coordinate them with regular education programs, home-based services, and community-based services for students with disabilities. An Educator serving as an Assistant Director of Special Education, however named, shall hold a Director of Special Education endorsement.

1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below:
 - 1.1. Master's Degree
 - 1.2. Leadership coursework
 - 1.3. Coursework required for the specific administrator license
 - 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies
 - 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders.
2. To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented.
3. ETS Test Code 6990 is required for all Educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement.
4. In order to qualify for a Director of Special Education endorsement, the candidate shall also demonstrate the following:
 - 4.1. Three or more years of experience as a licensed special Educator, educational speech language pathologist, school psychologist, school counselor, reading coordinator/specialist, principal, or superintendent
 - 4.2. In-depth knowledge of local, state and federal laws and regulations concerning the education of students with disabilities
 - 4.3. The ability to lead, develop, administer, and evaluate programs and services for students with disabilities including: screening; assessment; eligibility determination; development of IEPs; facilitation, development and adaptation of educational materials, curricula, and instructional strategies; evaluation of student progress; and inclusion of students with disabilities into the regular classroom setting

- 4.4. Knowledge of school law, state regulations, and school board process to develop policies, special education law

5440-91 Principal

The holder is authorized to serve as a School Principal. An Educator serving as an Assistant Principal, however named, shall hold a Principal endorsement.

1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below:
 - 1.1. Master's Degree
 - 1.2. Leadership coursework
 - 1.3. Coursework required for the specific administrator license
 - 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies
 - 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders.
2. To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented.
3. ETS Test Code 6990 is required for all Educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement
4. In order to qualify for a Principal endorsement, the candidate shall also demonstrate the following:
 - 4.1. Three or more years of PK-12 teaching experience as a licensed Educator

5440-90 Superintendent

The holder is authorized to serve as the chief executive officer of a school district. An Educator serving as an Assistant Superintendent, however named, shall hold a Superintendent endorsement.

1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below:
 - 1.1. Master's Degree
 - 1.2. Leadership coursework
 - 1.3. Coursework required for the specific administrator license
 - 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies
 - 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders.
2. ETS Test Code 6990 is required for all Educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement.
3. In order to qualify for a Superintendent endorsement, the candidate shall also demonstrate the following:
 - 3.1 Six or more years of experience including:
 - 3.3.1 Three or more years of PK-12 teaching experience as a licensed Educator, and
 - 3.3.2 Three or more years of educational administration experience as a licensed administrator.

(75) Supervisor

The holder is authorized to supervise and evaluate instructional personnel and/or programs within the supervisor's specific area(s) of expertise.

Educators with a supervisor endorsement can retain, renew, and reinstate this endorsement. No new supervisor endorsements will be issued (effective August 2, 2013).

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5440-02 Art

(Revised June 2018)

The holder is authorized to teach art and design in grades PK-8, 5-12, or PK-12, based on practicum and student teaching experience. Revised March 2018.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

- 1.1. Demonstrates knowledge of art, design and art education concepts and skills delineated in current National Art Education Association professional standards and National Core Arts Standards including:
- 1.2. The processes and stages of artistic and aesthetic development
- 1.3. Understanding philosophical and ethical issues related to the visual arts, recognizing that art and design can be approached from a variety of contexts such as political, social, historical, societal, and cultural
- 1.4. Art and design as a mode of communication and a source of creative personal realization
- 1.5. Philosophies and methods of art and design including historical, contemporary and innovative practices
- 1.6. Principles, purposes, and design of assessments in the visual arts, including the current concepts and mandates
- 1.7. Artistic practices of creating, presenting, connecting and responding
- 1.8. Depth of study in one or more of the visual and/or design arts as demonstrated by presentation and exhibition of one's work
- 1.9. Breadth of study in a variety of art and design media and materials

2. Performance Standards:

Implements a visual arts curriculum that enables students to become artistically literate citizens. Specifically, the Educator:

- 2.1. Fosters an environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place
- 2.2. Utilizes a variety of resources, materials, and technologies, that support students

- 2.3. Models and develops artistic visual literacy and process through content and context to build students' capacity to create describe, respond and connect to works of art
- 2.4. Creates opportunities for students to embrace diversity of peoples, philosophies and cultural histories
- 2.5. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods and individual student needs
- 2.6. Reflect on their teaching practice to extend their knowledge, improve their teaching, and refine their evolving philosophy of education
- 2.7. Makes adaptations and differentiates to ensure full access to the discipline
- 2.8. Collaborates and forms interdisciplinary connections within the school and community
- 2.9. Exposes students to art and design related careers
- 2.10. Advocates for a rich visual arts and design education for all students. For example, through collaboration, evidence-based practices, participation in professional organizations visibly within the community
- 2.11. Coordinates and plans presentations of student learning in the arts
- 2.12. Incorporates the transferable skills into instruction, curriculum and assessment including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology
3. A major in art or design, or the equivalent, with foundational course of study in art, that reflects depth and breadth of artistic study in undergraduate and/or graduate coursework
4. A minimum of a practicum, or the equivalent, in art education at the elementary (PK-8) or middle/secondary (5-12) 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-8 and 5-12 instructional levels is required.
5. REQUIRED TESTING: Praxis II Art: Content and Analysis

5440-39 Bilingual Education

(Revised June 2018)

The holder is authorized to teach students who are English Language Learners (ELLs) and/or native speakers of English, in a language other than English, as well as in English at the PK-12 level. This endorsement is an add-on endorsement only and is limited to holders of endorsements in early childhood, elementary education, middle grades, special education, English Language Learners, science, social studies, mathematics, or English language arts. The holder's language(s) of concentration and instructional level shall be indicated on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

- 1.1. Measurable academic language proficiency in English and a second language including listening, speaking, reading and writing skills.
- 1.2. Knowledge of how race, culture and the acculturation process impact student's perceptions, learning styles, and affective needs at different age (developmental) levels;
- 1.3. Knowledge of the special problems and unique qualities for bilingual-multicultural education, including a respect for cultural diversity and a special sensitivity to the development of self-concept and special needs of children of different cultures, as well as
- 1.4. knowledge of the history and culture of peoples associated with the students' dominant language
- 1.5. Knowledge of the differences between the sound systems, forms and structures of the second language and English, as well as knowledge of sociolinguistics and psycholinguistics necessary
- 1.6. Knowledge of how to assess students' language abilities and how to adapt instructional materials and technologies to meet students' needs and abilities in alignment with curriculum, content standards and local, state and federal regulation.

2. Performance Standards:

- 2.1. Ability to teach (contingent upon holding an endorsement in the subject area) academic content in the students' dominant language, according to the students' needs and abilities including the integration of technology.
- 2.2. Ability to assist students in maintaining and extending their command of their first language as well as the English language
- 2.3. Ability to identify cultural biases in existing curricula, materials, and/or teaching techniques and to modify these as appropriate. Ability to develop students' awareness of and appreciation for cultural diversity
- 2.4. Ability to assist students in maintaining and extending identification with and pride in their culture heritage, and help develop their understanding of the contribution of their cultural or ethnic group to American culture, history, and life

style while at the same time facilitating learning to be successful in the dominant culture

- 2.5. Ability to foster the relationships between families of bilingual students, schools and community
- 2.6. Ability to stimulate community participation in the school program and to enhance sociocultural exchanges among all groups
3. A minimum of a practicum, or the equivalent, in Bilingual/Dual Language Education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought.
4. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in Bilingual/Dual Language Education setting at both the PK-6 and 7-12 instructional levels is required.

5440-03 Business Education

(Revised June 2018)

The holder is authorized to teach Business Education in grades 5-12 in middle and high schools.

1. Knowledge Standards; to qualify for this endorsement, the candidate shall demonstrate the following:
 - 1.1. Knowledge of business education concepts and skills delineated in The National Standards for Business Education, *Vermont's Career and Technical Business and Administration Program Competencies*, the JumpStart Coalition for Personal Financial Literacy National Standards and any future, relevant state initiatives
 - 1.2. Knowledge of financial decision making including: spending and saving, credit and debt, employment and income, investing and risk management and insurance
 - 1.3. Knowledge of the career development/planning process, occupational skills standards, workplace skills requirements, recognized industry standards and the relationship between work and learning as related to the foundations of business
 - 1.4. Knowledge of existing student organizations and processes to integrate student organization activities into the curriculum
 - 1.5. Knowledge of leadership skills and development
 - 1.6. Knowledge of current and emerging business technology applications, procedures and systems
 - 1.7. Knowledge of the e-commerce business model and how to meet customer needs in an online environment
 - 1.8. Knowledge of Generally Accepted Accounting Principles (GAAP) and ability to explain how the application of GAAP impacts the recording of financial and the preparation of financial statements
 - 1.9. Knowledge of macro and micro economic principles
 - 1.10. Knowledge of principles of business law, the legal environment of business and issues related to ethics and social responsibility in business
 - 1.11. Knowledge of organizational structures and advantages and disadvantages of each
 - 1.12. Knowledge of entrepreneurship including traits of successful entrepreneurs, steps in starting a business, and factors influencing the success and failure of a business
 - 1.13. Knowledge of principles of marketing and market research and their impact on individuals, business, and society
 - 1.14. Knowledge of English mechanics and communication skills when writing, speaking, listening, and presenting in a variety of personal and business environments
 - 1.15. Knowledge of statistical analysis to interpret consumer and business data to solve problems, make decisions, set goals, and plan for future development

- 1.16. Knowledge of the components of a business plan, steps and procedure for writing a business plan, and strategies for applying the business plan when starting a business
- 1.17. Knowledge of the basic techniques of mathematics and quantitative analysis in business
- 1.18. Knowledge of the role of international business; how it impacts business at all levels, including local, state, national and international
- 1.19. Knowledge of the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment

2. Performance Standards:

Implements a comprehensive, standards-based business education curriculum that enables students to acquire the knowledge, skills, and attitudes that will prepare them to be successful in their personal financial lives as employees/entrepreneurs, consumers and citizens and to prepare those students who seek further training in business.

Specifically, the Educator:

- 2.1. Plans, delivers, and evaluates instruction based upon knowledge of the business and administration field, *The National Standards for Business Education*, and *Vermont's Career and Technical Business and Administration Program Competencies*, the Jump\$tart Coalition for Personal Financial Literacy National Standards and any future relevant state initiatives
 - 2.2. Teaches students to recognize and be sensitive to the cultural expectations in personal and professional environments
 - 2.3. Teaches student to recognize the customer-oriented nature of business and analyze the impact of business activities on the individual, the workplace, and society
 - 2.4. Teaches personal development and leadership skills
 - 2.5. Collaborates with colleagues, community, post-secondary institutions, business/industry, and families to maximize curricular and instructional resources
 - 2.6. Plans, organizes, manages and collaborates as necessary so that learning environments and /technical facilities are safe and comply with state and national laws, regulations and guidelines
 - 2.7. Teaches students how to communicate and present themselves in a manner appropriate to the business environment, both face-to-face and through the use of technology
 - 2.8. Identifies, compares, selects, evaluates, uses and recommends relevant technologies for business
3. The candidate demonstrates work and/or volunteer experience using business and administrative skills through a resume

5440-17 Career Technical Education

(Revised June 2014)

The holder is authorized to teach one or more career cluster area courses of study in a career and technical center in grades 7-12 as specified on the endorsement.

In order to qualify for this endorsement, a candidate must demonstrate the following:

1. Knowledge Standards:

- 1.1. The Educator demonstrates knowledge of how to plan, deliver, and evaluate instruction as reflected in the standards approved by the State Board of Education for students, and student, community and workforce needs, including industry standards and procedures. Specifically, the Educator understands:
- 1.2. The legal and ethical requirements and safety issues pertaining to the specific trade or industry
- 1.3. Career Technical Education curriculum and assessment strategies and instructional methods that enable integration, via applied learning opportunities and activities, of Vermont's standards, Grade Level Expectations, and the Common Career Technical Core Standards with the industrial skills necessary for success in the specific career cluster area of study and related pathway(s)
- 1.4. Equity issues in Career Technical Education including occupational stereotypes and strategies to break down barriers to opportunities for male and female students in non-traditional occupations
- 1.5. Skills, techniques, and procedures for effectively integrating students with special needs, including individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, etc. in Career Technical Education settings
- 1.6. The career development/planning process and how to integrate employability skills into the curriculum
- 1.7. The significant role in Career Technical Education of partnerships and collaborative relationships with industry, organized labor, parents, community agencies, and post-secondary institutions in delivering the curriculum, and how to form advisory committees that include these parties
- 1.8. How to foster the development of students' leadership skills through delivery of the curriculum, and incorporation of appropriate career and technical student organization standards into the curriculum

2. Performance Standards:

- 2.1. The Educator implements a comprehensive, standards-based curriculum that incorporates industry skill standards and enables students to acquire the knowledge, skills, and attitudes that will prepare them to succeed in the chosen trade or industry. Specifically, the Educator:

- 2.2. Integrates the teaching of Vermont's standards, Grade Level Expectations, and the Common Career Technical Core Standards throughout all instructional activities
- 2.3. Creates instructional activities that provide students with the knowledge and skills to successfully complete the program of study assessments within the particular trade or industry
- 2.4. Collaborates with the Career Technical Education Special Needs Coordinator to effectively integrate students with special needs, including individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, etc., into his/her classroom and to meet each student's individual learning needs
- 2.5. Consults with industry advisory committees, colleagues, the community, and parents to maximize curricular and instructional resources, and develops experiential learning opportunities for students
- 2.6. Plans, organizes, and manages laboratories/technical facilities for instruction so that activities are carried out in accordance with state and national safety guidelines and in compliance with all local, state, and federal regulatory codes governing the trade or industry
- 2.7. Demonstrates sensitivity to inequities in technical education learning and career opportunities by incorporating specific instructional activities that promote equity
- 2.8. Fosters the development of students' leadership, teamwork, and effective communication skills, and teaches deportment in a manner appropriate to the industry
- 2.9. Advises students in the career planning process and teaches employability skills as indicated in the program core competencies developed by industry and education

An applicant may apply for a license or endorsement in the following fields:

- A. Agriculture & Natural Resources
- B. Architecture & Construction
- C. Arts & Communication
- D. Business
- E. Education and Training
- F. Health
- G. Hospitality
- H. Human Services
 1. Personal Care
 2. Family & Community Services
- I. Information Technology
- J. Law & Public Safety
- K. Manufacturing
- L. Transportation
 1. Driver and Traffic Safety Education
- M. Engineering

5440-73 Career Technical Education School Counseling Coordinator

(Revised August 2015)

The holder is authorized to coordinate and provide Career Technical Education school counseling services in grades 7-12.

The CTE School Counseling Coordinator Endorsement is divided into two domains, the School Counseling domain and the Career and Technical Education domain.

School Counseling Domain

1. School Counseling Programs

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

1.1. Knowledge Standards

- 1.1.1. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- 1.1.2. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the information, opportunity, and achievement gaps
- 1.1.3. Leadership principles and theories
- 1.1.4. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
- 1.1.5. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- 1.1.6. Legal, ethical and professional issues in pre-K–12 schools
- 1.1.7. Developmental theory, learning theories, multicultural competency theory, social justice advocacy theory, counseling theories, and career counseling theories
- 1.1.8. The continuum of mental health services, including prevention and intervention strategies to enhance student success

1.2. Performance Standards

- 1.2.1. Plans, organizes, implements and evaluates a school counseling program
- 1.2.2. Serves as a leader in the school, district/supervisory union, and community
- 1.2.3. Advocates for student success at the student, school and public arena levels of intervention
- 1.2.4. Acts as a systems change agent to create an environment promoting and supporting student success
- 1.2.5. Every student can learn, and every student can succeed

- 1.2.6. Every student should have access to and opportunity for a high-quality education and school counseling program
- 1.2.7. Students from traditionally under-represented groups face systemic inequities that need to be identified and interrupted
- 1.2.8. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- 1.2.9. School counselors are cultural beings with internalized biases that need to be identified and interrupted
- 1.2.10. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

2. Foundations

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

2.1. Knowledge Standards

- 2.1.1. Beliefs and vision of a school counseling program that align with school improvement and student success initiatives at the school, district, and state level and reflect the structure and governance of the American educational system
- 2.1.2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- 2.1.3. Learning theories
- 2.1.4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- 2.1.5. Human development theories and developmental issues affecting student success
- 2.1.6. District, state and national student standards and competencies, including ASCA Mindsets and Behaviors for Student Success and other student standards that may complement and inform the comprehensive school counseling program
- 2.1.7. The three domains of academic achievement, career planning and personal/social development
- 2.1.8. Multicultural and Social Justice Advocacy Competencies
- 2.1.9. Macro-systemic forces that marginalize students from traditionally under-represented groups such as: classism, abilityism, Heteronormativity, color-blind modern racism, cis-normativity, sexism and sizeism.

2.2. Performance Standards

- 2.2.1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district, and state level
- 2.2.2. Develops a school counseling mission statement aligning with the school, district, and state mission
- 2.2.3. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor

- 2.2.4. Has an impact on every student rather than a series of services provided only to students in need
- 2.2.5. Is an integral component of student success and the overall mission of the school and school district
- 2.2.6. Promotes and supports academic achievement, career planning and personal/social development for every student

3. Management

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

3.1. Knowledge Standards

- 3.1.1. Leadership principles, including sources of power and authority and formal and informal leadership
- 3.1.2. Organization theory to facilitate advocacy, collaboration and systemic change
- 3.1.3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards
- 3.1.4. Time management, including long- and short-term management using tools such as schedules and calendars
- 3.1.5. Data-driven decision making
- 3.1.6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

3.2. Performance Standards

- 3.2.1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan
- 3.2.2. Familiarity and understanding of the value of a diverse advisory council
- 3.2.3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
- 3.2.4. Assesses use of time in direct and indirect student services and program management and school support
- 3.2.5. Develops calendars to ensure the effective implementation of the school counseling program
- 3.2.6. Designs and implements action plans support activities aligning with school and school counseling program goals and conduct self-appraisals
- 3.2.7. A school counseling program/department must be managed like other programs and departments in a school
- 3.2.8. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor
- 3.2.9. Management of a school counseling program must be done in collaboration with administrators

4. Delivery

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

4.1. Knowledge Standards

- 4.1.1. The distinction between direct and indirect student services
- 4.1.2. The concept of a school counseling core curriculum
- 4.1.3. Counseling theories and techniques that work in school, such as solution-focused brief counseling, cognitive behavioral theory, narrative theory, play theory and interventions, person-centered counseling, group work theory and family systems
- 4.1.4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons
- 4.1.5. Classroom management
- 4.1.6. Principles of career planning and college admissions, including financial aid and athletic eligibility
- 4.1.7. Principles of working with students from traditionally under-represented social locations, i.e. students of color, New Americans, English language learners, students with a (dis)ability, lesbian, gay, or bisexual (LGB) students, students from non-dominant religious traditions, gender non-conforming students, and students from poor and working-class families.
- 4.1.8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program
- 4.1.9. Responsive services (counseling and crisis response) including grief and bereavement

4.2. Performance Standards

- 4.2.1. Implements the school counseling core curriculum
- 4.2.2. Facilitates individual student planning
- 4.2.3. Provides responsive services
- 4.2.4. Understands how to make referrals to appropriate professionals when necessary
- 4.2.5. Shares strategies that support student achievement with parents, teachers, other Educators and community organizations
- 4.2.6. Partners with parents, teachers, administrators and education stakeholders for student achievement and success
- 4.2.7. Engages in broaching conversations with students and families from traditionally under-represented groups, i.e. students of color, New Americans, students with (dis)abilities, transgender students, Lesbian, Gay, or Bisexual (LGB) students, and students who identify as poor or working class.
- 4.2.8. School counseling is one component in the continuum of care that should be available to all students
- 4.2.9. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need
- 4.2.10. School counselors engage in developmental counseling and short-term responsive counseling

- 4.2.11. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders
- 4.2.12. School counselors have an integral role in interrupting societal inequities that marginalize students from traditionally under-represented groups.

5. Accountability

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

5.1. Knowledge Standards

- 5.1.1. Basic concepts of results-based school counseling and accountability issues
- 5.1.2. Basic research sampling, methodology and analysis concepts to understand research outcomes
- 5.1.3. Use of data to evaluate program effectiveness and to determine program needs
- 5.1.4. Culturally sensitive school counseling program assessments and results reports

5.2. Performance Standards

- 5.2.1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs
- 5.2.2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program
- 5.2.3. School counseling programs should achieve demonstrable results
- 5.2.4. School counselors should be accountable for the results of the school counseling program
- 5.2.5. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- 5.2.6. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance
- 5.2.7. School counselors use data to identify systemic barriers for students from traditionally under-represented groups.

6. Career Counseling

6.1. Career Development Theory—Knowledge Skills:

- 6.1.1. Theories and models of career development
- 6.1.2. Theoretical models for career development and associated counseling and information-delivery techniques and resources
- 6.1.3. Role relationships which facilitate life-work planning

- 6.1.4. Information, techniques, and models related to career planning and placement
- 6.2. Individual and Group Counseling Skills—Performance Standards:
 - 6.2.1. Identify and understand clients' personal characteristics related to career
 - 6.2.2. Identify and understand social contextual conditions affecting clients' careers
 - 6.2.3. Identify and understand familial, sub-cultural and cultural structures and functions as they are related to clients' careers
 - 6.2.4. Identify and understand clients' career decision-making processes
 - 6.2.5. Identify and understand clients' attitudes toward work and workers
 - 6.2.6. Identify and understand clients' biases toward work and workers based on gender, race, and cultural stereotypes
 - 6.2.7. Challenge and encourage clients to take action to prepare for and initiate role transitions by locating sources of relevant information and experience and by obtaining and interpreting information and experiences, and acquiring skills needed to make role transitions
 - 6.2.8. Assist the client to acquire a set of employability and job search skills
 - 6.2.9. Support and challenge clients to examine life-work roles, including the balance of work, leisure, family, and community in their careers
- 6.3. Individual/Group Assessment—Performance Standards:
 - 6.3.1. Assess leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life style/development issues
 - 6.3.2. Assess conditions of the work environment (such as tasks, expectations, norms, and qualities of the physical and social settings)
 - 6.3.3. Evaluate and select valid and reliable instruments appropriate to the client's gender, sexual orientation, race, ethnicity, and physical and mental capacities
- 6.4. Information/Resource—Knowledge Standards:
 - 6.4.1. Education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations
 - 6.4.2. Resources and skills that clients utilize in life-work planning and management
 - 6.4.3. Community/professional resources available to assist clients in career planning, including job search
 - 6.4.4. Changing roles of women and men and the implications that this has for education, family, and leisure

- 6.4.5. Methods of good use of computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) to assist with career planning
- 6.5. Program Promotion, Management and Implementation--Knowledge Standards:
 - 6.5.1. Societal trends and state and federal legislation that influence the development and implementation of career development programs
 - 6.5.2. Mount an outreach and public relations campaign in behalf of career development activities and services
- 6.6. Coaching, Consultation, and Performance Improvement—Performance Standards:
 - 6.6.1. Establish and maintain a productive consultative relationship with people who can influence a client’s career
- 6.7. Diverse Populations—Performance Standards:
 - 6.7.1. Advocate for the career development and employment of diverse populations
 - 6.7.2. Design and deliver career development programs and materials to hard-to-reach populations
- 6.8. Technology--Demonstration of knowledge of:
 - 6.8.1. Ways in which to use computer-based systems and Internet services to assist individuals with career planning that are consistent with ethical standards
 - 6.8.2. Various computer-based guidance and information systems as well as services available on the Internet

Career and Technical Education Domain

- 7. CTE counseling coordinators demonstrate working knowledge of and comply with current federal, state, and local government policies and district policies, including funding sources and barriers to access, and residency requirements.
- 8. CTE counseling coordinators assist students in planning for transitions by assessing students’ career interests and skills and helping them design and explore career-related experiences inside and outside of the classroom.
- 9. Master’s degree, with a concentration in school counseling or the equivalent
- 10. A supervised internship experience (600 clock hours) in counseling of which a minimum of 60 hours of the experience occurs in school counseling at the middle/secondary level (7-12), under the supervision of a licensed school counselor or CTE School Counseling Coordinator (The internship would likely be completed in the process of earning a Master’s degree in school counseling and is not in addition to the internship required for the degree.)
- 11. Two years of work experience outside of the area of education.

5440-87 Career Technical Education Special Needs Coordinator

(Revised August 2015)

The holder is authorized to provide academic support services, to conduct basic academic skill assessments, to coordinate educational support services with the sending schools, and to assist IEP teams with the determination of appropriate placements in Career Technical Education programs for individuals from special populations, as that term is defined in federal regulations pertaining to special education eligibility, who are or will be enrolled in Career Technical Education programs.

For this endorsement, “special populations” refers to the definitions found in 20 USC §2302(29) and Vermont State Board of Education rule 2370.

The CTE Special Needs Coordinator Endorsement is divided into two domains, the Special Education domain and the Career and Technical Education domain.

1. Special Education Domain

- 1.1 Learner Development and Individual Learning Differences
Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they:
 - 1.1.1 understand how language, culture, and family background influence the learning of individuals with exceptionalities.
 - 1.1.2 use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
 - 1.1.3 demonstrate a dedication to helping students achieve college and career readiness

1.2 Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Specifically, they:

- 1.2.1 collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 1.2.2 use motivational and instructional interventions to support individuals with exceptionalities how to adapt to different environments.
- 1.2.3 know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

1.3 Curriculum Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they:

- 1.3.1 understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
 - 1.3.2 understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
 - 1.3.3 support general and specialized curricula to make them accessible to individuals with exceptionalities.
 - 1.3.4 have knowledge of current student learning standards and relevant state and national education initiatives.
 - 1.3.5 consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction.
- 1.4 Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they:
- 1.4.1 select and use technically sound formal and informal assessments that minimize bias.
 - 1.4.2 use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
 - 1.4.3 collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities.
 - 1.4.4 engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
- 1.5 Instructional Planning and Strategies Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they:
- 1.5.1 consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
 - 1.5.2 use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
 - 1.5.3 demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
 - 1.5.4 use strategies to enhance language development and communication skills of individuals with exceptionalities
 - 1.5.5 support a variety of education and transition plans for individuals with

exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

- 1.5.6 support mastery and promote generalization of learning.
- 1.5.7 teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

1.6 Professional Learning and Ethical Practice Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they:

- 1.6.1 use professional ethical principles and professional practice standards to guide their practice.
- 1.6.2 understand how foundational knowledge and current issues influence professional practice.
- 1.6.3 understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 1.6.4 understand the significance of lifelong learning and participate in professional activities and learning communities.
- 1.6.5 advance the profession by engaging in activities such as advocacy and mentoring
- 1.6.6 provide guidance and direction to paraeducators, tutors, and volunteers.

1.7 Collaboration

Special Educators collaborate with families, other Educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they:

- 1.7.1 use the theory and elements of effective collaboration.
- 1.7.2 serve as a collaborative resource to colleagues.
- 1.7.3 use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

2. Career and Technical Education Domain

- 2.1 CTE special needs coordinators manage student behavior through procedures, clear expectations, and structure.
- 2.2 CTE special needs coordinators communicate effectively with students, parents, colleagues, and community members
- 2.3 CTE special needs coordinators demonstrate working knowledge of and comply with current federal, state, and local government policies and district policies.
- 2.4 CTE special needs coordinators work with other service providers within the school and the broader community to support and promote a positive learning environment for all students.
- 2.5 CTE special needs coordinators students plan for transitions by assessing students' career interests and skills and helping them

design and explore career-related experiences inside and outside of the classroom.

2.6 CTE special needs coordinators understand how to communicate the unique context of special needs students in career and technology centers so that sending high school understand the CTE context and CTEs understand the context of special needs populations.

2.7 CTE special needs coordinators recognize and support all special populations with awareness of how their status interacts with the unique educational setting of a CTE.

3. A minimum of 21 credits in special education
4. A minimum of a practicum, or the equivalent, in special education at the middle/secondary (grade 7-age 21) instructional level A practicum is defined as a minimum of 60 hours of supervised field experience.
5. A minimum of two years of teaching experience in special education or Career Technical Education.

5440-14 Computer Science Educator

(Revised June 2018)

The holder is authorized to teach computer science in grades 7-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:
 - 1.1. Demonstrates knowledge of essential computer science concepts and skills, including:
 - 1.2. Historical Context
 - 1.2.1. Important contributions of individuals or groups, particularly those made by underrepresented populations', to the development of computer technology
 - 1.2.2. Generational milestones in the historical development of computer technology
 - 1.3. Algorithmic Thinking
 - 1.3.1. The basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation, revising).
 - 1.4. Computing Systems
 - 1.4.1. The function, application, capabilities and limitations of computers, their operating systems, software applications, and networking components
 - 1.4.2. Appropriate use of hardware components (e.g. input, processing, output, primary / secondary storage devices) with respect to functionality, cost, size, speed, accessibility, and aesthetics
 - 1.4.3. The role of compilers and interpreters in translating programming languages into machine instructions
 - 1.5. Networks and The Internet
 - 1.5.1. Various types of networks and their performance characteristics, models for defining network standards and protocols, and network topology
 - 1.5.2. Cybersecurity including identifying features and functions of security tools (e.g., firewalls, antivirus programs, filtering software, and encryption).
 - 1.5.3. The relationship between clients and servers on a network (e.g., cloud storage, web browsers, email)
 - 1.6. Data Analysis
 - 1.6.1. Collecting, aggregating, cleaning, and modeling data
 - 1.6.2. Using simulations, visualizations, and statistical models to perform exploratory data analysis
 - 1.7. Algorithms and Programming
 - 1.7.1. Fluency in at least one high-level language used in current pedagogy including variables, data types, creating and using

- methods, passing data between methods, control structures, and data structures
 - 1.7.2. Programming languages, including the definition and structure of languages and comparison of existing high-level languages, particularly including object-oriented program design
 - 1.7.3. The specification, design, implementation, testing, modification, and debugging of software
 - 1.7.4. Apply problem-solving strategies such as design specification, top-down design, step-wise refinement, object-oriented design
 - 1.7.5. Algorithm analysis using big-O notation to evaluate best-, average-, and worst-case space and time techniques
 - 1.7.6. Important programming concepts such as modularity, abstraction, recursion, libraries and Application Programming Interfaces (APIs)
 - 1.8. Impacts of Computing
 - 1.8.1. Ethical acquisition (e.g., citing sources using established methods) and acceptable versus unacceptable use of information (e.g., privacy, hacking, piracy, vandalism, viruses, current laws and regulations).
 - 1.8.2. Intellectual property rights and related issues (e.g., copyright laws, fair use, patents, trademarks) when using, manipulation, and editing electronic data.
 - 1.8.3. Issues related to the equitable use of technology (e.g. gender, ethnicity, language, disabilities, access to technology)
 - 1.8.4. Digital citizenship, digital footprints, and other ways technology is shaping culture and social interactions
 - 1.8.5. Identifying and avoiding online threats including phishing schemes, sextortion, and identity theft among others.
 - 1.9. The concepts, vocabulary, and issues found in two or more of the sub-disciplines of computer science (including but not limited to: abstract data types, advanced computer science algorithms, computer architecture, networks and data communications, physical computing, digital forensics, machine learning)
2. Performance Standards:
- Implements an inquiry-based computer science curriculum that integrates conceptual understanding and skill development. Specifically, the Educator:
- 2.1. Plans and implements instruction that allows students to use computer science in problem-solving and decision-making situations
 - 2.2. Keeps current with the use of technology in education and issues related to legal and ethical use of technology resources
 - 2.3. Designs and implements activities which reinforce verbal and written technical communication skills central to computer science
 - 2.4. The ability to use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation)

- 2.5. Uses effective management strategies for teaching computer science (e.g. laboratory work, cooperative learning, electronic communication)
 - 2.6. Uses appropriate instructional strategies for teaching computer science (e.g., case studies, role-playing, manipulatives, visualizations, simulations, modeling)
3. A minor in Computer Science, or the equivalent, in undergraduate and/or graduate coursework.
 4. A minimum of a practicum, or the equivalent, in Computer Science.

5440-38 Dance

(Revised 2014, Reviewed January 2018, no revisions)

The holder is authorized to teach dance in grades PK-6, 7-12, and PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Knowledge of how to plan, deliver, and evaluate age-appropriate instruction in dance as delineated in current national professional standards and as reflected in standards approved by the State Board of Education for students. Specifically, the Educator understands:

1.1 The goals and purposes of dance arts education, including:

- 1.1.1 Promoting an awareness of dance as a fundamental expression of human communication and emotion and the various ways dance impacts society (e.g. culture, economy, history, religion);
- 1.1.2 Enriching students' lives with lifelong skills, perspectives, sensibilities, and understandings;
- 1.1.3 Inspiring students to become life-long learners in dance and the arts.

1.2 Dance in contemporary and past cultures in both western and non-western societies, including:

- 1.2.1 Various types of dance, including ballet, ballroom, ethnic, folk, jazz, and modern;
- 1.2.2 Dance history and philosophy, including the relationship of historical and cultural context to techniques, style, and choreography;
- 1.2.3 Social and political history as influenced by dance.

1.3 Elements of dance:

- 1.3.1 The essential elements of stagecraft, dance accompaniment, and music;
- 1.3.2 Basic dance literacy, including the vocabulary of dance, reading and writing about dance, and dance notation;
- 1.3.3 The elements of time, space, and energy and their use in the making of a dance as well as knowledge of the creative process with specific application through improvisation in dance;
- 1.3.4 Safe movement practices, basic anatomy, the principles of kinetics, nutrition, and healthful body maintenance;
- 1.3.5 Choreographic structure;
- 1.3.6 Dance production;

1.4 Arts advocacy and the importance of collaborating with colleagues across the

curriculum to advance dance education.

2. Performance Standards:

- 2.1 Ability to implements an age-appropriate dance curriculum that enables students to engage in dance as an artistic, kinesthetic, educational, social, cultural, and theatrical experience. Specifically, the Educator:
- 2.2 Demonstrates the ability to:
 - 2.2.1 Create dances in a variety of dance styles with in-depth mastery of at least one dance style;
 - 2.2.2 Perform technical skills in a variety of dance forms;
 - 2.2.3 Critically analyze movement, dance techniques, and choreography;
 - 2.2.4 Incorporate one’s own artistic experience into dance pedagogy;
 - 2.2.5 Use the artistic processes of creating, performing, and responding as a conceptual model to understand and appreciate dance as an art form;
 - 2.2.6 Collaborate across the curriculum with classroom and other arts Educators;
 - 2.2.7 Effectively communicate the importance of dance education.
- 2.3 Develops student appreciation of dance by employing a variety of dance instructional and assessment methods, including, but not limited to:
 - 2.3.1 Dynamic alignment;
 - 2.3.2 Imagery;
 - 2.3.3 Verbal and visual prompts;
 - 2.3.4 Accurate technical and artistic demonstration;
 - 2.3.5 Sharing effective processes of dance critique and reflection.
- 2.4 Selects and adapts age-appropriate dance materials and theatrical accompaniments to meet the motor skill development needs of students, including those with special needs.
- 2.5 Applies effective choreographic process by:
 - 2.5.1 Guiding students in the development of a movement vocabulary based on the elements of dance and movement concepts;
 - 2.5.2 Engaging students in purposeful dance creation using the elements of dance and movement concepts and principles of choreography to communicate meaning; and
 - 2.5.3 Fostering the use of appropriate terminology to describe, analyze, and evaluate dance;
- 2.6 Organizes and teaches dance content based on national, state and local standards for students that includes:
 - 2.6.1 Exploratory, self-directed, and collaborative learning opportunities;
 - 2.6.2 Progression of dance skills from novice to advanced dance ability;
 - 2.6.3 Practices to promote health and safety.

3. A minimum of a practicum, or the equivalent, in dance education.

5440-10 Design and Technology Education

(Revised August 2015)

The holder is authorized to teach Design and Technology Education in grades 5-12 in middle and high schools.

1. Knowledge

The Educator will develop students' technological thinking and problem solving and promote critical thinking and analysis through innovation, creation, collaboration, sustainability, and emerging technologies. The Educator will work to develop students' focus on precision, technology, design, and application through selection and use of the proper tools.

- 1.1. The Educator demonstrates knowledge of the following spheres of design and technology education:
 - 1.1.1. The Nature of Technology
 - 1.1.2. Technology and Society
 - 1.1.3. Design
 - 1.1.4. Abilities for a Technological World
 - 1.1.5. The Designed World
- 1.2. The Educator will focus on applications and habits of mind in design thinking, engineering processes, developing solutions to problems, the evolution of technology, integration and collaboration of STEAM (science, technology, engineering, arts, mathematics).
- 1.3. The Educator will demonstrate ethical use and application of various technologies through social, economic, cultural, and political roles.
- 1.4. In addition to meeting proficiency in the core areas of Engineering Design and Application and STEAM Applications, the candidate will demonstrate competency in a minimum of 3 other areas of focus:
 - 1.4.1. Energy, Power and Transportation
 - 1.4.2. Communication
 - 1.4.3. Invention & Innovation in Manufacturing
 - 1.4.4. Architecture and Construction
 - 1.4.5. Biotechnologies
 - 1.4.6. New & Emerging Technologies
 - 1.4.7. Universal engineering principles and design
- 1.5. The Educator will promote the effective and safe use of tools and machines, proper uses and purposeful applications of a variety of natural and synthetic materials and their appropriate application in the above areas to support students in the design and fabrication of artifacts to demonstrate knowledge and learning in identified areas.

2. Performance

The Educator implements an inquiry-based technology education curriculum that integrates technology and STEAM concepts, problem solving skills, and content. Furthermore, the Educator facilitates development of the habits of mind that support technological inquiry.

The Educator:

- 2.1. Designs and implements investigations and assessments that engage students in problem solving activities exploring the core concepts of technology in which they design and construct models, test through simulations and perform analyses that demonstrates solutions to particular problems. (Corresponds to ITEEA Content Standards for Technological Literacy 2, 8, 9, 10)
- 2.2. Models the skills and attitudes of technological problem solving by formulating meaningful questions. (STL 10)
- 2.3. Teaches students how to be responsible consumers of technology, including understanding the positive and negative consequences of individual and societal choices. (STL 5, 13)
- 2.4. Creates opportunities for students to develop and demonstrate leadership, communication, and teamwork skills by working collaboratively to design solutions and to present and discuss them with a variety of audiences. (STL 6, 11)
- 2.5. Integrates physical, mathematical, scientific, and technological tools inventions and innovations (e.g. laser engravers, CNC, rapid prototyping technologies, and design software) appropriate to students' ages and abilities and facilitate technological inquiry and problem-solving concepts. (STL 12, 13)
- 2.6. Conveys to students how the development of technology and technological theory and understanding is a historical process with continuous creation of new knowledge and refinement or rejection of "old" knowledge through project-based learning. (STL 7, 10)
- 2.7. Designs and implements investigations and assessments that engage students in experimental design, data collection, data analysis, and problem solving, and that provide them with frequent interactions with the natural world as a regular part of the Design and Technology program. (STL 1, 3, 10, 13)
- 2.8. Conveys to students the application of STEAM, incorporating the roles and responsibilities of scientists, engineers, and mathematicians with respect to social, economic, cultural and political systems. Provides students with opportunities to actively explore the full scope of career choices available to people in the field of technology. (STL 3, 4, 5, 6, 7)
- 2.9. Demonstrates sensitivity to inequities in design technology education teaching and careers by incorporating specific instructional strategies that promote equity and responsibility across all technological areas. (STL 3, 4, 5, 6, 7)
- 2.10. Assists students in identifying complex real world problems and evaluating solutions based on prioritized criteria and trade-offs that include cost, safety, reliability, and aesthetics and model social, cultural, and environmental impacts of solutions. (STL 4, 5, 6, 7, 11)

- 2.11. Organizes equipment, work, and learning spaces so that project-based learning is carried out safely and in accordance with state and national safety guidelines.
3. A practicum in a school, community, or work-based setting that applies the design and engineering processes to solve a problem, including the manipulation of materials to make and test a prototype.
4. A minimum of a bachelor's degree in an area related to Design and Technology Education.

5440-30 Driver and Traffic Safety Education

(Revised May 2016)

The holder is authorized to teach driver and traffic safety education in grades 9-12.
In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

1. The Educator demonstrates a thorough knowledge of:
 - 1.1. In-vehicle instructional techniques
 - 1.2. The zone control system of driving entailing visual tracking and risk assessment process of driving including concepts of space management and risk management and risk prevention.
 - 1.3. Traffic safety education, including methods and materials for teaching driver and traffic safety education, and administration of a driver and traffic safety education program
 - 1.4. General traffic safety (e.g., other highway users), relevant state and vehicular law, the relationship between substance abuse and operating a motor vehicle, emergency driving techniques, insurance and financial responsibility
 - 1.5. The Educator has the ability to recognize impairment as the result of substance misuse or otherwise.
 - 1.6. An area of the behavioral sciences such as educational psychology, adolescent psychology, or human development
2. Performance Standards - Specifically, the Educator:
 - 2.1. Educates students with the goal to develop positive attitude toward safe driving with special emphasis on having students understand the serious responsibilities associated with safely operating a motor vehicle
 - 2.2. Educates students with the goal to develop the necessary visual, vehicle control, space management and risk prevention skills to drive safely
 - 2.3. Plans, organizes, implements, and evaluates a driver and traffic safety education program, including procuring vehicles, performing the necessary recordkeeping, and carrying out other administrative duties associated with driver education
 - 2.4. At all times, models for students a high level of self-driving performance
 - 2.5. Maintains effective public relations with the community, including remaining aware of community needs and making the community aware of the need for driver education
3. A driver education endorsement limited to ~~behind-the-wheel instruction~~ in-vehicle only shall be issued to individuals who meet Knowledge Standards 1.1, 1.2, and 1.4 and Performance Standards 2.1, 2.2, and 2.4, as well as the Additional Requirements below.

4. A driver education endorsement limited to in-class instruction only shall be issued to individuals who meet Knowledge Standards 1.3, 1.4, 1.5, and 1.6 and Performance Standards 2.1, 2.2, and 2.3, and 2.5, as well as the Additional Requirements below.
 - 4.1. If adding the endorsement to an existing educator license, an educator can qualify for an in-class only endorsement without meeting Knowledge Standard 1.6 and Performance Standards 2.3 and 2.5.
5. Possess a valid Vermont Motor Vehicles Operator's license, or a valid operator's license from an adjacent state provided the person is a legal resident of that state, with at least five years of driving experience. Provide a certified Department of Motor Vehicles (DMV) copy of the applicant's driver's license history.
6. Provide evidence of a model driving safety record defined as:
 - 6.1. no more than one moving traffic conviction in the preceding one-year period
 - 6.2. no more than three moving traffic convictions in the preceding three years
 - 6.3. no alcohol or drug related traffic convictions within the preceding ten years
 - 6.4. no driver's license suspension, cancellation, revocation, or denial within the preceding ten years

5440-36 Early Childhood Education

(Revised ~~August 2015~~, ~~Reviewed March 2018 to update testing requirements~~ March 2023)

The holder is authorized to teach young children birth through PK, PK through grade three, or birth through grade three, as specified on the endorsement.

1. Child Development and Learning in Context: Early childhood educators base their practice on a deep understanding of early child development. Early childhood educators:

~~1. Prompting Child Development and Learning~~

~~Educators are grounded in a child development knowledge base for the full range of students—covered in this endorsement. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments and learning opportunities that are healthy, respectful, supportive, and challenging for each and every child.~~

1.1. Knowledge Standards

- ~~1.1.1~~ 1.1.1. Understand the developmental period of early childhood from birth through age 8 across physical, adaptive, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. Knows and understands young children’s characteristics and needs, and the variation within and across developmental domains, birth to grade 3.
- ~~1.1.2~~ 1.2. Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. Knows and understands the multiple influences on early development and learning such as biological, genetic, environmental, cultural, and adverse childhood experiences.
- ~~1.1.3~~ 1.3. Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities. Knows of and has the ability to support social-emotional and behavioral development leading to successful peer and adult relationships, self-regulation, self-awareness.
- ~~1.1.4~~ 1.4. Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. Knows of and has the ability to support the development of language and communication, including expressive and receptive language, social communication, and non-verbal communication.

~~1.1.5— Knows of and has the ability to support physical development including fine and gross motor, sensorimotor, and perceptual-motor and how it affects all areas of development.~~

~~1.1.6— Knows of and has the ability to support cognitive development including persistence and curiosity, problem-solving, attention and memory, and perception and concepts.~~

~~1.1.7— Knows of and has the ability to integrate concepts of child development with an understanding of individual children’s needs and interests to tailor environments and learning opportunities for each and every child.~~

~~1.2. Performance Standards~~

~~1.2.1— Uses a strong base of child development knowledge to create developmentally appropriate learning opportunities and environments for each and every child.~~

2. Family–Teacher Partnerships and Community Connections: Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. Early childhood educators:

~~2. Educators understand that successful early childhood education depends upon partnerships with children’s families and communities. They value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning for the full range of students covered in this endorsement.~~

~~2.1 Knowledge Standards~~

~~2.1.1—1. Understands family systems theory and principles of family centered practice. Knows about and understands diverse family and community characteristics.~~

~~—2.2 Performance Standards~~

~~2.2.1— Know about, understand, and value the diversity of families. Supports and engages families and communities through respectful, reciprocal relationships.~~

~~2.32.2 Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement. Involves families and communities in young children’s development and learning.~~

~~2.42.3 Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies. Educators have a working knowledge of family systems theory and principles of family-centered practice.~~

3. Child Observation, Documentation, and Assessment: Early childhood educators understand that assessments are used to guide practice and individualize instruction.

Early childhood educators: Observing, Documenting, and Assessing to Support Young Children and Families

Educators understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals for the full range of students covered in this endorsement. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

3.1 Knowledge Standards

- 3.1.1 Understand that assessments (formal and informal, diagnostic, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. Knows and employs a variety of methods to systematically observe, record, monitor, and document young children's activities and behavior for the purpose of planning appropriate and individualized programs, environments, and interactions.
- 3.1.2 Know a wide range of types of assessments, their purposes, and their associated methods and tools. Knows about assessment partnerships with families and with professional colleagues to build effective learning environments; develops and implements individualized service and educational plans for young children with disabilities and helping families to secure appropriate services.
- 3.3. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3.4. Build assessment partnerships with families and professional colleagues.

3.2 Performance Standards

- 3.2.1 Understands the goals, benefits, and uses of assessment—including its use in development and modification of appropriate goals, curriculum, and teaching strategies for young children, and done with awareness and in the context of a child's peers, culture, community, and family.
- 3.2.2 Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. Using Developmentally Effective Approaches

Educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. They know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

4.1 Knowledge Standards

- 4.1.4 Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. Knows and understands effective strategies and tools for early education.

—4.2 Performance Standards

- 4.2.1 Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. Understands positive relationships and supportive interactions as the foundation of their work with young children.
- 4.2.2 Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. Uses a broad repertoire of developmentally appropriate teaching/learning.

5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. Using Content Knowledge to Build Meaningful Curriculum—Educators use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child for the full range of students covered in this endorsement. They understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

5.1 Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for each of the academic disciplines in an early childhood curriculum: Knowledge Standards

- 5.1.1 language and literacy Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 5.1.2. the arts
- 5.1.3. mathematics
- 5.1.4. social studies
- 5.1.5. science, technology, and engineering
- 5.1.6. physical education, movement, and play

5.2 Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area. Performance Standards

5.3 Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

- 5.2.1 ~~Understands content knowledge and resources in academic disciplines: language and literacy; the arts—music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.~~
- 5.2.2 ~~Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.~~
- 5.2.3 ~~Understands the importance of individualizing literacy instruction to address the needs and strengths of all learners and strategies for modifying literacy instruction to support individual needs.~~
- 5.2.4 ~~Understands the basic components and the unique needs of delivering high-quality literacy and numeracy instruction to English Language Learners.~~
- 5.2.5 ~~Understands the progression of student skills defined by the Vermont Early Learning Standards (which include the appropriate Common Core State Standards and Next Generation Science Standards) and competence in teaching them.~~

6. Professionalism as an Early Childhood Educator: Early childhood educators uphold ethical and professional guidelines, promote the profession, and engage in continuous reflection and improvement. Early childhood educators: Becoming a Professional

~~Educators identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies for the full range of students covered in this endorsement. Identifies and involves oneself with the early childhood field.~~

6.1 Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. Knowledge Standards

6.2. Know about and uphold ethical and other early childhood professional guidelines.

6.3. Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6.4. Engage in continuous, collaborative learning to inform practice.

6.5. Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

~~6.1.1 Knows of and upholds ethical standards and other early childhood professional guidelines.~~

~~6.1.2 Knows of resources and programs available in the community for the support of young children and their families.~~

~~—6.2 Performance Standards~~

~~6.2.1 Engages in continuous, collaborative learning to inform practice; uses technology effectively with young children, with peers, and as a professional resource.~~

~~6.2.2 Integrates knowledgeable, reflective, and critical perspectives on early education.~~

~~6.2.3 Engages in informed advocacy for young children and the early childhood profession~~

~~6.2.4 Builds supportive collaborative relationships with colleagues to seek multiple perspectives and resources in educating young children.~~

~~6.2.5 Complies with state and federal legal and regulatory requirements pertaining to early childhood Educators and programs.~~

7. Inclusion: Early childhood educators understand that inclusive practices benefit all children and see children with disabilities as children first. Early childhood educators: Inclusion

~~The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC) have issued a joint position statement on early childhood inclusion. This position statement represents dispositions desired of Vermont's early childhood Educators and early childhood special Educators.~~

7.1. Understands how to use inclusive assessments and practices (e.g. Early Multi-tiered Systems of Support, Universal Design for Learning, Ages & Stages Questionnaires, etc.) to foster positive learning outcomes for each and every child.

7.2. Are committed to collaboration with Early Childhood Special Educators, Speech and Language Pathologists, OT/PT, Early Childhood Mental Health Practitioners and/or other service providers in order to best support the needs of diverse learners in the classroom. This includes a basic knowledge of the Early Childhood Special Education referral process and ways to deliver and implement plans for children with

~~special needs. “Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”~~

8. A minimum of a practicum, or the equivalent, in early childhood education at the birth-to-5 and/or 5-8 age levels, depending on the authorization sought.
For the full birth through grade 3 authorization, practica at both the birth-to-5 and 5-8 age levels are required.

9. ~~Required Testing: Educators receiving the endorsement in the Birth - Grade 3 or PK – Grade 3 span must receive a passing score on the ETS Praxis Early Childhood Education Test: Multiple Subjects or Elementary Education test: Multiple Subjects~~

~~Required Testing:~~

~~Educators receiving the endorsement in the Birth - Grade 3 or PK – Grade 3 span must receive a passing score on the ETS Praxis Early Childhood Education Test: Multiple Subjects (5025 Series).~~

5440-80 Early Childhood Special Educator

(Revised May 2015)

The holder is authorized to provide early childhood education, birth through preschool, and early intervention and special education services, including service coordination, case management and comprehensive evaluation services, to children from birth to age 6.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities.

For Early Childhood Special Educators this includes the following knowledge and skill standards:

1.1 Knowledge Standards

- 1.1.1 Theories of typical and atypical early childhood development
- 1.1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning
- 1.1.3 Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life
- 1.1.4 Impact of medical conditions and related care on development and learning
- 1.1.5 Impact of medical conditions on family concerns, resources, and priorities
- 1.1.6 Factors that affect the mental health and social-emotional development of infants and young children
- 1.1.7 Infants and young children develop and learn at varying rates
- 1.1.8 Impact of child's abilities, needs, and characteristics on development and learning
- 1.1.9 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development
- 1.1.10 Impact of language delays on behavior

1.2 Performance Standards

- 1.2.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families
- 1.2.2 Develop and match learning experiences and strategies to characteristics of infants and young children
- 1.2.3 Support and facilitate family and child interactions as primary contexts for development and learning
- 1.2.4 Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations

- 1.2.5 Establish communication systems for young children that support self-advocacy
- 2. Learning Environments
Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

For Early Childhood Special Educators this includes the following knowledge and skill standards:

- 2.1 Knowledge Standards
 - 2.1.1 Impact of social and physical environments on development and learning
- 2.2 Performance Standards
 - 2.2.1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
 - 2.2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments
 - 2.2.3 Embed learning opportunities in everyday routines, relationships, activities, and places
 - 2.2.4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers
 - 2.2.5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences
 - 2.2.6 Implement basic health, nutrition and safety management procedures for infants and young children
 - 2.2.7 Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services
- 3. Curricular Content Knowledge
Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities.

For Early Childhood Special Educators this includes the following knowledge and skill standards:

- 3.1 Knowledge Standards
 - 3.1.1 Concept of universal design for learning
 - 3.1.2 Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children
 - 3.1.3 Developmental and academic content
- 3.2 Performance Standards
 - 3.2.1 Apply current research to the five developmental domains, play and temperament in learning situations

- 3.2.2 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community
 - 3.2.3 Implement and evaluate preventative and reductive strategies to address challenging behaviors
 - 3.2.4 Plan and implement developmentally and individually appropriate curriculum
4. Assessment
- Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Early Childhood Special Educators this includes the following knowledge and skill standards:
- 4.1 Knowledge Standards
 - 4.1.1 Role of the family in the assessment process
 - 4.1.2 Legal requirements that distinguish among at-risk, developmental delay and disability
 - 4.1.3 Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
 - 4.1.4 Connection of curriculum to assessment and progress monitoring activities
 - 4.2 Performance Standards
 - 4.2.1 Assist families in identifying their concerns, resources, and priorities
 - 4.2.2 Integrate family priorities and concerns in the assessment process
 - 4.2.3 Assess progress in the five developmental domains, play, and temperament
 - 4.2.4 Select and administer assessment instruments in compliance with established criteria
 - 4.2.5 Use informal and formal assessment to make decisions about infants and young children's development and learning
 - 4.2.6 Gather information from multiple sources and environments
 - 4.2.7 Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process
 - 4.2.8 Participate as a team member to integrate assessment results in the development and implementation of individualized plans
 - 4.2.9 Emphasize child's strengths and needs in assessment reports
 - 4.2.10 Produce reports that focus on developmental domains and functional concerns
 - 4.2.11 Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness
5. Instructional Planning & Strategies
- Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities.

For Early Childhood Special Educators this includes the following knowledge and skill standards:

5.1 Knowledge Standards

- 5.1.1 Understands the progression of student skills defined by the Vermont Early Learning Standards

5.2 Performance Standards

- 5.2.1 Facilitate child-initiated development and learning
- 5.2.2 Use teacher-scaffolded and initiated instruction to complement child-initiated learning
- 5.2.3 Link development, learning experiences, and instruction to promote educational transitions
- 5.2.4 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children
- 5.2.5 Use strategies to teach social skills and conflict resolution
- 5.2.6 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines
- 5.2.7 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team
- 5.2.8 Design intervention strategies incorporating information from multiple disciplines
- 5.2.9 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction
- 5.2.10 Align individualized goals with developmental and academic content
- 5.2.11 Develop individualized plans that support development and learning as well as caregiver responsiveness
- 5.2.12 Develop an individualized plan that supports the child's independent functioning in the child's natural environments
- 5.2.13 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds
- 5.2.14 Implement the Vermont Early Learning Standards (VELS)

6. Professional Learning & Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

For Early Childhood Special Educators this includes the following knowledge and skill standards:

6.1 Knowledge Standards

- 6.1.1 Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs
- 6.1.2 Trends and issues in early childhood education, early childhood special education, and early intervention

- 6.1.3 Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families
- 6.1.4 Advocacy for professional status and working conditions for those who serve infants and young children, and their families

6.2 Performance Standards

- 6.2.1 Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures
- 6.2.2 Integrate family systems theories and principles into professional practice
- 6.2.3 Respect family choices and goals
- 6.2.4 Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds
- 6.2.5 Advocate on behalf of infants and young children and their families
- 6.2.6 Implement family services consistent with due process safeguards

7. Collaboration

Special Educators collaborate with families, other Educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. For Early Childhood Special Educators this includes the following knowledge and skill standards:

7.1 Knowledge Standards

- 7.1.1 Structures supporting interagency collaboration, including interagency agreements, referral, and consultation

7.2 Performance Standards

- 7.2.1 Apply models of team process in early childhood
- 7.2.2 Collaborate with caregivers, professionals, and agencies to support children's development and learning
- 7.2.3 Support families' choices and priorities in the development of goals and intervention strategies
- 7.2.4 Implement family-oriented services based on the family's identified resources, priorities, and concerns
- 7.2.5 Provide consultation in settings serving infants and young children
- 7.2.6 Involve families in evaluation of services
- 7.2.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving
- 7.2.8 Employ adult learning principles in consulting and training family members and service providers
- 7.2.9 Assist the family in planning for transition
- 7.2.10 Implement processes and strategies that support transitions among settings for infants and young children

8. Inclusion

The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC) have issued a joint position statement on early childhood inclusion. This position

statement represents dispositions desired of Vermont's early childhood Educators and early childhood special Educators.

“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”

9. Bachelor's degree with a recommendation for licensure in early childhood special education, or a minimum of 21 credits in early childhood special education
10. A minimum of a practicum (60 hours), or the equivalent, in early childhood special education at both the infant/toddler (birth to age 2) **AND** preschool (age 3 to age 6) levels.

5440-84 Educational Speech Language Pathologist

(Revised 2019)

The holder is authorized to provide speech and language services, including case management and comprehensive evaluation services, to individuals age 3 through 21. (Requires the clinical SLP License)

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Qualification for the Vermont Speech Language Pathology License is a prerequisite for this endorsement. In addition, the candidate shall demonstrate the following knowledge and skills related to the practice of Speech Language Pathology in a public education setting:
2. Knowledge Standards:
 - 2.1 Current state and federal laws, regulations, and procedures governing the referral, identification, evaluation, eligibility determination, educational placement, and accommodation of individuals with communication delays and disorders
 - 2.2 The impact of receptive or expressive language delays or disorders (including hearing loss or auditory processing disorder) on the acquisition of literacy
 - 2.3 The impact of communication delays and disorders on development across the domains and on the results of other forms of assessment (e.g., psychosocial, cognitive, or vocational)
 - 2.4 Teaching strategies and accommodations which support the learning of individuals with communication delays and disorders, including instructional methodologies and augmentative or alternative communication systems that support language development and/or communication in all modalities
3. Performance Standards:
 - 3.1 Applies appropriate screening and assessment measures to identify individuals with communication delays and disorders who are eligible for special services under federal and state regulations, using appropriate technologies as needed
 - 3.2 Works collaboratively with teachers, parents/caregivers, and other professional personnel to design and implement, or supervise the implementation of, developmentally appropriate educational plans for individuals with communication delays and disorders, including directly teaching, or supervising the teaching of, the communication skills essential to literacy development
 - 3.3 Evaluates individuals' communication status and/or progress in relation to their educational plan goals and communicates information about their needs and progress clearly and effectively to parents and other school personnel, both orally and in writing
 - 3.4 Acts as a case manager to ensure coordinated services for individuals with communication delays and disorders who are eligible for special services

- 3.5 Assists classroom teachers in accommodating individuals with communication delays and disorders within the regular classroom by identifying or developing educational materials or curricula, aspects of the classroom environment, teaching techniques, and/or classroom management techniques which support the educational and therapeutic needs of individuals with communication delays and disorders
 - 3.6 Trains and supports family members and other communication partners of individuals with communication delays and disorders in techniques and/or strategies to enhance their communication effectiveness
 - 3.7 Provides training and consulting services to teachers, administrators, and other school personnel regarding the implications of communication delays and disorders for learning, as well as modifications and/or accommodations to support the learning of these individuals
 - 3.8 Collaborates with audiologists in the assessment of auditory processing disorders in cases in which there is evidence of speech, language and/or other cognitive-communication disorders; and provides or supervises the intervention for individuals with auditory processing disorders
 - 3.9 Collaborates with teachers of English as a Second Language to enhance students' communication effectiveness
 - 3.10 Trains and supervises support personnel according to American Speech Language Hearing Association (ASHA) guidelines for supervision
4. Clinical licensure as a Speech Language Pathologist in the state of Vermont
A minimum of a practicum in an educational setting in the diagnosis and management of individuals with communication delays and disorders under the supervision of a licensed Educational Speech Language Pathologist or ASHA certified Speech Language Pathologist.

5440-42 Educational Technology Specialist

(Revised June 2018)

The holder is authorized to plan and implement instruction and evaluate student learning in the use and integration of educational technologies in grades PK-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

1.1. Demonstrates knowledge of topics, concepts, and skills essential to the effective integration of technology in the teaching and learning process, as delineated in current national professional standards, including but not limited to the International Society for Technology in Education (ISTE) Standards for Coaches:

- 1.1.1. The history and cultural significance of educational technologies and the impact of educational technology on learning, today's society, cultural diversity, and sustainability
- 1.1.2. Methods to address content standards and student technology standards through the integration of technology
- 1.1.3. Identifying strategies for initiating and sustaining technology innovations and managing the change process in schools and classrooms
- 1.1.4. Ways technology can be used to implement high-quality, standards-based curriculum, instruction, and assessment in all content areas, including instructional design principles that rely upon research-based learning theories to guide the use of computers and other technologies in education
- 1.1.5. Knowledge of current innovative, and effective educational technologies and pedagogies, including those that support online and blended learning, collaborative processes, and support the diverse needs and interests of students
- 1.1.6. Strategies and theories for supporting all students in the integration of technology including Assistive Technology and Universal Design for Learning

2. Performance Standards:

2.1. Guides the effective integration of technology throughout all areas of the school's curriculum as delineated in Vermont's *Framework of Standards and Learning Opportunities*. Specifically, the Educator:

2.1.1. Visionary Leadership

2.1.1.1 Contributes to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students by advocating for policies, procedures, programs, and funding strategies to support implementation

of the digital learning plan

2.1.2. Teaching, Learning, and Assessments

- 2.1.2.1 Collaborate with teachers and model the design and implementation of technology-enhanced learning experiences using a variety of research based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students
- 2.1.2.2 Collaborate with teachers and model the effective use of technology tools and resources to continuously assess student learning and student ability to choose and use appropriate technology
- 2.1.2.3 Collaborate with teachers and model the effective use of technology tools and resources to collect and analyze student achievement data, interpret results, and communicate findings to inform instructional practice and maximize student learning

2.1.3. Digital Age Learning Environments

- 2.1.3.1 Collaborate with teachers and model the use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers, administrators, and staff
- 2.1.3.2 Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure
- 2.1.3.3 Research and recommend the use of adaptive and assistive technologies to support student learning in coordination with a student support team
- 2.1.3.4 Troubleshoot basic technology problems common in digital learning environments

2.1.4. Developing Professional Learning

- 2.1.4.1 Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment

2.1.5. Digital Citizenship

- 2.1.5.1 Model and promote strategies for achieving equitable access and ethical use of digital tools and resources and technology-related best practices for all students and teachers.

5440-00 Elementary Education

(Revised March 2013, Reviewed June 2018 to revise the instructional range)

The holder is authorized to teach grades K-6. Upon the request of a Superintendent the VSBPE or office can extend the instructional range and issue a K-8 restricted license for a particular location if the individual is working in a PK/K-8 school.

The candidate shall demonstrate the following knowledge and performance standards for four major content areas of the elementary curriculum in conjunction with the Vermont *Core Teaching Standards*. This requires elementary teachers to develop and implement appropriate instruction so that all students have access to a high-quality curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential. This also requires teachers to hold themselves and their colleagues accountable for the success of every student and for their personal and collective professional growth toward effective teaching and learning. In order to qualify for this endorsement, teachers must show evidence of the following:

1. English Language Arts Knowledge Standards

1.1. The Educator demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective instruction, as reflected in the standards approved by the State Board of Education for students. Specifically, the Educator understands:

1.1.1. Foundational Skills

- The developmental progression of print concepts phonological and phonemic awareness fluency phonics and word recognition
- The factors that influence fluency
- The developmental stages of spelling and morphological awareness

1.1.2. Development of Oral Language and Literacy

- The development of emergent and early literacy processes principles and dimensions of oral language and stages of second language acquisition
- The impact of physical emotional and cultural factors on language development and acquisition of reading and writing the relationship between oral language development and literacy development

1.1.3. Literature, Informational Text, and Media

- The quantitative and qualitative dimensions used to measure text complexity levels
- Text structures genre features and critical reading strategies for text analysis
- Techniques for incorporating fine and performing arts as expressions of human emotion culture communication and as vehicles for enhancing learning opportunities across the curriculum

1.1.4. Speaking and Listening

- The elements of effective verbal and non-verbal communication in a variety of settings for a variety of purposes including grammar and usage, point of view, reasoning, and effective use of evidence and rhetoric

1.1.5. Vocabulary Development

- The purposes of language and approaches to analyzing language

- Vocabulary development and its relationship to literacy acquisition
- Knowledge of the distinction between general academic and domain specific vocabulary
- Strategies to determine word meaning (i.e. contextual and morphological analysis)

1.1.6. Reading Comprehension

- Reading as the process of constructing meaning through interactions with text factors that influence comprehension
- Typical elements and features of literature and informational texts and how readers' awareness of these features supports comprehension
- Cognitive and metacognitive strategies and instructional approaches for supporting reading comprehension

1.1.7. Written Expression

- Writing as symbolic representation; the stages of early writing development; the writing process including appropriate planning, organization, and style for task purpose and audience
- The characteristics of quality writing and types of writing including but not limited to narratives, informational text, and arguments focused on domain specific content
- The conventions of written English (i.e., grammar, usage, mechanics, punctuation, and spelling)
- Methods for conducting research to build and present knowledge the process of citing evidence from multiple sources

2. English Language Arts Performance Standards

2.1. The Educator implements a language arts curriculum that is responsive to the individual needs of students by designing interdisciplinary instruction that provides students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the Educator:

2.1.1. Foundational Skills

- Uses a variety of explicit and interactive approaches to assess and teach foundational skills including concepts of print, phonological awareness, fluency, phonics, and word recognition
- Uses instructional strategies to help students apply skills in authentic reading and writing tasks

2.1.2. Development of Oral Language and Literacy

- Uses active instructional strategies to promote various dimensions of oral language development
- Facilitates conversation and collaboration

2.1.3. Literature, Informational Text, and Media

- Uses a wide variety of fiction and non-fiction textual materials including student self-selected material to increase students' motivation to read independently for information, pleasure, and personal growth
- Purposefully select a wide variety of quality developmentally and instructionally appropriate texts across genres, eras, perspectives, and cultures

- Selects and reads quality literature and informational text aloud and applies critical thinking skills and tools of analysis to facilitate discussions of central themes and ideas
- Integrates visual information and technology with authentic reading, writing, speaking, and listening tasks
- Teaches students how to identify and analyze the credibility of print and non-print communications

2.1.4. Speaking and Listening

- Models and teaches the elements of effective verbal and non-verbal communication;
- Models and facilitates active listening conversations and collaborations
- Models effective methods of discourse

2.1.5. Vocabulary Development

- Employs effective instructional strategies for the development of general academic and domain specific vocabulary to improve the quality of comprehension and communication

2.1.6. Reading Comprehension

- Provides explicit instruction in how to use cognitive and metacognitive reading strategies flexibly to understand analyze and interpret a variety of texts
- Provides opportunities for students to cite evidence from text to support conclusions when responding to literature and informational text orally and in writing
- Models how to interpret author's purpose, craft, point of view, and rhetoric
- Provide opportunities to distinguish fact, opinion, and reasoned judgment in a text;
- Encourages students to makes connections between reading, writing, and literacy across content areas

2.1.7. Written Expression

- Provides opportunities that are developmentally appropriate for writers to learn that print carries meaning, to practice writing with purposefully, and to apply sound-symbol relations in written tasks
- Promotes high quality writing using a variety of instructional strategies and topics to teach structures and composition
- Uses exemplars as instructional models for all types of composition (i.e. creative/narrative informational/expository and opinion/ argumentative)
- Models and teaches appropriate conventions of English
- Implements strategies to build fluency, accuracy, and automaticity in written communication
- Models methods of conducting short and sustained research to build and present knowledge
- Employs a range of instructional approaches to support writing across the content areas
- Employs instruction in proper letter formation.

3. Social Studies Knowledge Standards

3.1. The Educator demonstrates knowledge of the historical and social science content, concepts, and skills of history, government, geography, and economics, as reflected in the standards approved by the State Board of Education for students.

Specifically, the Educator understands concepts and processes related to the four core disciplines within social studies and social studies inquiry, including skills related to

- Developing questions and planning inquiries
 - Applying disciplinary concepts and tools
 - Evaluating sources and using evidence including data
 - Communicating conclusions
 - Civic engagement
- 3.1.1. History
- Major developments and significant events and perspectives in U.S. and regional history and how they are relevant to life in the twenty-first century
 - Major eras events and perspectives in the development of world civilization
- 3.1.2. Civics
- Major concepts and processes of local and national government including features and concepts of the social contract, citizenship, and civic responsibility in a democratic society and how to engage in the government process and advocate for a particular cause that benefits society
- 3.1.3. Geography
- Major features and processes of cultural and physical geography including physical and human environmental interactions
 - Map reading and creation
 - Human population trends migrations
 - How people of different cultural backgrounds interact with their environment, family, neighborhoods, and communities
 - Current events
 - Global interconnections
- 3.1.4. Economics
- Basic principles of economic decision-making, the local, national, and global economy, and how they relate to historical and contemporary issues

4. Social Studies Performance Standards

4.1. The Educator implements history and social sciences curriculum by designing interdisciplinary units of instruction that integrate social studies skills and content and enables development of the habits of mind that support inquiry within social studies specifically the Educator

4.1.1. Models how historians, geographers, and other social scientists view research, analyze, and interpret the world

4.1.2. Incorporates instructional activities that enable students to make connections among themselves, their classroom, their community, their environment, and the larger world by sharing and experiencing community-based service by exploring content and texts that represent the varied perspectives of people currently and historically, by participating in the arts, and by reading informational texts

4.1.3. Recognizes common historical preconceptions

- Predicts and seeks out likely student misconceptions
- Proactively plans to address and correct those misconceptions

4.1.4. Provides opportunities for students to

- Examine and interpret historical and contemporary events and issues using historical, geographical, and social science research methods tools and technologies including accessing and using local historical resources and data

4.1.5. Creates or adopts instructional and assessment tasks that teach students to:

- Analyze and interpret primary and secondary sources
- Identify webs of cause and effect
- Differentiate between fact, opinion and interpretation
- Develop claims with supportive evidence

4.1.6. Integrates strategies for identifying and analyzing central ideas, assumptions, and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry

~~5. Math Knowledge Standards~~

~~6. The Educator demonstrates knowledge of the standards for school mathematics.~~

~~These standards, cited from the National Council of Teacher of Math, describe the mathematical understanding knowledge and skills that students should acquire from prekindergarten through the grades. Each Standard consists of two to four specific goals that apply across all the grades.~~

~~7.5. Math Knowledge Standards~~

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~~7.1.5.1. Numbers and Operations~~

- Understand numbers, ways of representing numbers, and relationships among numbers and number systems
- Understand meanings of operations and how they relate to one another
- Compute

~~7.2.5.2. Algebra~~

- Understand patterns, relations, and functions
- Represent and analyze mathematical situations and structures using algebraic symbols
- Use mathematical models to represent and understand quantitative relationships
- Analyze change in various contexts

~~7.3.5.3. Geometry~~

- Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems
- Apply transformations and use symmetry to analyze mathematical situations
- Use visualization, spatial reasoning, and geometric modeling to solve problems

~~7.4.5.4. Measurement~~

- Understand measurable attributes of objects and the units systems and processes of measurement
 - Apply appropriate techniques, tools, and formulas to determine measurements
- 7.5-5.5. Data and Probability
- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them
 - Select and use appropriate statistical methods to analyze data
 - Develop and evaluate inferences and predictions that are based on data
 - Understand and apply basic concepts of probability

6. Math Performance Standards

The Educator implements these standards through

6.1. Problems Solving

- Building new mathematical knowledge through problem solving
- Solving problems that arise in mathematics and in other contexts
- Applying and adapt a variety of appropriate strategies to solve problems
- Monitor and reflect on the process of mathematical problem solving

6.2. Reasoning and Sense Making

- Recognize reasoning and proof as fundamental aspects of mathematics
- Making and investigating mathematical conjectures
- Developing and evaluating mathematical arguments and justifications
- Selecting and using various types of reasoning and methods of justification

6.3. Communication

- Organizing and consolidating their mathematical thinking through communication
- Communicating their mathematical thinking coherently and clearly to peers, teachers, and others
- Analyze and evaluating the mathematical thinking and strategies of others; Analyzing and evaluating the mathematical thinking and strategies of others;
- Using the language of mathematics to express mathematical ideas precisely

6.4. Connections

- Recognize and use connections among mathematical ideas
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
- Recognize and apply mathematics in contexts outside of mathematics

6.5. Representation

- Creating and using representations to organize, record, and communicate mathematical ideas
- Select, apply, and translate among mathematical representations to solve problems
- Use representations to model and interpret physical, social, and mathematical phenomena

7. Science Knowledge Standards

7.1. The Educator demonstrates scientific knowledge that supports the development of scientific proficiency in both science as a body of knowledge and science as a process

This includes

- The development of students' scientific thinking
- The scientific inquiry process
- The engineering design cycle and the skills of science and engineering design process and application within the following domains
 - life sciences, physical sciences, earth and space sciences, and engineering as reflected in the standards approved by the State Board of Education for students

7.1.1. Specifically, the Educator understands the central practices of scientists and engineers including

- Asking questions in sciences and defining problems in engineering
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations in science and designing solutions in engineering
- Engaging in argument from evidence
- Obtaining evaluating and communicating information

7.1.2. How science is related to other ways of knowing including

- How science and technology affect our society
- The relationship of scientific study to contemporary historical, technological, and societal issues and how the concepts and processes of science pertain to current controversies

7.1.3. Crosscutting concepts across disciplines including

- Patterns
- Cause and effect
 - mechanism and explanation
 - scale proportion and quantity
 - systems and system models
 - energy and matter
 - flows cycles and conservation
 - structure and function
 - and stability and change

7.1.4. Physical Science

- Fundamental concepts including the structure, properties, and interactions of matter
- Force and motion
- Energy waves and their interactions with matter

7.1.5. Life Science

- Fundamental concepts including
 - The structures and processes of molecules and organisms
 - Ecosystems and their interactions energy and dynamics
 - Heredity inheritance and variation of traits
 - Biological evolution unity and diversity

7.1.6. Earth and Space Science

- Fundamental concepts including
 - earth's place in the universe
 - the solar system

- earth's history
 - earth's materials and systems
 - weather and climate
 - earth and human activity
- 7.1.7. Engineering Design Process and Application
- Fundamental concepts and applications of science including
 - engineering design and design solutions
 - the interdependence and influence of science, engineering, and technology on society and the natural world
8. Science Performance Standards
- 8.1. The Educator implements science curricula by designing interdisciplinary units of instruction that integrate skills and content and enable development of the habits of mind that support effective scientific inquiry specifically the Educator
- 8.1.1. Models how scientists and engineers work
- 8.1.2. Provides opportunities for students to
- Locate appropriate resources
 - Design and conduct inquiry-based, open-ended scientific investigations
 - Solve specific engineering challenges
 - Interpret findings and communicate results/solutions in words and pictures and with graphical representations
 - Make conclusions based on evidence
- 8.1.3. Designs a variety of activities so that all students use inquiry to
- Learn about the world
 - Design and conduct investigations using appropriate methodology and technology
 - Learn from books and other sources of information
 - Communicate their findings using appropriate technology
 - Reconstruct previously learned knowledge
- 8.1.4. Understands and maintains safe science practices including but not limited to the ethical and appropriate use and care for living organisms and scientific equipment and the safe storage, use, and disposal of chemicals
- 8.1.5. Recognizes common prescientific notions and preconceptions
- Predicts likely student misconceptions and proactively plans to address and correct those misconceptions
- 8.1.6. Creates a spectrum of scientific investigations for students including simple investigations and experiments in the classroom using everyday materials, field studies outside the classroom and student-designed investigations
- 8.1.7. Structures integrated lessons using crosscutting concepts
9. A minimum of a practicum or the equivalent in elementary education at both the primary (K-2) and upper elementary (3-6) instructional levels is required
10. REQUIRED TESTING: Praxis II Subject Assessment in Elementary Education

5440-05 English

(Revised March 2017)

The holder is authorized to teach English language arts in grades 7-12.

In this endorsement, the word “text” refers to a variety of media including print and non-print, multimedia, and multi-modal text.

Content Knowledge

1. Educators demonstrate knowledge of English Language Arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
 - 1.1. Educators are knowledgeable about text—print and non-print texts, various forms of media, multimodal texts, and classic and contemporary texts, including young adult literature—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.
 - 1.2. Educators interpret, analyze, and critique a range of texts, including use of literary theories (e.g. Feminism) and literary devices (e.g. symbolism).
 - 1.3. Educators are knowledgeable about how adolescents read various text types and know how to recommend and select texts that reflect students’ cultures and interests or expose students to new perspectives.
2. Educators demonstrate knowledge of English Language Arts subject matter that specifically includes language and writing as well as knowledge of adolescents as language users.
 - 2.1. Educators can compose a range of formal and informal, written and digital texts taking into consideration the interrelationships among form, audience, context, and purpose.
 - 2.2. Educators are knowledgeable about how adolescent writers compose texts through a recursive process.
 - 2.3. Educators can use contemporary technologies to compose text (e.g., various digital platforms, video, etc.)
 - 2.4. Educators know the conventions of English language (grammar, usage, and mechanics) as they relate to various forms, audience, context, and purpose.
 - 2.5. Educators understand the impact of language on society and recognize that language continues to evolve.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

3. Educators plan instruction and design assessments for the reading and study of literature and other text types that promote learning for all students.
 - 3.1. Educators use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, relevant, and authentic learning experiences that utilize a range of texts—across genres, periods, forms, authors, cultures, and various forms of media.
 - 3.2. Educators demonstrate their knowledge of English Language Arts instructional strategies that are motivating and accessible to all students,

- including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- 3.3. Educators design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative literacy skills.
 - 3.4. Educators utilize a variety of reading strategies to guide students' comprehension, fluency, analysis, and interpretation.
 - 3.5. Educators design or knowledgeably select appropriate reading assessments to gather data about student interests, reading proficiencies, and reading processes in order to adjust and/or target instruction, flexibly group students, and match students with reading materials.
 - 3.6. Educators can evaluate texts by qualitative and quantitative means (e.g., text features, vocabulary, levels of meaning, structure, literary elements, themes) in order to match text to readers and scaffold and plan instruction.
 - 3.7. Educators integrate curriculum and incorporate interdisciplinary teaching methods and materials.
 - 3.8. Educators plan instruction that facilitates the understanding of the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
 - 3.9. Educators plan instruction that facilitates analyses of authors' structural choices for specific parts of a text (e.g., the sentence structure, features of a text, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to the text's overall structure and meaning and aesthetic impact.
 - 3.10. Educators plan learning experiences that foster interest in reading as a way for students to understand and influence their own lives and to learn about the world, including exploring personal identity and social relationships, making ethical judgments, and critically evaluating ideas.

Content Pedagogy: Planning Writing Instruction in ELA

4. Educators plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
 - 4.1. Educators use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative practices and contemporary technologies.
 - 4.2. Educators employ a variety of instructional approaches to writing processes and strategies to support their intended purpose, audience and modalities.
 - 4.3. Educators apply their understanding of writing as a recursive process by including multiple opportunities for students to confer, reflect, receive feedback and revise their work.
 - 4.4. Educators develop ongoing assessments that are appropriate to the writing task and are consistent with current research and theory.

- 4.5. Educators provide opportunities and resources that empower students to become independent, engaged writers.
- 4.6. Educators design instruction in the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing.
- 4.7. Educators design instruction that enables students to skillfully control their rhetorical choices and language practices for a variety of audiences and purposes.
- 4.8. Educators design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices.

Understanding and Engaging Learners

5. Educators use data about their students' individual differences, identities, and funds of knowledge for literacy learning to guide students to think of literacy as a way to construct and discover the self, other, and world as they explore who they are as literate citizens.
 - 5.1. Educators value the humanities and provide opportunities for students to identify the impact the humanities have on society.
 - 5.2. Educators value multiple literacies (i.e. musical, critical, media) and encourage students to use their strengths to explore and represent their knowledge.
 - 5.3. Educators help students develop as critical evaluators and consumers of content.
 - 5.4. Educators encourage students to be creators and not just consumers of content.
 - 5.5. Educators create opportunities for self-directed and inquiry-based learning.
 - 5.6. Educators provide multiple pathways for students to learn and demonstrate proficiency of ELA competencies.
 - 5.7. Educators empower students to choose texts and genres to demonstrate proficiency of ELA competencies.
 - 5.8. Educators remain current on Vermont education initiatives and consider how they are applicable to ELA instruction and assessment.

Professional Knowledge and Skills

6. Educators demonstrate evolving knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
 - 6.1. Educators plan and implement English Language Arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
 - 6.2. Educators use knowledge of theories and research to plan ELA instruction responsive to students' local, national and international histories, individual identities (including race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects.

- 6.3. Educators recognize the value of engaging the broader community and know when and how to link the classroom and community.
7. Educators demonstrate evolving knowledge of how theories and research in pedagogical content knowledge can enhance students' opportunities to learn in English Language Arts.
 - 7.1. Educators are prepared to engage in leadership and collaborative roles in English Language Arts professional learning communities, and actively develop as professional Educators.
 - 7.2. Educators engage in and reflect on the changing uses and modes of technology related to ELA instruction and assessment.
8. A major in English, Comparative Literature, Creative Writing, 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 an endorsement that requires competency with the Vermont Core Teaching Standards.
9. **REQUIRED TESTING:** Praxis II Subject Assessment in English

5440-09 Family and Consumer Sciences

(Revised June 2018)

The holder is authorized to teach family and consumer sciences in grades 5-12 in middle and high schools.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Demonstrates knowledge of family and consumer sciences education concepts and skills delineated in current national professional standards including standards from the National Association of State Administrators of Family and Consumer Sciences and Jump\$tart.

- 1.1. Personal Development & Life Planning: Personal development, life planning, and career exploration skills, including Vermont's Transferable Skills
- 1.2. Nutrition, Wellness & Food Science: Principles of food science, food, sustainability and nutrition, and their relationship to growth, development, health, and wellness
 - 1.2.1. Understanding of nutrition principles, preparation techniques and dietary plans over the lifetime
 - 1.2.2. Understanding of biological, chemical and physical properties of food and food preservation methods
 - 1.2.3. Understanding of kitchen lab maintenance and related equipment supplies
 - 1.2.4. Understanding of food production and distribution
- 1.3. Consumer & Resource Management: Principles and practices of consumer resource management relative to human, material, and environmental factors, with emphasis on financial literacy
 - 1.3.1. Including strategies to monitor income and expenses
 - 1.3.2. Planning for spending and saving for future goals
 - 1.3.3. Management of individual and family resources such as food, clothing, housing, health care, recreation and transportation
- 1.4. Family & Interpersonal Relationships: Changing roles and needs of individuals in the context of relationships with others and within the family system; multiple factors influencing the wellbeing of families and interpersonal relationships including economic, environmental, gender, sexuality, and legal issues
- 1.5. Parenting & Human Development: Human growth and development, with emphasis on early childhood development; parent/guardian roles and responsibilities
- 1.6. Clothing, Textiles, & Related Arts: Historical, cultural, social, and other factors influencing fashion trends and individual apparel needs; clothing and textile characteristics, design, construction, and maintenance

2. Performance Standards:

Implements a comprehensive family and consumer sciences curriculum that integrates content and process standards and enables students to acquire the knowledge, skills, and attitudes that will assist them in their personal, family, and career lives.

Specifically, the Educator:

- 2.1. Plans, delivers, and evaluates research-based instruction that incorporates national and state standards, and student, family, community, and societal needs
- 2.2. Facilitates instruction which includes the following: analysis of recurring and evolving family, workplace, and community concerns; application of scientific inquiry to test theories and gain factual knowledge on which to base judgments; and use of reasoning processes, individually and collaboratively, to take responsible and ethical action for self, others, and society
- 2.3. Creates activities which enable students to apply their knowledge of Family and Consumer Sciences to make informed decisions
- 2.4. Plans, organizes, and manages classroom laboratory experiences in accordance with state and national safety guidelines, with emphasis on equipment and food safety
- 2.5. Collaborates with colleagues, families, and community members to maximize instructional resources and effectiveness

5440-31 Health Education

The holder is authorized to teach health education in grades PK-8, 5-12, or PK-12, as specified on the endorsement.

1. The candidate shall demonstrate knowledge of Vermont statutes (Vermont Act 1, V.S.A 16: 131, 906, 136, and the Education Quality Standards (e.g., proficiency-based learning, personalized learning, and flexible pathways) that guide comprehensive health education in Vermont, as well as policies that relate to the school setting

In order to qualify for this endorsement, the candidate shall demonstrate the following:

2. Knowledge Standards:
 - 2.1. Demonstrates knowledge of health and health education concepts and skills delineated in current national professional standards, in SHAPE America – National Standards for Initial Health Education Teacher Education (2018) and in National Health Education Standards, Center of Disease Control (CDC) Health Education Curriculum Analysis Tool (HECAT) and National Sexuality Education Standards including:
 - 2.2. Process for implementing teaching skills-based Health Education
 - 2.3. Teaching Health Skills (Interpersonal communication, media literacy, advocacy, analyzing influences, decision-making, goal setting, and accessing health information, products, and services)
 - 2.4. Human development, including the typical progression of early childhood through early adolescent development (for PK-8) and/or early adolescent through adult growth and development (for 5-12), and age-appropriate indicators of intellectual, physical, social and emotional health for each stage of development
 - 2.5. Human body structure and functioning
 - 2.6. Personal health (mental, physical, social intellectual, and the value of annual well care visits and healthful stress maintenance skills)
 - 2.7. Nutrition (basic nutrition concepts, nutrient needs, dietary guidelines for Americans, and common nutritional problems of children and adults, including disordered eating)
 - 2.8. Physical activity (the health benefits of physical activity, research on physical activity and academic performance, factors that influence participation in physical activity, and strategies for collaborating with physical education colleagues to promote physical activity)
 - 2.9. Disease (etiology of diseases, including their origins, progression, diagnosis, treatment, and prevention, [e.g. immunizations] HIV/AIDS and other sexually transmitted infections)
 - 2.10 Intentional and unintentional injury prevention (safety issues and violence prevention, including bullying harassment, sexual abuse, and physical and mental/emotional trauma)

2. 11 Alcohol, tobacco, marijuana, and other drugs (physiological, psychological, and sociological effects of substance use and abuse on the individual, family, and society; legal issues; and curriculum and teaching strategies for effective substance abuse prevention)
 2. 12 Family health and comprehensive sexuality education (issues of human growth and development, families, relationships, reproductive health, abstinence, premature sexual activity, contraception, adolescent pregnancy, childbirth, adoption, and abortion)
 - 2.13 Community and consumer health (media literacy, advocacy, and accessing health information, products, and services)
3. Performance Standards
 - 3.1. Planning: Plan relevant and meaningful school health education instruction and programs that are sequential and aligned with national standards and leads students to health education proficiency
 - 3.1.1. Collect and analyze data (e.g., Youth Risk Behavior Survey, School Health Index results) to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.
 - 3.1.2. Design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.
 - 3.1.3. Construct measurable, developmentally appropriate, performance-based objectives that are aligned with the national standards.
 - 3.1.4. Plan instruction that facilitates skill development and application of functional health knowledge for all learners.
 - 3.1.5. Collaborate and design health education instruction and programs that integrate components of the Whole School, Whole Community, and Whole Child (WSCC) Model.
 - 3.1.6. Plan instruction that incorporates technology, media and other appropriate resources in order to enhance student's digital literacy and to engage all learners
 - 3.2. Implementation: Implement a range of school health education proficiency-based learning instructional strategies, while incorporating technology, to support student learning.
 - 3.2.1. Use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge in order to meet the needs of all students.
 - 3.2.2. Implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
 - 3.2.3. Implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, gender expression, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.

- 3.2.4. Apply communications skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the needs of all learners.
- 3.2.5. Reflect on student learning outcomes and instructional practices, and adjust lessons to meet the needs of all learners.
- 3.3. Assessment: Use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health skills proficiency for all learners.
 - 3.3.1. Analyze and select assessment strategies, tools, and technologies to determine their appropriateness for enhancing learning of all students.
 - 3.3.2. Implement a variety of formative and summative assessments, aligned with proficiency-based learning principles, that measure and monitor students' progress, and to accommodate the needs of all students.
 - 3.3.3. Use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the needs of all students.
- 3.4. Advocates for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.
- 4. Current certificates in First Aid, cardiopulmonary resuscitation (CPR), and the use of an Automated External Defibrillator (AED).
- 5. A minimum of a practicum, or the equivalent, in health education at the elementary (PK-8) or middle/secondary (5-12) 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 is required.
- 6. REQUIRED TESTING: Praxis II Subject Assessment: Health

5440-81 Intensive Special Education Teacher

(Revised August 2015)

The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 with intensive special needs, as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals with intensive special needs.

1. Learner Development and Individual Learning Differences

1.1 Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they:

- 1.1.1 understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.1.2 use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 1.1.3 demonstrate a dedication to helping students achieve college and career readiness

1.2 Intensive Needs Special Educators this includes the following knowledge standards:

- 1.2.1 Medical aspects and implications for learning for students with intensive needs
- 1.2.2 Core and associated characteristics of students with intensive needs
- 1.2.3 Co-existing conditions and ranges that exist at a higher rate than in the general population
- 1.2.4 Sensory challenges of students with intensive needs
- 1.2.5 Speech, language, and communication of students with intensive needs
- 1.2.6 Adaptive behavior needs of students with intensive needs
- 1.2.7 Impact of theory of mind, central coherence, and executive function on learning and behavior
- 1.2.8 Impact of neurological differences on learning and behavior
- 1.2.9 Impact of self-regulation on learning and behavior

2. Learning Environments

2.1 Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Specifically, they:

- 2.1.1 collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.1.2 use motivational and instructional interventions to support individuals with

- exceptionalities how to adapt to different environments.
- 2.1.3 know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
- 2.2 For Intensive Needs Special Educators this includes the following Performance Standards:
 - 2.2.1 Plan instruction for independent functional life skills and adaptive behavior
 - 2.2.2 Plan and implement instruction and related services for students with intensive needs that is both age-respectful and ability-appropriate
 - 2.2.3 Use specialized instruction to enhance social participation across environments
 - 2.2.4 Plan systematic instruction based on learner characteristics, interests, and ongoing assessment
 - 2.2.5 Understand that social needs extend beyond the classroom and students with intensive special needs may need more focused efforts to engage socially with the school community and beyond through extracurricular and other out of classroom activities

3. Curricular Content Knowledge

- 3.1 Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they:
 - 3.1.1 understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
 - 3.1.2 understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
 - 3.1.3 support general and specialized curricula to make them accessible to individuals with exceptionalities.
 - 3.1.4 have knowledge of current student learning standards and relevant state and national education initiatives.
 - 3.1.5 consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction.
- 3.2 Intensive Needs Special Educators this includes the following knowledge standards:
 - 3.2.1 Evidence-based career/vocational transition programs for students with intensive Needs
- 3.3 Intensive Needs Special Educators this includes the following performance Standards
 - 3.3.1 Provide pragmatic language instruction that facilitates social skills
 - 3.3.2 Provide students with intensive needs strategies to avoid and repair miscommunications
 - 3.3.3 Plan instruction for independent functional life skills and adaptive behavior

- 3.3.4 Plan and implement academic instruction and related services for students with intensive needs that is aligned to grade level content, age-respectful, and entry-level appropriate to a student's ability
 - 3.3.5 Use specialized instruction to enhance social participation across environments
 - 3.3.6 Plan systematic instruction based on learner characteristics, interests, and ongoing assessments
4. Assessment
- 4.1 Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they:
 - 4.1.1 select and use technically sound formal and informal assessments that minimize bias.
 - 4.1.2 use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
 - 4.1.3 collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities.
 - 4.1.4 engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
 - 4.2 Intensive Needs Special Educators includes the following knowledge standards:
 - 4.2.1 specialized terminology used in the assessment of students with intensive needs
 - 4.2.2 Assessments of environmental conditions that promote maximum performance of students with intensive needs
 - 4.2.3 Components of assessment for the core areas for students with intensive needs
 - 4.2.4 Individual strengths, skills and learning styles
 - 4.3 Intensive Needs Special Educators includes the following knowledge standards:
 - 4.3.1 Select, adapt and use assessment tools and methods to accommodate the abilities and needs of students with intensive needs
 - 4.3.2 Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
 - 4.3.3 Conduct functional behavior assessments that lead to development of behavior support plans
5. Instructional Planning & Strategies
- 5.1 Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they:
 - 5.1.1 consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
 - 5.1.2 use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

- 5.1.3 demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
 - 5.1.4 use strategies to enhance language development and communication skills of individuals with exceptionalities
 - 5.1.5 support a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
 - 5.1.6 support mastery and promote generalization of learning.
 - 5.1.7 teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- 5.2 Intensive Needs Special Educators includes the following knowledge and skill standards:
- 5.2.1 specialized curriculum designed to meet the needs of students with intensive needs
 - 5.2.2 Evidence-based career/vocational transition programs for students with intensive needs
- 5.3 Intensive Needs Special Educators include the following performance standards:
- 5.3.1 match levels of support to changing needs of the individual
 - 5.3.2 implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for students with intensive needs
 - 5.3.3 provide specialized instruction for spoken language, reading and writing for students with intensive needs
 - 5.3.4 provide specialized instruction in mathematics
 - 5.3.5 use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
 - 5.3.6 consistently use of proactive strategies and positive behavioral supports
 - 5.3.7 involve students with intensive needs in the transition planning process
 - 5.3.8 plan for transition needs including linkages to supports and agencies focusing on lifelong needs
 - 5.3.9 provide instruction in community-based settings
 - 5.3.10 structure the physical environment to provide optimal learning for students with intensive needs
 - 5.3.11 provide instruction in self-regulation
 - 5.3.12 utilize student strengths to reinforce and maintain social skills
 - 5.3.13 plan instruction for independent functional life skills and adaptive behavior
 - 5.3.14 plan and implement instruction and related services for students with intensive needs that is both age-respectful and ability-appropriate
 - 5.3.15 use specialized instruction to enhance social participation across environments
 - 5.3.16 plan systematic instruction based on learner characteristics, interests, and ongoing assessment

6. Professional Learning & Ethical Practice
 - 6.1 Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they:
 - 6.1.1 use professional ethical principles and professional practice standards to guide their practice.
 - 6.1.2 understand how foundational knowledge and current issues influence professional practice.
 - 6.1.3 understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
 - 6.1.4 understand the significance of lifelong learning and participate in professional activities and learning communities.
 - 6.1.5 advance the profession by engaging in activities such as advocacy and mentoring
 - 6.1.6 provide guidance and direction to paraeducators, tutors, and volunteers.
 - 6.2 Intensive Needs Special Educators includes the following knowledge standards:
 - 6.2.1 definitions and issues related to the identification of students with intensive needs
 - 6.2.2 continuum of placement and services available for students with intensive needs
 - 6.2.4 historical foundations and classic studies of intensive needs
 - 6.2.5 trends and practices in the field of intensive needs
 - 6.2.6 theories of behavior problems of students with intensive needs
 - 6.2.7 perspectives held by students with intensive needs
 - 6.2.8 concepts of self-determination, self-advocacy, community and family support and impact in the lives of students with intensive needs
 - 6.2.9 enactment of least dangerous assumptions model that creates inclusive classrooms that presume competence and encourage high expectations for all students
7. Collaboration
 - 7.1 Special Educators collaborate with families, other Educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they:
 - 7.1.1 use the theory and elements of effective collaboration.
 - 7.1.2 serve as a collaborative resource to colleagues.
 - 7.1.3 use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
 - 7.2 Intensive Needs Special Educators includes the following knowledge standards:
 - 7.2.1 services, networks, and organizations for individuals, professionals, and families with intensive needs

7.2.2 parent involvement occurs on multiple levels (IEP, physical and emotional support, advocacy, medical). ISEs need to understand how to aid and educate families in all of the roles that parents play in support of their children

7.3 Intensive Needs Special Educators includes the following performance standards:

- 7.3.1 collaborate with team members to plan transition to adulthood that encourages full community participation
8. Completion of a bachelor's level teacher preparation program in the education of students with severe and multiple disabilities, or a minimum of 30 credits in the education of students with severe and multiple disabilities
 9. A minimum of a practicum, or the equivalent, in the teaching of students with severe and multiple disabilities.

5440-16 Junior ROTC Instructor

(Reviewed December 2016)

The holder is authorized to provide junior Reserve Officer Training Corps instruction to students in grades 9-12 who are enrolled in junior ROTC programs.

Current certification as a Junior Reserve Officer Training Corps Instructor by the federal Department of Defense.

5440-11 Mathematics

(Revised May 2016)

The holder is authorized to teach mathematics in grades 7-12.

1. Content Knowledge--Effective teachers of secondary mathematics know, understand, teach and communicate their mathematical knowledge with the breadth of understanding that reflects proficiency within and among the mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics) as outlined in the *NCTM NCATE Mathematics Content for Secondary*.
2. Mathematical Practices--Effective teachers of secondary mathematics:
 - 2.1. Demonstrate proficiency in using problem-solving as a vehicle for understanding mathematics by:
 - 2.1.1. Developing conceptual understanding of mathematical concepts through problem-solving
 - 2.1.2. Making sense of a wide variety of problems and persevering in solving them
 - 2.1.3. Applying various strategies to solve problems arising in mathematics and other contexts
 - 2.1.4. Formulating and testing conjectures to generalize mathematical phenomena
 - 2.2. Demonstrate proficiency in processes for doing mathematics by:
 - 2.2.1. Reasoning abstractly, reflectively, and quantitatively with attention to units
 - 2.2.2. Constructing and critiquing viable arguments and proofs
 - 2.2.3. Representing and modeling generalizations using mathematics
 - 2.2.4. Recognizing structure and expressing regularity in patterns of mathematical reasoning
 - 2.2.5. Using multiple representations to model and describe mathematics
 - 2.2.6. Organizing mathematical thinking and communicating ideas through appropriate mathematical vocabulary and symbols for multiple audiences
 - 2.2.7. Formulating, representing, analyzing, and interpreting mathematical models derived from real-world contexts and mathematical problems.
 - 2.3. Demonstrate an understanding of making mathematical connections by:
 - 2.3.1. Showing the interconnectedness of mathematical ideas and how they build on one another
 - 2.3.2. Applying mathematical connections among mathematical ideas and across various content areas and real-world context
3. Content Pedagogy--Effective teachers of secondary mathematics:
 - 3.1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.
 - 3.2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

- 3.3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.
- 3.4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.
- 3.5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.
- 3.6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.
- 3.7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

For further exploration of Content Pedagogy, please see "Mathematical Teaching Practices" (from NCTM's *Principles to Actions: Ensuring Mathematical Success for All*).

4. Mathematical Learning Environment--Effective teachers of secondary mathematics:
 - 4.1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a growth mindset toward mathematical processes and learning.
 - 4.2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences with connections between math and the real world.
 - 4.3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.
 - 4.4. Demonstrate an understanding of how race, class, and gender can affect students' experiences with mathematics teaching and learning; actively combat stereotypes to avoid replication of historic patterns; and demonstrate a commitment to equitable treatment of and high expectations for all students.
 - 4.5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and integrate tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.
 - 4.6. Flexibly assess evidence of student mathematical proficiency for learning that takes place outside of the school, the school day, or the classroom.
5. Impact on Student Learning--Effective teachers of secondary mathematics:

- 5.1. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.
 - 5.2. Promote personalization for each student, allowing students to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.
 - 5.3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence, including authentic performance tasks and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.
 - 5.4. Convey how the development of mathematical theory and understanding is a historical process with continuous creation of new knowledge and the refinement of previous knowledge.
 - 5.5. Convey roles and responsibilities of mathematicians with respect to social, economic, cultural and political systems.
6. Professional Knowledge and Skills--Effective teachers of secondary mathematics:
- 6.1. Take an active role in their professional growth and maintain a current understanding of changes in the content and pedagogy of mathematics and learning theory by participating in professional learning experiences that directly relate to the learning and teaching of mathematics.
 - 6.2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge learning; involve colleagues, other school professionals, families, and various stakeholders; and advance their learning as a reflective practitioner.
 - 6.3. Demonstrate knowledge of misconceptions typically held by adolescents and effective methods for intervening to correct such misconceptions.
 - 6.4. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.
7. A major in mathematics, or the equivalent in undergraduate and/or graduate coursework in mathematics (at least 30 hours of which at least 9 must be at the advanced undergraduate level or higher).
 8. A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in an endorsement requiring competencies with the Core Teaching Standards.
 9. REQUIRED TESTING: Praxis II Subject Assessment: Mathematics

5440-72 Math Specialist

(Created August 2023)

The holder is authorized to function as a school-wide resource to support teachers and schools in implementing evidence-based mathematics instruction and assessment practices, and to provide instruction in mathematics to students in grades PK-12. This endorsement is limited to those who hold or who are eligible to hold endorsements in early childhood, elementary education, middle grades mathematics, secondary mathematics, or special education.

1. Content Knowledge – Effective Mathematics Specialists know, understand, teach and communicate their mathematical knowledge with the breadth of understanding that reflects proficiency within and among the mathematical domains identified by AMTE and NCTM.
 - 1.1. Number and Operations
 - 1.2. Algebra and Functions
 - 1.3. Geometry and Measurement
 - 1.4. Data Analysis and Probability
 - 1.5. Trigonometry
 - 1.6. Calculus
 - 1.7. Discrete Mathematics

2. Pedagogical Knowledge – Math Specialist further student engagement and proficiency by promoting personalized instruction, critical thinking, equitable learning, student exploration, and authentic connections in the classroom. Math Specialists:
 - 2.1. Review and implement current research around best practices in mathematics instruction, its structure, the progression of central concepts and skills, prerequisite relationships, and methods of inquiry.
 - 2.2. Have knowledge of mathematical language, models, and strategies for instruction across mathematical domains and grade levels.
 - 2.3. Promote and facilitate student and teacher discourse.
 - 2.4. Make meaningful connections to scaffold learning, support engagement, and build student understanding between essential knowledge and skills.
 - 2.5. Promote learning environments where all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential.

3. Intervention Strategies – Math specialists work with diverse stakeholders to implement supports that promote mathematical thinking for struggling and reluctant learners. Math specialists make curricular decisions and adjustments that consider the learner’s strengths and learning context. Math Specialists:
 - 3.1. Are knowledgeable of how to support students with different learning styles.

- 3.2. Collaborate with classroom teachers, special educators, school administrators, educational support teams, students, families, and additional diverse stakeholders to identify appropriate interventions for students.
 - 3.3. Support students and families in accessing practices and resources beyond the classroom.
 - 3.4. Identify essential ideas, standards, and/or proficiencies to accommodate learner needs and to support classroom teachers with curricular pacing.
 - 3.5. Support classroom teachers in creating more equitable classroom environments and materials that maximize opportunity for in-classroom differentiation and reduce the need for pull-out interventions during class time.
 - 3.6. Reflect on personal bias to ensure appropriate accommodations for students from marginalized populations.
4. Curricular Development – Math Specialists understand the application of mathematics curriculum in equitable classroom environments and engage in discourse with colleagues and stakeholders to make decisions that improve classroom, schoolwide, and/or districtwide curriculum. Math Specialists:
 - 4.1. Have a working knowledge of mathematics as a curriculum and its vertical progression from prek-12.
 - 4.2. Work with colleagues and specialists in researching and developing relevant curriculum to meet the needs of individual students.
 - 4.3. Find accessible and equitable resources that meet the needs of all learners.
 - 4.4. Evaluate mathematics programs using district curriculum, Vermont state content standards, and current research.
5. Assessment and Data – Math Specialists use current research in student assessment and data design to select appropriate formative and summative assessment methods. Math Specialists share their knowledge and collaborate with colleagues to make data informed classroom-, school-, and district-based decisions in the best interest of all students. Math Specialists:
 - 5.1. Support classroom teachers, administrators, students, families, and stakeholders in interpreting results of special education, state, district, and classroom assessments to develop data informed action steps for individual students and education systems.
 - 5.2. Understand how to use formative, summative, and diagnostic assessments, and communicate the differences between them.
 - 5.3. Utilize asset-based assessment strategies to meet the needs of all learners.
 - 5.4. Recognize and address the existence of test bias for multilingual learners, students with special needs, and additional marginalized populations.
 - 5.5. Understands the limitations of traditional standardized assessments and can utilize holistic or informal assessments, when appropriate, to meet the needs of all learners.

6. Teacher Leader Knowledge – Math Specialists foster a collaborative learning environment that includes staff, students, families, and the community. They use current research to lead improvement in practices, promote professional learning with adult learners, and advocate for student needs and for the educational profession. Math Specialists:
 - 6.1. Use the principles of adult learning and mentorship to support school leadership in developing a culture of collegiality, trust, and respect that focuses on continuous improvement in instruction, student learning, and leadership decisions.
 - 6.2. Conduct needs assessments to prioritize, promote, design, and facilitate job-embedded professional learning aligned with school, district, and state improvement goals.
 - 6.3. Understand that families, cultures, home language(s), and communities are essential components in educational processes and student learning and work with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system.
 - 6.4. Understand how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. They use this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning.
7. 21 credits in Mathematics Education
8. A minimum of a practicum, or the equivalent, in mathematics instruction at the PK/elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or equivalent, in a PK/Elementary School setting and a second practicum, or equivalent, in a separate Middle/High School setting is required.

5440-19 Middle Grades

(Revised May 2016 – Specific Middle Grades content revisions noted in each content area)

The holder is authorized to teach one or more of the following content areas – English Language Arts, Mathematics, Science, or Social Studies – in grades 5-9, as specified on the endorsement.

The middle grades standards interpret “all young adolescents” to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, family composition, regional or geographic origin, and those with exceptional learning needs.

1. Young Adolescent Growth and Development

1.1. Growth and Development

Middle grades teachers demonstrate a comprehensive knowledge of the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all.

1.2. Diversity

Middle grades teachers employ middle grades practices that celebrate and are responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Aligned with Learner and Learning Category of Vermont Core Teaching Standards

2. Curriculum

2.1. Student Learning Standards:

Middle grades teachers use their knowledge of student learning standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curricula for every learner.

2.2. Integrated Nature of Knowledge:

2.2.1. Middle grades teachers help learners make connections among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and innovative curricula.

2.2.2. Middle grades teachers create learning opportunities within and across their disciplinary fields that enhance students’ transferable skills.

2.2.3. Middle grades teachers integrate student voice into learning while strengthening students’ informational, critical, technological, quantitative, multicultural, and media literacies.

Aligned with Content Category of Vermont Core Teaching Standards

3. Philosophy and School Organization

- 3.1. Middle grades teachers understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools.
- 3.2. Middle grades teachers create and support democratic classrooms in which student voice and student-centered pedagogy empower students with agency and choice in their learning.
- 3.3. Middle grades teacher effectively employ practices such as interdisciplinary teaming, advisory programs, flexible grouping, flexible block schedules, personalized schedules, and common teacher planning time.
- 3.4. Middle grades teachers implement the elements of a middle grades philosophy regardless of grade configuration of the building.
- 3.5. Middle grades teachers understand the differential needs of students, including familiarity with and access to technology.

Aligned with Content Category of Vermont Core Teaching Standards

4. Instruction and Assessment

4.1. Instructional Strategies

- 4.1.1. Middle grades teachers engage students in challenging proficiency-based instruction that is personalized to be flexible, differentiated, ongoing, and targeted towards the specific needs of every student.
- 4.1.2. Middle grades teachers use instructional strategies and technologies to help students identify, explore, and promote local and global issues of personal significance in order to engage students in their learning.
- 4.1.3. Middle grades teachers emphasize critical thinking, problem solving, evaluation of information, and organizational skills in addition to disciplinary content.
- 4.1.4. Middle grades teachers help students use strategies to identify, set, and achieve personalized learning goals.

4.2. Assessment and Data-informed Instruction

- 4.2.1. Middle grades teachers collaborate with each other and with students to define proficiency and determine progress toward achieving it.
- 4.2.2. Middle grades teachers measure students' prior learning through a comprehensive and balanced-assessment system and adjust instruction and help students design their personalized learning plans.

4.3. Engagement

- 4.3.1. Middle grades teachers demonstrate their ability to motivate and engage all students and facilitate their learning through the establishment of equitable, caring, and productive learning environments and developmentally responsive materials and resources (e.g., technology, manipulative materials, contemporary media, personalized learning plans).
- 4.3.2. Middle grades teachers adopt a student-centered pedagogy that includes anytime, anywhere learning and provides multiple pathways for students to demonstrate proficiency including portfolios, performances, exhibitions, and projects

Aligned with Instructional Practice Category of Vermont Core Teaching Standards

5. Professional Roles

5.1 Advocacy and Developmentally Responsive Practices

Middle grades teachers advocate for developmentally responsive schooling practices and policies for every student.

5.1. Family Engagement

5.1.1. Middle grades teachers understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning.

5.1.2. Middle grades teachers communicate and collaborate with all family members to build positive, collaborative relationships with families from diverse cultures and backgrounds.

5.1.3. Middle grades teachers employ technology so that teachers and families can enhance communication, collaboration, decision-making, and the ability of students to work at home.

5.1.4. Middle grades teachers understand that access to and familiarity with technology differ widely for families.

5.1.5. Middle grades teachers help families understand the systems used to support personalized learning (e.g., learning management systems, personalized learning plans, portfolios).

5.2. Community Involvement

Middle grades teacher's partner with the local and global community to bring the community into the classroom and the classroom into the community.

5.3. Dispositions and Professional Behaviors

5.3.1. Middle grades teacher's model high standards of ethical behavior and professional competence.

5.3.2. Middle grades teachers are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their practice.

6. A minimum of a practicum, or the equivalent, at the middle grades level (5-9) in science, social studies, math, or English.

5440-19A Middle Grades: English

1. Knowledge Standards – English Language Arts:
Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective literacy instruction, as delineated in current national professional standards and reflected in *Vermont's Framework of Standards and Learning Opportunities*. Specifically, the Educator understands and/or knows:
 - 1.1. Development of Oral Language and Literacy – Processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in language and literacy development; the elements of effective verbal and non-verbal communication
 - 1.2. Literature and Media – A wide variety of quality, age-appropriate literature and non-print media (i.e., film, video) across genres, eras, cultures, and subcultures; literary elements and strategies for textual analysis
 - 1.3. Language and Word Study – The purposes of language and approaches to analyzing language; etymology of the English language; the pronunciation of English phonemes and their graphemes; the developmental progression of phonological awareness; vocabulary development and its relationship to literacy acquisition; the developmental stages of spelling and morphological analysis
 - 1.4. Reading Comprehension and Fluency – Reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency
2. Written Expression – The composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios and benchmarks and standards for various age/grade levels
3. Assessment and Adaptation of Literacy Instruction – The importance of individualizing the literacy program to address the needs and strengths of learners; a variety of valid and efficient language arts assessments appropriate for different purposes; the observable characteristics of a variety of reading and writing difficulties; strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELLs)
4. Performance Standards – English Language Arts:
Implements a language arts curriculum that fosters interest and growth in all aspects of oral and written literacy in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the Educator:

- 4.1. Literacy Development through Literature and Media
 - 4.1.1. Uses a wide variety of fiction and non-fiction textual materials, including some of students' own selection, to increase students' motivation to read independently for information, pleasure and personal growth
 - 4.1.2. Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature and non-print media
 - 4.1.3. Uses active instructional strategies to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation
 - 4.1.4. Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications
 - 4.1.5. Models, fosters, and teaches active listening in order to enable thoughtful, equitable, and respectful classroom discourse
 - 4.1.6. Implements strategies to include parents as partners in the literacy development of their children
 - 4.1.7. Models and teaches the elements of effective verbal and non-verbal communication
5. Language and Word Study
 - 5.1. Teaches students to use syntactic, semantic, and graph phonemic cues to identify and spell words
 - 5.2. Employs effective instructional strategies for the development of a broad, independent vocabulary
6. Reading Comprehension and Fluency
 - 6.1. Provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive strategies to understand, analyze, and interpret a variety of types of texts
 - 6.2. Employs a range of instructional approaches to support comprehension across the content areas
 - 6.3. Uses instructional strategies to build or strengthen fluency
7. Written Expression
 - 7.1. Organizes and implements a writing portfolio program that promotes high-quality writing by including a variety of instructional strategies and topics to teach purposes, structures, and composition
 - 7.2. Uses required writing rubrics and benchmarks for assessing student writing, and teaches students to use these to analyze their own writing
 - 7.3. Models and teaches appropriate grammar, usage, and mechanics
8. Assessment and Adaptation of Literacy Instruction
 - 8.1. Uses a variety of valid assessment strategies to regularly evaluate students' progress in all of the individual dimensions of literacy development

- 8.2. Uses the results of literacy assessments to adjust and/or target instruction, to flexibly group students, when needed, and to appropriately match students with reading material
9. A minor in English or Comparative Literature, or the equivalent in undergraduate and/or graduate coursework.
10. REQUIRED TESTING Praxis II Subject Assessment: Middle Grades English - Test Code 5047. Also accepted for MG English testing - Praxis II Subject Assessment in English

5440-19B Middle Grades: Mathematics

(Revised May 2016)

1. Content Knowledge-Effective teachers of middle grades mathematics know, understand, teach and communicate their mathematical knowledge with the breadth of understanding that reflects proficiency within and among the mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as outlined in the *NCTM NCATE Mathematics Content for Middle Grades*.
2. Mathematical Practices-Effective teachers of middle grades mathematics:
 - 2.1. Demonstrate proficiency in using problem-solving as a vehicle for understanding mathematics by:
 - 2.1.1. Developing conceptual understanding of mathematical concepts through problem-solving
 - 2.1.2. Making sense of a wide variety of problems and persevere in solving them
 - 2.1.3. Applying various strategies to solve problems arising in mathematics and other contexts
 - 2.1.4. Formulating and testing conjectures to generalize mathematical phenomena
 - 2.2. Demonstrate proficiency in processes for doing mathematics by:
 - 2.2.1. Reasoning abstractly, reflectively, and quantitatively with attention to units
 - 2.2.2. Constructing and critiquing viable arguments and proofs
 - 2.2.3. Representing and modeling generalizations using mathematics
 - 2.2.4. Recognizing structure and expressing regularity in patterns of mathematical reasoning
 - 2.2.5. Using multiple representations to model and describe mathematics
 - 2.2.6. Organizing mathematical thinking and communicating ideas through appropriate mathematical vocabulary and symbols for multiple audiences
 - 2.2.7. Formulating, representing, analyzing, and interpreting mathematical models derived from real-world contexts or mathematical problems.
 - 2.3. Demonstrate an understanding of making mathematical connections by:
 - 2.3.1. Showing the interconnectedness of mathematical ideas and how they build on one another
 - 2.3.2. Applying mathematical connections among mathematical ideas and across various content areas and real-world contexts
3. Content Pedagogy-Effective teachers of middle grades mathematics:
 - 3.1. Apply knowledge of curriculum standards for middle grades mathematics and their relationship to student learning within and across mathematical domains.
 - 3.2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.
 - 3.3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-

- specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.
- 3.4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.
 - 3.5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.
 - 3.6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.
 - 3.7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.
4. **Mathematical Learning Environment-Effective teachers of middle grades mathematics:**
- 4.1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a growth mindset toward mathematical processes and learning.
 - 4.2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences with connections between math and the real world.
 - 4.3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.
 - 4.4. Demonstrate an understanding of how race, class, and gender can affect students' experiences with mathematics teaching and learning; actively combat stereotypes to avoid replication of historic patterns; and demonstrate a commitment to equitable treatment of and high expectations for all students.
 - 4.5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and integrate tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.
 - 4.6. Flexibly assess evidence of student mathematical proficiency for learning that takes place outside of the school, the school day, or the classroom.
5. **Impact on Student Learning--Effective teachers of middle grades mathematics:**

- 5.1. Verify that middle grades students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.
 - 5.2. Promote personalization for each student, allowing students to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.
 - 5.3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence, including authentic performance tasks and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.
 - 5.4. Convey how the development of mathematical theory and understanding is a historical process with continuous creation of new knowledge and the refinement of previous knowledge.
 - 5.5. Convey roles and responsibilities of mathematicians with respect to social, economic, cultural and political systems.
6. Professional Knowledge and Skills-Effective teachers of middle grades mathematics:
- 6.1. Take an active role in their professional growth and maintain a current understanding of changes in the content and pedagogy of mathematics and learning theory by participating in professional learning experiences that directly relate to the learning and teaching of mathematics
 - 6.2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge learning; involve colleagues, other school professionals, families, and various stakeholders; and advance their learning as a reflective practitioner.
 - 6.3. Demonstrate knowledge of misconceptions typically held by adolescents and effective methods for intervening to correct such misconceptions.
 - 6.4. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.
7. A minor in mathematics, or the equivalent in undergraduate and/or graduate coursework (at least 18 academic credits of which at least 6 must be at the advanced undergraduate level or higher).
8. A minimum of a practicum, or the equivalent, at the middle level (5-9) in an endorsement requiring competency with the Core Teaching Standards.
9. **REQUIRED TESTING** Praxis II Subject Assessment: Middle Grades Math - Test Code 5169. Also accepted for MG Math testing – Praxis II Subject Assessment: Mathematics

5440-19C Middle Grades: Science

1. Knowledge Standards – Science:

Demonstrates knowledge of scientific content, concepts, and skills delineated in current national professional standards and in *Vermont's Framework of Standards and Learning Opportunities*, including:

- 1.1. Scientific method, investigatory processes and procedures, the nature of theory, roles and responsibilities of scientists, history of science
- 1.2. Typical scientific misconceptions or naïve ideas held by early adolescents
- 1.3. Life Sciences – Cell structure and function; anatomy and physiology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy and organization in living systems; behavior of organisms
- 1.4. Physical Sciences – The structure of atoms; structure and properties of matter; chemical reactions; motion and forces; conservation of energy and increase in disorder; interactions of energy and matter
- 1.5. Earth, Environmental, and Atmospheric Sciences – The Earth as an integrated system of chemical, physical and biological processes interconnecting the geosphere, hydrosphere, atmosphere, and biosphere; the origins and evolution of the Earth, solar system, and universe, and forces effecting and shaping them over time
- 1.6. Living and Non-Living Systems – The concept of living and non-living systems as collections of interrelated parts and interconnected systems; continuity and change in living and non-living systems from the micro to the macro scale; how personal and collective actions can affect the sustainability of interrelated systems

2. Performance Standards -- Science:

Implements a science curriculum that integrates scientific inquiry skills and science content, and enables conceptual development and development of the habits of mind that support scientific inquiry. Specifically, the Educator:

- 2.1. Anticipates and elicits the naïve scientific ideas, emerging concepts, and/or misconceptions that students are likely to have prior to instruction
- 2.2. Models the skills and habits of mind inherent in scientific inquiry
- 2.3. Asks scientific questions that engage students and helps them to formulate meaningful scientific questions of their own
- 2.4. Designs and implements investigations and assessments that engage students in experimental design, data collection, data analysis, and problem solving, and that provide them with frequent interactions with the natural world as a regular part of the science program
- 2.5. Creates opportunities for students to collaboratively design and implement scientific investigations, and to present and discuss the results of their investigations
- 2.6. Organizes equipment, work, and learning spaces so that scientific investigations are carried out safely in accordance with state and national safety guidelines

- 2.7. Teaches forms of scientific communication including how to write clear, well-organized science reports; how to read sources of scientific information; and how to understand and use representation and scientific notation
 - 2.8. Integrates physical, mathematical, scientific, and technological tools appropriate to students' ages and abilities in order to facilitate scientific inquiry
 - 2.9. Conveys to students how the development of scientific theory and understanding is a historical process with continuous creation of new knowledge and refinement or rejection of "old" knowledge
 - 2.10. Conveys to students the roles and responsibilities of scientists with respect to social, economic, cultural, and political systems, and provides them with opportunities to actively explore the full scope of career choices available to people in the sciences
 - 2.11. Demonstrates sensitivity to inequities in science teaching and careers by incorporating specific instructional strategies that promote equity
3. A minor in biology, chemistry, physics, or earth/ environmental/ atmospheric sciences, or a combination thereof, or the equivalent in undergraduate and/or graduate coursework.
 4. **REQUIRED TESTING** Praxis II Subject Assessment: Middle Grades Science. Also accepted for MG Science testing – Praxis II Subject Assessment: General Science

5440-19D Middle Grades: Social Studies

1. Knowledge Standards – Social Studies:

Demonstrates knowledge of historical and social science content, concepts, and skills delineated in current national professional standards and in Vermont's Framework of Standards and Learning Opportunities, including:

- 1.1. Methods of historical and social science investigation and analysis, including criteria for critical evaluation of evidence and data, and use of primary sources and varied perspectives to interpret historical events and analyze public issues
- 1.2. The development of students' historical thinking, including common misconceptions in the historical thinking of students
- 1.3. History – Multiple perspectives on significant eras, developments, and turning points in ancient and modern history; causes and effects in human society; forces of historical and cultural continuity and change
- 1.4. Cultural Geography – An understanding of the world in spatial terms, the physical and human characteristics of places and regions, human systems, and the interaction of environment and society
- 1.5. Diversity, Unity, Identity, and Interdependence – Culture, including cultural identity, expressions, and universals; the origins of conflict; consequences of discrimination, stereotyping, and prejudice on individuals and groups
- 1.6. Citizenship – Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of the concepts of equality, justice, freedom, human, and civil rights
- 1.7. Economics – Forms of economic systems; consequences of economic systems on people and environments

2. Performance Standards – Social Studies:

Implements a history and social sciences curriculum that integrates historical and social science content, concepts, and inquiry skills, and enables students to view and analyze communities, societies and/or cultures, and events as apprentice historians and social scientists, to interpret social issues, and to participate purposefully toward the common good in society. Specifically, the Educator:

- 2.1. Chooses developmentally appropriate activities to teach historical/social science concepts and processes
- 2.2. Models how historians, geographers, and other social scientists view, analyze, and interpret the world
- 2.3. Provides opportunities for students to examine and interpret historical and contemporary events and issues through active learning strategies such as research, role-play, debate, and discussion
- 2.4. Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local resources
- 2.5. Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources of all types, identify webs of cause and effect, and differentiate between fact, opinion, and interpretation

- 2.6. Provides opportunities for students to use historical, geographical, and social science research methods, tools, and technologies
 - 2.7. Teaches students how to read and understand historical narratives, issue analyses, and persuasive essays, and how to write well-crafted pieces in these genres, including preparing portfolio pieces
 - 2.8. Models respect for students' diverse opinions and backgrounds in all classroom interactions, and teaches students how to engage in civil discussions about controversial issues
3. A minor in history, political science, economics, geography, or a combination thereof, or the equivalent in undergraduate and/or graduate coursework.
(Coursework in cultural anthropology and non-Western area studies may be counted toward geography.) REQUIRED
4. TESTING Praxis II Subject Assessment: Middle Grades Social Studies. Also accepted for MG Social Studies testing - Praxis II Subject Assessment: Social Studies

5440-06 Modern and Classical Languages

(Revised February 2017, Reviewed May 2018 to update testing requirements)

The holder is authorized to teach a modern (including American Sign Language) and/or classical language(s) in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Demonstrates knowledge of target language. Demonstrate knowledge of the current national standards related to modern and classical languages/ASL (i.e. The 5 C's of American Council of the Teaching of Foreign Languages, American Classical League, American Sign Language Teachers Association).

- 1.1. Proficiency in speaking, reading, writing, and listening comprehension in the target language(s)
- 1.2. The structure, phonetic system, and different socio-linguistic levels of the target language(s)
- 1.3. The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)
- 1.4. The individual and societal advantages of learning another language
- 1.5. The developmental process of second language acquisition (SLA) at the early childhood/elementary and/or middle/secondary levels
- 1.6. Research-based instructional methods and strategies that develop target language communication skills as they relate to the continuum of instruction and the endorsement level.

2. For American Sign Language, in addition to the above:

- 2.1. Proficiency in receptive and expressive language
- 2.2. The application of concepts of phonology, syntax, morphology, and pragmatics to the teaching of American Sign Language
- 2.3. Knowledge of the history, social structure, artistic, and literary contributions of the Deaf culture
- 2.4. The ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture in American Sign Language-speaking communities

3. Performance Standards:

Implements target language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national standards (i.e. The 5 C's of American Council for the Teaching of Foreign Languages (ACTFL), American Classical League ACL, and American Sign Language Teachers Association ASLTA)

Specifically, the Educator:

- 3.1. Applies knowledge of research-based methods and strategies to design of developmentally appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds
 - 3.2. Uses appropriate technologies to enhance instruction and learning.
 - 3.3. Incorporates authentic materials and media (e.g. music, art, food, film, literature, or print or online resources) in order to develop students' understanding and appreciation of the target language and its cultures' history, geographical regions, values, and customs
 - 3.4. Designs instruction to develop linguistic and cross-cultural competence, and interdisciplinary connections through critical thinking, problem solving and communication.
 - 3.5. Designs a variety of learning activities that incorporate all modes of communication (interpretive, interpersonal and presentational).
 - 3.6. Integrates classroom curricular themes with the target language curriculum (early childhood/elementary)
 - 3.7. Advocates for all students to acquire foreign language skills and cultural knowledge at the earliest possible age
4. A major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.)
 5. 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 is required.
 6. **REQUIRED TESTING:** Praxis II subject assessments in the Target Language.

If applicant/Educator is seeking an endorsement in a language with no specified Praxis II requirement, applicant/Educator must take appropriate ACTFL examination for that language. See www.languagetesting.com for more info.

5440-40 Multilingual Learner

(Revised August 2015, May 2022)

The holder is authorized to provide instruction in English language development to Multilingual Learners (ML) and to support the learning of ML students in all content areas through collaboration with teachers, administrators, and parents. The holder is authorized to teach grades PK-8, 5-12, or PK-12, as specified on the endorsement.

Standard 1 Knowledge About Language:

Teachers demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help Multilingual Learners (ML) acquire academic language and literacy skills specific to various content areas.

1.1 Teachers demonstrate knowledge of English language systems of grammar (including phonology, morphology and syntax) in different discourse contexts (i.e. pragmatics, and semantics) to promote the development of students' reading, writing, speaking, and listening skills across content areas. Teachers serve as language models for ML students.

1.2 Teachers demonstrate knowledge of second language acquisition theory, developmental process of language learning, and common ML learning standards (e.g. WIDA English Language Development (ELD) Standards) to set appropriate expectations for and facilitate language learning.

1.3 Teachers demonstrate knowledge of language processes (e.g., interlanguage and language progressions) across different developmental levels and diverse cultural groups to facilitate and monitor students' language learning in English.

1.4 Teachers apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote intellectual rigor and academic proficiency for ML students across content areas.

Standard 2 Multilingual Learners in the Sociocultural Context:

Teachers demonstrate and apply knowledge of how dynamic intersectional factors of academic, personal, familial, racial, cultural, gender, sexual identity, social, socioeconomic, and sociopolitical contexts impact the education and language acquisition of Multilingual Learners as supported by research and theories. Teachers investigate the academic and personal characteristics of each student, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices. Teachers recognize the need for diversity and cultural awareness and how educator identity, role, culture, and biases impact the interpretation of ML students' strengths and needs.

2.1 Teachers demonstrate knowledge and appreciation of how dynamic intersectional factors impact the education of students and seek resources to better understand

and appreciate the inherent heterogeneity within culturally and linguistically diverse groups.

- 2.2 Teachers demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for students as well as promote critical awareness of the intersection between language, race, and identity.
- 2.3 Teachers devise and implement methods to understand each students' academic characteristics including background knowledge, educational history, and current performance data and develop effective, individualized instructional and assessment practices. Teachers utilize current best practice to support students who have experienced trauma and/or have had limited or interrupted formal education. These instructional and assessment plans build upon the students' strengths and provide the supports and accommodations needed for students to express their knowledge.
- 2.4 Teachers devise and implement methods to learn about personal characteristics of the individual student (e.g., interests, motivations, aspirations, strengths, needs) and their family (e.g., language use, literacy practices, and the experiences of migrant, transnational, undocumented and/or refugee families) to develop effective and culturally responsive instructional practices to be implemented throughout the students' academic day. Teachers also use this knowledge to support and celebrate students' development of their own unique cultural identity and to ensure families can authentically engage in their students' education.
- 2.5 Teachers identify and describe the impact of their identity, role, cultural understandings, personal biases, critical knowledge of U.S. culture, and hidden curriculum bias on their interpretation of the educational strengths and needs of individual students and Multilingual Learners in general.

Standard 3 Planning and Implementing Instruction:

Teachers plan supportive environments for Multilingual Learners, design and implement standards-based instruction using evidence-based, student-centered, interactive approaches. Teachers make instructional decisions by reflecting on individual student outcomes and adjusting instruction. Teachers demonstrate understanding of the role of collaboration with colleagues and communication with families to support their students' acquisition of English language and literacies in the content areas. Teachers use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for students.

- 3.1 Teachers plan for culturally responsive, linguistically relevant, supportive, and inclusive environments that promote students' learning. Teachers design scaffolded instruction of language and literacies to support standards and curricular objectives for ML students in the content areas.

- 3.2 Teachers instruct students using evidence-based, student-centered, and developmentally appropriate interactive approaches, and ensure equitable access to instructional technology and materials.
- 3.3 Teachers balance academic support and rigor by adjusting instructional performance indicators based on critical reflection of students' learning outcomes in both language and content. Teachers distinguish between indicators of language acquisition and indicators of learning disabilities.
- 3.4 Teachers collaborate with other educators, school personnel, community partners, and ML students' and their families to foster an equitable and inclusive learning environment that supports rigorous learning of language and literacies in the content areas.
- 3.5 Teachers use and adapt relevant materials and resources which facilitate a culturally responsive curriculum across content areas; make appropriate accommodations for students who lack equitable access to digital resources; support communication with other educators, school personnel, relevant community partners, interpreters, ML students', and ML families to foster student learning of language and literacies in the content areas.

Standard 4 Assessment and Evaluation:

Teachers apply assessment principles to analyze and interpret multiple and varied assessments for Multilingual Learners, including classroom-based, standardized, and language proficiency assessments. Teachers understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Teachers understand the importance of evaluating progress results in an accessible format for other educators as well as in the home language(s) of students and their families.

- 4.1 Teachers apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Teachers make informed instructional decisions in collaboration with other school specialists (i.e., reading specialists, special educators), if applicable, that support language learning.
- 4.2 Teachers demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Teachers understand how to approach assessments and results with a critical understanding of test-bias towards non-native speakers of English. Teachers determine language and content learning goals based on assessment data and their understanding of individual student abilities. Teachers distinguish between indicators of language acquisition and indicators of learning disabilities.
- 4.3 Teachers demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ML students for standardized assessments.

4.4 Teachers demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification of individual students and are aware of relevant local, state and federal guidelines. Teachers demonstrate knowledge in what makes data accurate, valid and reliable and critically examines student assessment data with this lens.

Standard 5 Professionalism and Leadership

Teachers demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of Multilingual Learners, advocating for students and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through collaborative teaching.

5.1 Teachers demonstrate knowledge of effective collaborative strategies to establish norms and expectations of support with content area teachers, school leadership, multicultural liaisons, and other school staff; to co-design effective Tier I instruction; to serve as a resource for culturally relevant ML instruction; and to advocate for students and their families.

5.2 Teachers apply knowledge of school, district, and governmental policies and legislation that impact ML students' educational rights in order to provide adequate resources and advocate for students and their families.

5.3 Teachers practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of multilingual learning and teaching.

5.4 Teachers engage in supervised or collaborative teaching to apply and develop their professional practice using self-reflection and feedback from their teaching colleagues and school leadership.

A minimum of a practicum, or the equivalent, in Multilingual Learner instruction at the PK/elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or equivalent, in a PK/Elementary School setting and a second practicum, or equivalent, in a separate Middle/ High School setting is required.

Required Testing: Passing Score on the PRAXIS II Content Area Test as determined by VSBPE.

5440-12 Music

(Revised June 2018)

The holder is authorized to teach music in grades PK-8, 5-12, or PK-12, based on practicum and student teaching experience.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Demonstrate knowledge of music and music education concepts and skills delineated in current national professional standards and in the National Core Arts Standards, including:

- 1.1. The processes and stages of student musical development
- 1.2. Philosophies and methods of music education for example, Dalcroze, Feierabend, Gordon, Kodaly, Orff, Suzuki,
- 1.3. The historical development and role of music in contemporary and past cultures and music as a fundamental expression of human emotion and form of communication
- 1.4. Music theory, including an understanding of composition, arranging and expressive elements
- 1.5. Basic improvisational techniques and how to teach them including but not limited to imitation, variation, and techniques specific to various styles
- 1.6. Sight-reading and sight-singing skills
- 1.7. Basic knowledge of performance and pedagogy in the areas of brass, keyboard, percussion, string, voice, and woodwind; and expert performance ability in at least one area
- 1.8. Understanding of current technologies used in music production including but not limited to sound reinforcement and software for music performance creation, recording, and notation
- 1.9. Awareness of aware of career opportunities available in music and how to introduce them to students
- 1.10. Principles, purposes, and design of assessments in music, including the concepts of critical response and self-assessment
- 1.11. Best practices for arts integration

2. Performance Standards:

Implements a music curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of music through making, studying, interpreting, and evaluating music. Specifically, the Educator:

- 2.1. Demonstrates comprehensive performing, creating and responding musicianship skills and specialized knowledge in general, choral, or instrumental music, while proving students with quality, sequential instruction in music
- 2.2. Applies effective techniques for conducting and rehearsing with small and large groups

- 2.3. Selects a developmentally appropriate music repertoire for study and performance
 - 2.4. Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place
 - 2.5. Creates, selects, and adapts a variety of resources, materials, and technologies that support students as they learn through and about music
 - 2.6. Supports students in the development of independent musicianship including but not limited to student driven selection, rehearsing, evaluating and refining repertoire
 - 2.7. Models the use of the vocabulary of music to respond and connect to musical works
 - 2.8. Creates opportunities for students to learn tolerance and respect for others through instruction in multicultural music
 - 2.9. Uses a variety of appropriate methods, including student self-assessment, to assess students' musical development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum
 - 2.10. Adapts materials, tasks etc. to ensure the full access of all students, including special needs students, to a rich music education
 - 2.11. Advocates for a rich music education for all students at the earliest possible age
3. A major in music, or the equivalent in undergraduate and/or graduate coursework.
 4. A minimum of a practicum, or the equivalent, in music education at the elementary (PK-8) or middle/secondary (-5-12) 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-8 and 5-12 instructional levels is required.
 5. **REQUIRED TESTING: Praxis II Subject Assessment Music**

5440 – 25 Online Teaching Specialist

(Revised June 2018)

The holder is authorized to teach students from a distance who are enrolled in online coursework. This endorsement is an add-on endorsement only and is limited to holders of PK-12 endorsements whose employment is considered teaching experience. The holder's area of online instruction and instructional level shall be indicated on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:
 - 1.1. Demonstrates knowledge of how to plan, deliver, and evaluate online instruction as delineated in current national professional standards and as reflected in Vermont's Framework of Standards. Specifically, the Educator understands and/or knows:
 - 1.2. Central concepts – central concepts and current and developing theories that are central to the field of online teaching and learning.
 - 1.3. Technology Skills- A continuum of technologies relevant to the online learning environment both existing and emerging, that effectively support student learning and engagement in the online environment
 - 1.4. Teaching in an Online Environment- principles of effective online instruction and strategies that promote creativity and innovation in virtual environments
 - 1.5. Legal and Ethical Practice- Legal and ethical online behavior related to technology use
 - 1.6. Accommodating Students with Special Needs- Legal mandates stipulated by Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 508 requirements for accessibility including how to adapt curriculum, instruction, and assessments to accommodate students with special needs in the online environment
 - 1.7. Online Assessments- How to design, develop, and implement online assessments to accurately measure student learning and how to evaluate relevant data
2. Performance Standards:
 - 2.1. Implements a comprehensive, standards-based curriculum in subject area of Educator's endorsement that incorporates technology standards and enables students to acquire content knowledge and skills. Specifically, the Educator:
 - 2.2. Uses a range of technologies relevant to online learning environments to support student learning that are appropriate to students' ages and abilities, such as multimedia, synchronous and asynchronous communication technologies, and Open Education Resources (OER)
 - 2.3. Establishes clear expectations, employs effective, prompt communication, and provides regular feedback to students in a variety of formats.
 - 2.4. Creates personalized, online learning environments for students that encourage active learning, real- world application, participation, and collaboration including

- collecting and using student data from the learning management system to inform instructional improvements
- 2.5. Models and manages safe, legal, and ethical online behavior
 - 2.6. Adapts curriculum and instruction to meet diverse student needs in the online environment, including accommodating students with special needs
 - 2.7. Organizes materials, instruction, and procedures to online meet standards-based and personalized learning goals
 - 2.8. Creates and implements a variety of assessments in online learning environments in ways that ensure academic integrity and that accurately demonstrate student learning
3. 9 credits in online instruction, a minimum of a practicum in online instruction in the area of the instructor's teaching endorsement at the K-12 level.

5440-08 Physical Education

(Revised May 2016)

The holder is authorized to teach physical education in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment. In order for students to achieve these goals, physical Educators should have knowledge and skills in the following domains:

1. Scientific and Theoretical Knowledge--Physical Educators know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Physical Educators will:
 - 1.1. Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical domains and age-appropriate indicators of physical development
 - 1.2. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically literate individuals. In a variety of educational settings, they will describe and apply:
 - 1.2.1. physiological and biomechanical concepts related to skillful movement, physical activity and fitness
 - 1.2.2. motor development theory
 - 1.2.3. psychological and/or behavioral theory
 - 1.3. Identify historical, philosophical and social perspective of physical education issues and legislation.
 - 1.4. Understand the core tenets of Physical Literacy and demonstrate the scientific and theoretical knowledge, skill-based competence, planning and implementation, and instructional delivery and management to help students achieve physical literacy.
 - 1.5. Recognize and understand the effects of age, gender, class, and size upon physical activity preferences and participation and create safe spaces for all students to become physically literate.
 - 1.6. Adopt strategies for modifying instruction in order to be sensitive to students' diverse physical abilities, skills, learning styles, and prior experiences.
 - 1.7. Adopt techniques for designing, implementing, adapting, and extending physical education learning experiences to meet the needs of all students.
2. Planning, Implementation, and Assessment--Physical Educators plan, implement, and assess developmentally appropriate, standards-based learning

- experiences aligned with state and national standards to address the diverse needs of all students. Physical Educators will:
- 2.1. Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs.
 - 2.2. Develop and implement measurable, developmentally appropriate, performance-based lessons with content, goals and objectives aligned with state learning standards.
 - 2.3. Plan for and manage resources to provide active, fair, equitable, and flexible learning experiences.
 - 2.4. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
 - 2.5. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
 - 2.6. Select or create appropriate assessments that will measure student achievement of goals and objectives.
 - 2.7. Use appropriate assessments to evaluate student learning before, during, and after instruction.
 - 2.8. Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.
3. Instructional Delivery and Management--Physical Educators use effective pedagogical skills and strategies to facilitate development of physical literacy in response to unique and diverse needs. Physical Educators will:
- 3.1. Demonstrate effective verbal and non-verbal communication skills across a variety of personalized instructional pathways (EQS 2120.2).
 - 3.2. Demonstrate how to connect cross-content concepts and uses differing perspectives and strategies to engage learners in acquisition of transferable skills (e.g. clear and effective communication, creative and practical problem solving, responsible and involved citizen) (EQS 2120.6).
 - 3.3. Provides multiple effective instructional strategies and feedback (peer, self-evaluation, and teacher feedback) for skill acquisition, student learning, and motivation within a multi-tiered system of supports (EQS 2120.1) (EQS 2120.2).
 - 3.4. Creates and adapts a dynamic environment that supports individual and group learning by encouraging positive social interactions and active engagement in learning and self-motivation (EQS 2120.2).
 - 3.5. Implements rules, routines, transitions, and positive behavior management strategies to create and maintain a safe, inclusive, and effective learning environment.
 - 3.6. Employs technological tools that facilitate learning and assessment of physical education and engage students in practical application of technological tools in the monitoring and improvement of their own Physical Literacy.
4. Professionalism and Leadership--Physical Educators demonstrate dispositions essential to becoming effective professionals. Physical Educators will:
- 4.1. Demonstrates dispositions/behaviors that all students can become physically literate individuals.
 - 4.2. Demonstrate behaviors that are consistent with the professional best practice as established by SHAPE AMERICA.

5. Skill-Based and Fitness-Based Competence-- Physical Educators are physically literate individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as defined in state standards. Physical Educators will:
 - 5.1. Demonstrate personal competence in motor skills performance for a variety of physical activities and movement patterns.
 - 5.2. Demonstrate performance concepts related to skillful movement in a variety of physical activities.
 - 5.3. Document and reflect upon their own personal fitness and develop a plan to achieve their fitness goals.
6. A minimum of a practicum, or the equivalent, in physical 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 physical education at both the PK-6 and 7-12 instructional levels is required.
7. Current certificates in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), and first aid.
8. REQUIRED TESTING: Praxis II Subject Assessment Physical Education

5440-78 Reading/English Language Arts Coordinator

(Revised March 2005)

The holder is authorized to provide leadership in the implementation of reading instruction and assessment practices that are informed by research, including coordination and management of all aspects of the school's or district's reading program and guidance of professional development in the area of reading, in order to help all students achieve standards in grades Pk-12. This endorsement is limited to those who hold or who are eligible to hold the Reading/English Language Arts Specialist endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. The Reading/English Language Arts Coordinator must be eligible to hold the Reading/English Language Arts Specialist endorsement through demonstration of each of the knowledge and performance standards required for that endorsement. In addition, the Reading/English Language Arts Coordinator understands concepts and demonstrates skills essential to systemic leadership of reading instruction and assessment, including:
 - 1.1 Knowledge Standards:
 - 1.1.1 Research design and program evaluation
 - 1.1.2 Principles and models of effective needs- and standards-based staff development programs
 - 1.1.3 Planning and administration of a program of reading instruction and assessment, including purposes of and eligibility criteria for the various federal and state supplemental and intervention programs designed to help students with reading and writing problems
 - 1.1.4 Federal, state, and local laws, regulations, and policies related to reading instruction and assessment
 - 1.2 Performance Standards:
 - 1.2.1 Curriculum, Instruction, and Assessment: Collaborates with teachers and administrators to develop and implement a school- or district-wide program of literacy instruction and assessment that is research- and standards-based and aligned with other school and/or district improvement efforts
 - 1.2.2 Selects materials, technologies, and tools to support the school's or district's literacy program
 - 1.2.3 Implements literacy support programs to enhance literacy development throughout the school community
 - 1.2.4 Communicates information about school- or district-wide literacy program and progress to administrators, other staff members, school board members, parents, and the community, including delineating expectations for students and best practices in instruction and assessment at different grade levels

- 1.2.5 Professional Development: Designs and implements an effective need- and standards-based staff development program that is focused on the core areas of effective classroom pedagogy – content, context, methodology, and assessment
 - 1.2.6 Research and Program Evaluation: Develops and implements comprehensive program evaluation processes to evaluate student and staff progress toward the goals of the literacy instruction and assessment program
 - 1.2.7 Collaborates with administrators and teachers to use program evaluation results to inform on-going curriculum, instruction, and assessment, and professional development planning
 - 1.2.8 Obtains and interprets literacy research that includes a range of methodologies (e.g., ethnographic, descriptive, experimental, historical), and conducts and supports classroom-level research projects
2. A Master's degree. A minimum of 21 credits in reading/English language arts. A minimum of a practicum, or the equivalent, in reading instruction and assessment.
 3. REQUIRED TESTING: Praxis II Subject Assessment in Reading Specialist is required

Educators with a reading/English language arts coordinator endorsement can retain, renew, and reinstate this endorsement.

No new reading/English language arts coordinator endorsements will be issued (effective 2021).

5440-76 Reading/English Language Arts Specialist

(Revised March 2005)

The holder is authorized to function as a school-wide resource to support teachers to implement reading instruction and assessment practices that are informed by research, and to provide instruction in reading to students in grades PK-12. This endorsement is limited to those who hold or who are eligible to hold endorsements in early childhood, elementary education, middle grades, the secondary content areas, special education, or English as a Second Language.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Demonstrates knowledge of major theories and research-based principles and processes underlying language and literacy development, the components of effective literacy instruction and assessment at the student and school levels, a variety of literacy difficulties and intervention strategies, and strategies for facilitating best practice school-wide, as delineated in current national professional standards. Specifically, the Educator understands and/or knows:

1.1 Foundations:

1.1.1 Reading Comprehension and Fluency:

- 1.1.1.1 Reading as the complex cognitive process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the text, and the context of the reading situation
- 1.1.1.2 Components of reading comprehension, including strategies, vocabulary, and background/ conceptual knowledge; ways that readers demonstrate comprehension; the distinction among independent, instructional, and frustration levels for individual students
- 1.1.1.3 Components of fluency, and appropriate ranges of reading fluency rates at different grade levels
- 1.1.1.4 Individual and textual factors that influence comprehension
- 1.1.1.5 The particular features of narrative and expository text across genres; and how readers' awareness of these features supports comprehension
- 1.1.1.6 Development of early and emergent literacy, including "concepts of print"

1.1.2 Literature and Media:

- 1.1.2.1 A wide variety of quality, age-appropriate literature across genres, eras, cultures, and subcultures, including texts that support a range of reading abilities (e.g., decodable texts, leveled books) and resources for selecting and reviewing new materials
- 1.1.2.2 Critical theories of children's literature

1.1.2.3 Literary elements and strategies for analysis of literature and non-textual media

1.1.3 Language Development:

1.1.3.1 The phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relationship to the reading and writing process

1.1.3.2 Processes, principles, and dimensions of oral language acquisition and the relationship between oral language development and literacy development

1.1.3.3 Components of phonological processing

1.1.3.4 The development of the phonological skills essential to fluent decoding

1.1.3.5 The impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing

1.1.3.6 Role of metacognition in reading, writing, listening, speaking, and representing visually

1.1.3.7 Elements of effective verbal and non-verbal communication

1.1.3.8 The process of second language acquisition, benefits and challenges Second language acquisition poses to students' reading and writing development, and distinctions between language learning issues and learning disabilities

1.1.4 Word Study:

1.1.4.1 Written language as a symbolic system based on the alphabet and orthography/spelling

1.1.4.2 The pronunciation of English phonemes and their graphemes

1.1.4.3 The developmental stages of spelling and morphological analysis

1.1.4.4 Speech to print correspondence at the sound, syllable pattern, and morphological levels, including predictability and patterns in English spelling, and grammatical endings and prefixes, suffixes, and roots

1.1.4.5 The differences among approaches to teaching phonics

1.1.4.6 Vocabulary development and its relationship to literacy acquisition

1.1.4.7 Relationships among phonology, decoding, orthography, fluency, vocabulary, and comprehension

1.1.5 Written Expression:

1.1.5.1 The writing development continuum from pre-writers through adults

1.1.5.2 Dimensions of quality writing, types of writing, the composing processes that writers use, and planning strategies most appropriate for particular kinds of writing

1.1.5.3 The conventions of written English

1.1.5.4 Uses of writing portfolios and approaches to assessing student writing, including appropriate benchmarks and standards for various ages/grade levels

- 1.1.6 Individual Differences and Individualized Instruction:
 - 1.1.6.1 The characteristics of and multiple causes of reading and writing difficulties, including how environmental/contextual and physiological/neurological factors can influence language, reading, and writing development
 - 1.1.6.2 How contextual factors in the school can influence student learning and reading
 - 1.1.6.3 A variety of individual and group instructional approaches, interventions, and supplemental programs to address specific difficulties in language, reading, and writing skills
- 1.1.7 Assessment:
 - 1.1.7.1 Indicators of proficiency or difficulty in the various component areas of reading
 - 1.1.7.2 Purposes for assessment in English language arts, including screening, diagnosis, evaluation of outcomes, guidance of instruction, and progress monitoring, and a range of valid and reliable assessment tools appropriate to each purpose
 - 1.1.7.3 Ability to administer and interpret formal and informal assessments appropriate for different purposes
 - 1.1.7.4 The importance of a feasible, comprehensive, and ongoing reading/language arts assessment program to evaluate student and school achievement of standards, and a variety of potential approaches to accomplish this
- 1.1.8 Consultation and Collaboration:
 - 1.1.8.1 Principles and practices of effective collaboration and consultation in learning environments
 - 1.1.8.2 Purposes of and eligibility criteria for various local supplemental and intervention programs designed to help students with reading and writing difficulties
 - 1.1.8.3 Appropriate roles and responsibilities of paraeducators and their supervision
- 1.1.9 Research and Evaluation:
 - 1.1.9.1 How to interpret, analyze, and apply research findings to instructional practice
 - 1.1.9.2 Strategies for classroom-based literacy research
 - 1.1.9.3 Appropriate criteria for determining the effectiveness of reading programs, including comprehensive programs, supplemental, and intervention programs

2. Performance Standards:

The Reading/English Language Arts Specialist provides individualized and small group reading and writing support and instruction to students based upon their needs; collaborates with other Educators to plan individualized programs for students with reading or writing disabilities; and assists with school-wide

implementation of best practices in reading instruction and assessment, including selection of materials, application of research to practice, provision of professional development in the area of reading, and evaluation of the effectiveness of the school's literacy program. Specifically, the Educator:

2.1 Individualized instruction:

- 2.1.1 Based on student needs, supports students both in and out of their regular classrooms by explicitly and systematically teaching one or more of the components of literacy
- 2.1.2 Uses a wide variety of teacher and student-selected texts, including authentic and extended texts, appropriate to individual students' reading levels, in order to increase students' skills, sense of self-efficacy as readers, and motivation to read
- 2.1.3 Appropriately selects from a variety of active and engaging individual and/or small group instructional approaches, supplementary programs, or interventions, and adjusts pace and degree of explicit instruction, in order to meet the needs of individual students
- 2.1.4 Uses remedial and tutorial programs which have been validated by research

2.2 Assessment:

- 2.2.1 Uses the results of literacy assessments to target instruction, to flexibly group students for small groups when needed, to appropriately match students with reading material, and to assess curriculum-specific learning outcomes as they relate to the students learning and program effectiveness
- 2.2.2 Uses a range of progress monitoring tools to regularly evaluate individual students' progress, and adjusts approaches, interventions, and supplementary instruction, depending on student progress

2.3 Consultation and Collaboration:

- 2.3.1 Helps to develop individual educational plans for students with learning disabilities related to literacy
- 2.3.2 Implements and evaluates systemic strategies to include parents as partners in the literacy development of their children and adolescents
- 2.3.3 Collaborates with classroom teachers to support their implementation of research-based best practices in all aspects of literacy instruction and assessment, including modeling or co-teaching of specific instructional approaches when appropriate; joint problem solving; and/or assistance with the acquisition of resources
- 2.3.4 Facilitates the review and selection of instructional materials for literacy instruction, including those that are technology based

2.4 Research and Evaluation:

- 2.4.1 Interprets research findings related to the improvement of reading instruction

- and assessment and communicates these findings to colleagues and the wider community in order to improve classroom practice
- 2.4.2 Communicates information about school-wide literacy program and progress to administrators, other staff members, school board members, parents, and the community
 - 2.4.3 Assists with the program evaluation process to gauge the effectiveness of the school's literacy curriculum using a variety of appropriate indicators of effectiveness
 - 2.4.4 Facilitates and supports classroom-level research in literacy instruction
- 3. A minimum of 18 credits in reading/English language arts
 - 4. A minimum of a practicum, or the equivalent, in reading instruction and assessment.
 - 5. **REQUIRED TESTING:** Praxis II Subject Assessment in Reading Specialist is required

Educators with a reading/English language arts specialist endorsement can retain, renew, and reinstate this endorsement.

No new reading/English language arts specialist endorsements will be issued (effective 2021).

5440-64 School Counselor

(Revised ~~August 2015~~ March 2023)

The holder is authorized to provide school counseling services in grades PK-12.

~~1. School Counseling Programs~~

~~School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.~~

~~1.1. Knowledge Standards~~

- ~~1.1.1. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model~~
- ~~1.1.2. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the information, opportunity, and achievement gaps~~
- ~~1.1.3. Leadership principles and theories~~
- ~~1.1.4. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student~~
- ~~1.1.5. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student~~
- ~~1.1.6. Legal, ethical and professional issues in pre-K-12 schools~~
- ~~1.1.7. Developmental theory, learning theories, multicultural competency theory, social justice advocacy theory, counseling theories, and career counseling theories~~
- ~~1.1.8. The continuum of mental health services, including prevention and intervention strategies to enhance student success~~

~~1.2. Performance Standards~~

- ~~1.2.1. Plans, organizes, implements and evaluates a school counseling program~~
- ~~1.2.2. Serves as a leader in the school, district/supervisory union, and community~~
- ~~1.2.3. Advocates for student success at the student, school and public arena levels of intervention~~
- ~~1.2.4. Acts as a systems change agent to create an environment promoting and supporting student success~~
- ~~1.2.5. Students from traditionally under-represented groups face systemic inequities that need to be identified and interrupted~~
- ~~1.2.6. Every student should graduate from high school and be prepared for employment or college and other post-secondary education~~
- ~~1.2.7. School counselors are cultural beings with internalized biases that need to be identified and interrupted~~

~~1.2.8. The effectiveness of school counseling programs should be measurable using process, perception and outcome data~~

~~2. Foundations~~

~~School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.~~

~~2.1. Knowledge Standards~~

~~2.1.1. Beliefs and vision of a school counseling program that align with school improvement and student success initiatives at the school, district, and state level and reflect the structure and governance of the American educational system~~

~~2.1.2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation~~

~~2.1.3. Learning theories~~

~~2.1.4. History and purpose of school counseling, including traditional and transformed roles of school counselors~~

~~2.1.5. Human development theories and developmental issues affecting student success~~

~~2.1.6. District, state and national student standards and competencies, including ASCA Mindsets and Behaviors for Student Success and other student standards that may complement and inform the comprehensive school counseling program~~

~~2.1.7. The domains of academic achievement, career planning and personal/social development~~

~~2.1.8. Multicultural and Social Justice Advocacy Competencies~~

~~2.1.9. Macro-systemic forces that marginalize students from traditionally under-represented groups such as: classism, abilityism, Heteronormativity, color-blind modern racism, cis-normativity, sexism and sizeism.~~

~~2.2. Performance Standards~~

~~2.2.1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level~~

~~2.2.2. Develops a school counseling mission statement aligning with the school, district and state mission~~

~~2.2.3. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor~~

~~2.2.4. Has an impact on every student rather than a series of services provided only to students in need~~

~~2.2.5. Is an integral component of student success and the overall mission of the school and school district~~

~~2.2.6. Promotes and supports academic achievement, career planning and personal/social development for every student~~

~~3. Management~~

~~School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.~~

~~3.1. Knowledge Standards~~

- ~~3.1.1. Leadership principles, including sources of power and authority and formal and informal leadership~~
- ~~3.1.2. Organization theory to facilitate advocacy, collaboration and systemic change~~
- ~~3.1.3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards~~
- ~~3.1.4. Time management, including long and short-term management using tools such as schedules and calendars~~
- ~~3.1.5. Data-driven decision making~~
- ~~3.1.6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems~~

~~3.2. Performance Standards~~

- ~~3.2.1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan~~
- ~~3.2.2. Familiarity and understanding of the value of a diverse advisory council~~
- ~~3.2.3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement~~
- ~~3.2.4. Assesses use of time in direct and indirect student services and program management and school support~~
- ~~3.2.5. Develops calendars to ensure the effective implementation of the school counseling program~~
- ~~3.2.6. Designs and implements action plans support activities aligning with school and school counseling program goals and conduct self-appraisals~~
- ~~3.2.7. A school counseling program/department must be managed like other programs and departments in a school~~
- ~~3.2.8. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor~~
- ~~3.2.9. Management of a school counseling program must be done in collaboration with administrators~~

~~4. Delivery~~

~~School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.~~

~~4.1. Knowledge Standards~~

- ~~4.1.1. The distinction between direct and indirect student services~~
- ~~4.1.2. The concept of a school counseling core curriculum~~
- ~~4.1.3. Counseling theories and techniques that work in school, such as solution-focused brief counseling, cognitive behavioral theory, narrative theory, play theory and interventions, person-centered counseling, group work theory and family systems~~
- ~~4.1.4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons~~
- ~~4.1.5. Classroom management~~
- ~~4.1.6. Principles of career planning and college admissions, including financial aid and athletic eligibility~~

- ~~4.1.7. Principles of working with students from traditionally under-represented social locations, i.e. students of color, New Americans, English language learners, students with a (dis)ability, lesbian, gay, or bisexual (LGB) students, students from non-dominant religious traditions, gender non-conforming students, and students from poor and working-class families.~~
- ~~4.1.8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program~~
- ~~4.1.9. Responsive services (counseling and crisis response) including grief and bereavement~~

~~4.2. Performance Standards~~

- ~~4.2.1. Implements the school counseling core curriculum~~
- ~~4.2.2. Facilitates individual student planning~~
- ~~4.2.3. Provides responsive services~~
- ~~4.2.4. Understands how to make referrals to appropriate professionals when necessary~~
- ~~4.2.5. Shares strategies that support student achievement with parents, teachers, other Educators and community organizations~~
- ~~4.2.6. Partners with parents, teachers, administrators and education stakeholders for student achievement and success~~
- ~~4.2.7. Engages in broaching conversations with students and families from traditionally under-represented groups, i.e. students of color, New Americans, students with (dis)abilities, transgender students, Lesbian, Gay, or Bisexual (LGB) students, and students who identity as poor or working class.~~
- ~~4.2.8. School counseling is one component in the continuum of care that should be available to all students~~
- ~~4.2.9. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need~~
- ~~4.2.10. School counselors engage in developmental counseling and short-term responsive counseling~~
- ~~4.2.11. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders~~
- ~~4.2.12. School counselors have an integral role in interrupting societal inequities that marginalize students from traditionally under-represented groups.~~

~~5. Accountability~~

~~School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.~~

~~5.1. Knowledge Standards~~

- ~~5.1.1. Basic concepts of results-based school counseling and accountability issues~~
- ~~5.1.2. Basic research sampling, methodology and analysis concepts to understand research outcomes~~

~~5.1.3. Use of data to evaluate program effectiveness and to determine program needs~~

~~5.1.4. Culturally sensitive school counseling program assessments and results reports~~

~~5.2. Performance Standards~~

~~5.2.1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs~~

~~5.2.2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program~~

~~5.2.3. School counseling programs should achieve demonstrable results~~

~~5.2.4. School counselors should be accountable for the results of the school counseling program~~

~~5.2.5. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results~~

~~5.2.6. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance~~

~~5.2.7. School counselors use data to identify systemic barriers for students from traditionally under-represented groups.~~

~~6. Master's degree, with a concentration in school counseling or the equivalent.~~

~~7. A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at both the elementary (PK-6) AND the middle/secondary level (7-12), under the supervision of a licensed school counselor.~~

8.1. Foundational Knowledge

School counselors demonstrate knowledge of the history of school counseling, and the structure and organization of the U.S. education system. School counselors understand the developmental trajectories of diverse learners in the school environment.

8.1.1.1. Describe the organizational structure, governance, and evolution of the U.S. education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

8.1.1.2. Describe the evolution of the school counseling profession (including historical and contemporary inequitable practices), the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.

8.1.1.3. Describe aspects of human development, such as cognitive, language, social/emotional, identity (e.g. racial, gender, and sexual identities), and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

8.4.1.4. Describe the needs of marginalized populations and the role of School Counselors in addressing them as described in ASCA Ethical Standards for School Counselors and current ACSA position statements.

9.2. Core Theories and Concepts

School counselors demonstrate knowledge of established and emerging counseling and educational theories and methods, evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

9.4.2.1. Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development (including racial, gender, and sexual identity development models), learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

9.2.2.2. Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

9.3.2.3. Describe and critically analyze established and emerging counseling theories and evidence-based counseling techniques that have been established in the literature as effective in a school setting; examples include Adlerian, Motivational Interviewing, Solution-Focused Brief Counseling, play therapy techniques and trauma informed techniques, etc.

9.4.2.4. Engage in self-reflection, develop knowledge and skills in cultural competence, and advocate for the equitable treatment of all students.

10.3. Instructional and School Counseling Interventions

School counselors use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. School counselors utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

10.1.3.1. Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals. Include qualitative data in decision-making to prevent the isolation, minimization, or exclusion of marginalized or minority group students.

10.2.3.2. Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

10.3.3.3. Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

10.4.3.4. Understand how test bias and evidence based on the experiences, characteristics and/or culture of majority populations can affect students in the minority, and work with Educational Support Teams to avoid misdiagnosis or inequitable interventions.

11.4. Student Learning Outcomes

School counselors create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. School counselors use pedagogical skills, collaborative strategies and referral systems to support student learning that reflect ASCA Mindsets and Behaviors for Student Success.

[11.1.4.1.](#) Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.

[11.2.4.2.](#) Collaborate with Educational Support Teams and stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

[11.3.4.3.](#) Describe how to access school and community resources to make appropriate referrals based on the needs of students.

[11.4.4.4.](#) Demonstrate pedagogical skills, including classroom management strategies, lesson planning, and personalized instruction.

[11.5.4.5.](#) Utilize an understanding of students' customs, culture, characteristics, experience, home language(s), and perspectives as tools for better student outcomes, while recognizing students as individuals to avoid making assumptions based on their presenting characteristics.

[11.6.4.6.](#) Is an integral component of student success and the overall mission of the school and school district.

[12.5.](#) Designing, Implementing, and Assessing Comprehensive School Counseling Programs.

School counselors use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions that reflect ASCA Mindsets and Behaviors for Student Success.

[12.1.5.1.](#) Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and relevant state standards, to create school counseling program goals and action plans aligned with school improvement plans.

[12.2.5.2.](#) Use process, perception, and outcome data, program and needs assessments, a diverse advisory council, and other survey tools to monitor and refine the school counseling program.

[12.3.5.3.](#) Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

[12.4.5.4.](#) Develops the beliefs, vision and, mission statement of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

[12.5.5.5.](#) Implements the school counseling core curriculum.

[13.6.](#) Professional Practice

School counselors demonstrate the scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional

growth and identity development that reflects the ASCA School Counselor Professional Standards & Competencies.

13.1.6.1. Explain a scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

13.2.6.2. Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

13.3.6.3. Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

14.7. Ethical Practice

School counselors demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

14.1.7.1. Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

14.2.7.2. Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

14.3.7.3. Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

14.4.7.4. Advocate to school leadership for the needs of marginalized school populations.

15.8. Master's degree, with a concentration in school counseling or the equivalent.

16.9. A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at the elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a practicum, or equivalent, in a PK/Elementary School setting and a second practicum, or equivalent, in a separate Middle/High School setting is required.

5440-61 School Librarian

(Revised March 2017)

The holder is authorized to provide library media services and instruction in grades PK-12.

1. Teaching for Learning

School librarians promote dynamic and innovative curriculum and pedagogy.

1.1 Knowledge Standards

1.1.1 Knowledge of learners and learning

- 1.1.1.1 Possess knowledge of learning styles, stages of human growth and development, and cultural influences on learning
- 1.1.1.2 Assess learner needs and design instruction that reflects evidence-based practices
- 1.1.1.3 Support the learning of all members of the learning community, including those with diverse learning styles and special physical and intellectual needs
- 1.1.1.4 Demonstrate cultural competence as they personalize learning and help all students move towards proficiency

1.1.2 Effective and knowledgeable teacher

- 1.1.2.1 Use best practices to design and implement quality instruction that engages all learners
- 1.1.2.2 Use a variety of instructional strategies and assessment tools to design and develop authentic learning experiences and assessments in partnership with classroom teachers and other Educators
- 1.1.2.3 Document and communicate the impact of collaborative instruction on student achievement

1.1.3 Instructional partner

- 1.1.3.1 Model, share, and promote effective principles of teaching and learning as collaborative partners with other Educators
- 1.1.3.2 Participate in curriculum development, engage in the school improvement processes, and design professional learning opportunities.

1.1.4 Integration of learning standards and transferrable skills

- 1.1.4.1 Collaborate with other teachers to plan and implement instruction of the current AASL standards, transferrable skills, and state student curriculum standards
- 1.1.4.2 Employ strategies to integrate multiple literacies with content curriculum
- 1.1.4.3 Integrate the use of technologies for effective and creative teaching and to support student's inquiry and evaluation of their learning

2. Literacy and Reading

School Librarians promote literacy and reading for all students through modeling and knowledge.

2.1 Literature: Demonstrate a deep knowledge of a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, reading for critical thinking, and reading for lifelong learning

2.2 Personal Reading and Engagement: Employ a variety of strategies to encourage engagement with literature in and out of school in order to develop habits of creative expression, critical thinking, and lifelong learning

2.3 Respect for Diversity: Demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of all students and their communities

2.4 Literacy Strategies: Collaborate with classroom teachers to reinforce a wide variety of instructional reading strategies to help students create meaning from text

3. Information and Knowledge

School Librarians curate physical, digital, and virtual collections that promote ethical and equitable access to knowledge and information.

3.1 Behaviors of efficient and ethical information-seeking, evaluation, and use

3.1.1 Identify and provide support for the diverse information needs of students

3.1.2 Model multiple strategies for students, teachers, and administrators to inquire, evaluate, select, synthesize, and ethically use appropriate information

3.1.3 Collaborate with students, teachers, and administrators to efficiently access, interpret, and communicate information

3.2 Access to information

3.2.1 Support flexible, open access for library services

3.2.2 Develop solutions for addressing physical, social, and intellectual barriers to equitable access to resources and services

3.2.3 Facilitate access to information in multiple formats

3.2.4 Model and communicate professional principles including intellectual freedom, intellectual ownership, privacy, and the legal and ethical codes of the profession

3.3 Information technology

3.3.1 Demonstrate ability to design and adapt curricula that engage students in authentic, relevant, and personalized learning experiences through the use of digital tools and resources

- 3.3.2 Model and facilitate the effective use of tools to locate, analyze, evaluate, use, and reflect on information resources to support research, learning, creation, and communication in a digital society
- 3.4 Research and knowledge creation
 - 3.4.1 Use evidence-based, action research to collect data
 - 3.4.2 Interpret and use data to create and share new knowledge to improve practice in school libraries.
 - 3.4.3 Model knowledge creation from evidence-based inquiry for students, teachers, and administrators
- 4. Advocacy and Leadership

School Librarians advocate for dynamic school library programs and positive learning environments that focus on student learning.

 - 4.1 Networking
 - 4.1.1 Establish connections with other libraries
 - 4.1.2 Cooperate with library colleagues to facilitate access to information
 - 4.2 Professional learning
 - 4.2.1 Participate in professional growth and leadership opportunities
 - 4.2.2 Maintain active membership in professional associations
 - 4.2.3 Seek knowledge of relevant and current professional practices and emergent Technologies
 - 4.3 Leadership
 - 4.3.1 Communicate the role and relationship of the school library program's impact on student learning
 - 4.3.2 Communicate ways in which the library program can enhance school improvement efforts
 - 4.4 Advocacy
 - 4.4.1 Advocate for the school library program to stakeholders within and outside the school community
 - 4.4.2 Define and promote the role of the school librarian to allow teachers and administrators to take full advantage of the knowledge and skills librarians bring to the school
- 5. Program Management and Administration

School Librarians develop, manage, advocate for, and administer high quality library programs.

 - 5.1 Collections
 - 5.1.1 Evaluate and select resources to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators
 - 5.1.2 Organize and curate school library collections to serve their users
 - 5.2 Professional Ethics
 - 5.2.1 Practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility

- 5.2.2 Educate the school community on the ethical use of information and ideas.
- 5.3 Personnel, Funding, and Facilities
 - 5.3.1 Apply best practices related to planning, budgeting, and evaluating human, information, physical, and virtual resources
 - 5.3.2 Design and organize library learning spaces to enhance the use of information resources and services and to ensure equitable access for all users
 - 5.3.3 Develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries
- 5.4 Strategic Planning and Assessment
 - 5.4.1 Communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission
 - 5.4.2 Make effective use of data and information to evaluate and reflect on how the library program addresses the needs of their diverse communities.
- 6. A minimum of 18 credits in library and information science.
- 7. A minimum of a practicum, or the equivalent, in school library media services and instruction divided equally between a PK-6 and 7-12 setting.

5440-65 School Nurse

(Revised March 2017)

The holder is authorized to provide school health services in grades PK-12 and to collaborate with teachers and administrators to integrate health and wellness knowledge and skills throughout the school and curriculum based on knowledge of pediatric, community health, emergency, adult, and mental health nursing.

1. Standards of Practice

1.1. The school nurse demonstrates knowledge in general nursing and school nursing concepts and skills delineated in

1.1.1. The Standards of Practice School Health Services Manual (Authors: Vermont Agency of Education and Vermont Department of Health, September 2015)

1.1.2. Framework for 21st Century School Nursing Practice (Author: National Association of School Nurses, 2015)

1.1.3. School Nursing: Scope and Standards of Practice 2nd Ed. (Authors: American Nurses Association (ANA) and National Association of School Nurses (NASN), 2011).

1.2. The school nurse develops protocols, training, supervision and evaluation for delegated activities. The school nurse evaluates the health needs of students and the school environment through the prescribed nursing process of Assessment, Diagnosis, Outcome Identification, Planning, Implementation and Evaluation (NASN, 2011). The school nurse works to develop and maintain communication within the school, local health agencies and providers. The school nurse incorporates school health services into the Whole School, Whole Community, Whole Child (WSCC) Model (CDC, October 2015) and aligns these services with goals with the Local Education Agency's Continuous School Improvement plans. The school nurse cultivates a relationship between the school and the community's health network to coordinate care. The school nurse reports suspected child abuse and/or neglect as required by law.

1.3. Standards of Practice include: Clinical Competence, Clinical Guidelines, Code of Ethics, Critical Thinking, Evidence-based Practice, NASN Position Statements, Nurse Practice Act, Knowledge of and adherence to current state and federal laws, regulations, and procedures governing identification, referral, healthcare, privacy issues, placement, and accommodation of students.

2. Leadership

2.1. School nurses lead in the development of policies, programs, and procedures for the provision of school health services at an individual or district level, relying on student-centered, evidence-based practice and performance data to inform care. Integrating ethical provisions into all areas of practice, the school nurse leads in delivery of care that preserves and protects student and family autonomy, dignity, privacy, and other rights sensitive to diversity in the school setting.

- 2.2. As an advocate for the individual student, the school nurse provides skills and education that encourage self-empowerment, problem solving, effective communication, and collaboration with others. Promoting the concept of self-management is an important aspect of the school nurse role and enables the student to manage his/her condition and to make life decisions. The school nurse advocates for safety by participating in the development of school safety plans to address bullying, school violence, and the full range of emergency incidents that may occur at school.
 - 2.3. At the policy development and implementation level, the school nurse provides system-level leadership and acts as a change agent, promoting education and healthcare reform.
 - 2.4. Leadership includes: Advocacy, Change Agents, Lifelong Learner, Models of Practice, Technology, Policy Development and Implementation, Professionalism, Systems-level Leadership, Acts as a resource person in promoting health careers.
3. Community/Public Health
 - 3.1. School nursing is grounded in community/public health. The goal of community/public health moves beyond the individual to focus on community health promotion and disease prevention and is one of the primary roles of the school nurse. School nurses employ cultural competency in delivering effective care in culturally diverse communities.
 - 3.2. The school nurse employs primary prevention by providing health education that promotes physical and mental health and informs healthcare decisions, prevents disease, and enhances school performance. Addressing such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self-care, and the school nurse uses teaching methods that are appropriate to the student's developmental level, learning needs, readiness, and ability to learn. Screenings, referrals, and follow-up are secondary prevention strategies that school nurses utilize to detect and treat health-related issues in their early stage. School nurses provide tertiary prevention by addressing diagnosed health conditions and concerns.
 - 3.3. The school nurse provides a safe and healthy school environment through control of infectious disease, which includes, preventative immunization programs utilization of school-wide infection control measures, and disease surveillance and reporting to the Vermont Department of Health.
 - 3.4. Community and Public Health includes: Access to Care, Cultural Competency, Disease Prevention, Environmental Health, Health Equity, Health Promotion, Outreach, Population-based Care, Risk Reduction, Screenings/Referral/ Follow-up, Social Determinants of Health, Family and Group Dynamics.
 4. Care Coordination
 - 4.1. School nurse strengthens and facilitates the educational process by improving and protecting the health status of students and staff; identifying, assisting, overseeing, and collaborating with other school personnel in the removal or modification of health-related barriers to the learning of individual students; and collaborating with other school personnel to promote health education and a

healthy learning environment for students and staff. The school nurse coordinates student health care between the medical home, family, and school. The school nurse participates as the health professional member on a variety of teams, including the child 3 education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students. The school nurse acts as the case manager of 504 Plans for students with health issues. The school nurse develops, provides, and/or oversees implementation of student Individualized Healthcare Plans, health management protocols, and policies for all students with health needs, and recommends modifications to the school program.

- 4.2. The school nurse delivers quality health care and nursing interventions for actual and potential health problems. The school nurse provides for the direct care needs of the student, including medication administration and routine treatments and procedures. The school nurse provides education of school staff for the successful management of a child with a chronic condition or special healthcare needs.
- 4.3. The school nurse delegates healthcare tasks to unlicensed assistive personnel in order to support the health and safety needs of students in accordance with Administrative Rules of the Vermont Board of Nursing.
- 4.4. Care Coordination includes: Case Management, Chronic Disease Management, Collaborative Communication, Direct Care, Education, Interdisciplinary Teams, Motivational Interviewing/ Counseling, Student-Centered Care, Student Self-empowerment, Transition Planning.
5. Quality Improvement
 - 5.1. The school nurse uses the nursing process: assessment, identification of the issue, development of a plan of action, implementation of the plan, and evaluation of the outcome. The school nurse collects data and utilizes evidence-based practice in order to facilitate continuous quality improvement.
 - 5.2. Quality Improvement includes: Documentation/Data Collection, Evaluation, Meaningful Health/ Academic Outcomes, Research, Uniform Data Set.
6. Bachelors or Master's degree from a nursing program accredited by the National League for Nursing or the Commission on Collegiate Nursing Education (CCNE).
7. A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.
8. 6000 hours of clinical nursing experience beyond nursing education OR 2016 or more current national certification from the National Board for the Certification of School Nurses.
9. Current certificates in cardiopulmonary resuscitation (CPR) with Automated External Defibrillator (AED) for health care providers with in-person skill session.

OR Instead of 6, 7, 8, 9: A bachelor's degree or higher in a health-related field relevant to school nursing, including or in addition to a total of six (6) credits for undergraduate or graduate courses in any combination of the following subjects: Management of primary health care problems of children and/ or adolescents; Health assessment of children and/or adolescents; Public health/ community health/epidemiology/school nursing; Nursing Informatics.

A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation

6000 hours of clinical nursing experience beyond nursing education

Current certificates in cardiopulmonary resuscitation (CPR) with Automated External Defibrillator (AED) for health care providers with in-person skill session.

OR Instead of 6, 7, 8, 9: A baccalaureate degree from a regionally accredited or state-approved institution and successful completion of a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought, may be licensed by completing an alternate preparation process approved by the Standards Board.

A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.

6000 hours of clinical nursing experience beyond nursing education

Current certificates in cardiopulmonary resuscitation (CPR) with Automated External Defibrillator (AED) for health care providers with in-person skill session.

Completion of an educational orientation program provided through the Vermont Department of Health and based on the requirements for delivery of health services as defined in the Agency of Education Manual of Rules and Practices, Series 2000 – Education Quality Standards.

5440-65A Associate School Nurse

The holder is authorized to provide school health services in grades PK-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Demonstrates general nursing and school nursing concepts and skills delineated in current national professional nursing and school nursing standards and health concepts and skills delineated in *Vermont's Framework of Standards and Learning Opportunities*, including:

1.1. Standards of Practice

1.1.1. The associate school nurse demonstrates knowledge in general nursing and school nursing concepts and skills delineated in

1.1.2. The Standards of Practice School Health Services Manual (Authors: Vermont Agency of Education and Vermont Department of Health)

1.1.3. Framework for 21st Century School Nursing Practice (Author: National Association of School Nurses, 2015)

1.1.4. School Nursing: Scope and Standards of Practice 2nd Ed. (Authors: American Nurses Association (ANA) and National Association of School Nurses (NASN), 2017).

1.1.5. Code of Ethics for Nurses With Interpretive Statements (Authors: American Nurses Association (ANA) 2015)

1.1.6. Standards Of Practice Include:

1.1.6.1. Clinical Competence, Clinical Guidelines, Code of Ethics, Critical Thinking, Evidence-based Practice, NASN Position Statements, Nurse Practice Act, Knowledge of and adherence to current state and federal laws, regulations, and procedures governing identification, referral, healthcare, privacy issues, placement, and accommodation of students.

1.1.6.2. As an advocate for the individual student, the associate school nurse provides skills and education that encourage self-empowerment, problem solving, effective communication, and collaboration with others. Promoting the concept of self-management is an important aspect of the associate school nurse role and enables the student to manage his/her condition and to make life decisions. The associate school nurse advocates for safety by participating in the development of school safety plans to address bullying, school violence, and the full range of emergency incidents that may occur at school.

1.2. Community/Public Health

1.2.1. School nursing is grounded in community/public health. The goal of community/public health moves beyond the individual to focus on community health promotion and disease prevention and is one of the primary roles of the associate school nurse. Associate school nurses employ cultural competency in delivering effective care in culturally diverse communities. School nursing is grounded in community/public health. The goal of community/public health moves beyond the individual to focus on

community health promotion and disease prevention and is one of the primary roles of the associate school nurse. Associate school nurses employ cultural competency in delivering effective care in culturally diverse communities.

- 1.2.2. Access to Care, Cultural Competency, Disease Prevention, Environmental Health, Health Equity, Health Promotion, Outreach, Population-based Care, Risk Reduction, Screenings/Referral/ Follow-up, Social Determinants of Health, Family and Group Dynamics.
- 1.2.3. The associate school nurse employs primary prevention by providing health education that promotes physical and mental health and informs healthcare decisions, prevents disease, and enhances school performance. Addressing such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self-care, and the associate school nurse uses teaching methods that are appropriate to the student's developmental level, learning needs, readiness, and ability to learn. Screenings, referrals, and follow-up are secondary prevention strategies that associate school nurses utilize to detect and treat health-related issues in their early stage. Associate school nurses provide tertiary prevention by addressing diagnosed health conditions and concerns.
- 1.2.4. The associate school nurse provides a safe and healthy school environment through control of infectious disease, which includes, preventative immunization programs utilization of school-wide infection control measures, and disease surveillance and reporting to the Vermont Department of Health.

1.3. Care Coordination

- 1.3.1. The associate school nurse delivers quality health care and nursing interventions for actual and potential health problems. The associate school nurse provides for the direct care needs of the student, including medication administration and routine treatments and procedures. The associate school nurse provides education of school staff for the successful management of a child with a chronic condition or special healthcare needs.
- 1.3.2. The associate school nurse delegates healthcare tasks to unlicensed assistive personnel in order to support the health and safety needs of students in accordance with Administrative Rules of the Vermont Board of Nursing.
- 1.3.3. The associate school nurse develops, provides, and/or oversees implementation of student Individualized Healthcare Plans, health management protocols, and policies for all students with health needs, and recommends modifications to the school program.
- 1.3.4. Case Management, Chronic Disease Management, Collaborative Communication, Direct Care, Education, Interdisciplinary Teams, Motivational Interviewing/ Counseling, Student-Centered Care, Student Self-empowerment, Transition Planning.

1.4. Quality Improvement

- 1.4.1. The associate school nurse uses the nursing process: assessment, identification of the issue, development of a plan of action, implementation of the plan, and evaluation of the outcome. The associate school nurse collects

data and utilizes evidence-based practice to improve one's own school nursing practice and student outcomes.

- 1.4.2. Quality Improvement includes: Documentation/Data Collection, Evaluation, Meaningful Health/ Academic Outcomes, Research, Uniform Data Set.

2. Performance Standards:

The associate school nurse improves and protects the health status of students and staff by identifying and participating in the removal or modification of health-related barriers to the learning of individual students. Specifically, the associate school nurse:

2.1. Provisions of Health Services

- 2.1.1. Provides health assessments for individual students and initiates referrals to other school personnel and community health resources for health management or treatment as necessary
- 2.1.2. Provides direct health services and/or health counseling to assist students, families, and staff in making informed decisions on choices related to health
- 2.1.3. Develops, provides, and/or oversees implementation of student health care plans, management protocols, and policies to meet health needs of students and recommends modifications to the school program
- 2.1.4. Interprets the student's health status to parents/guardians and school personnel
- 2.1.5. Identifies or assists in identification, referral, and follow through on child abuse and neglect as required by law
- 2.1.6. Identifies and refers students for psychosocial and substance abuse issues and evaluates interventions

2.2. Preventative Health:

- 2.2.1. Maintains, evaluates, and interprets individual student health records
- 2.2.2. Develops and implements procedures and protocols for the prevention and management of injury and acute and chronic illness
- 2.2.3. Promotes and assists in the control of communicable diseases through development and/or implementation of early detection programs and preventative immunizations, surveillance and follow up of contagious diseases, and reporting, as appropriate, to the Vermont Department of Health
- 2.2.4. Provides health information to individuals

2.3. Involvement with Other School and Community Personnel:

- 2.3.1. Contributes as needed as the health professional on a variety of teams, including the child education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students
- 2.3.2. Joins with other school and community personnel to ensure a safe and health-promoting school environment and program for students and staff
- 2.3.3. Participates in a Coordinated School Health Program (CSHP)
- 2.3.4. Serves as a liaison on health issues among home, school, and community
- 2.3.5. Develops protocols for, trains, and oversees those school personnel delegated to carrying out health service activities in accordance with Vermont Standards of Practice: School Health Services

2.3.6. Develops procedures concerning health issues in accordance with school policies

3. Associate's degree/Diploma from a nursing program accredited by the National League for Nursing (NLN). A current license as a Registered Nurse (RN) in the state of Vermont.
4. Current certificates in cardiopulmonary resuscitation (CPR) and Automated External Defibrillator (AED).
5. 6000 hours of clinical nursing as an RN with an active Registered Nurse license. Experience must include community health and pediatric nursing. Completion of an approved educational orientation program provided through the Agency 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*.

5440-66 School Psychologist

(Revised August 20~~15~~²²)

The holder is authorized to provide school psychological services grades PK-12.

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. NCSP status does not supersede the requirement to have a passing score on the PRAXIS Core exam. The following delineates the knowledge, skills, and services available from school psychologists:

1. Practices That Permeate All Aspects of Service Delivery

1.1. Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

1.2. Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

2. Direct and Indirect Services for Children, Families, and Schools

2.1. Student-Level Services

2.1.1. Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

2.1.2. Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and

positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

2.2. Systems-Level Services

2.2.1. School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

2.2.2. Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

2.2.3. Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, language, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

3. Foundations of School Psychological Service Delivery

3.1. Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, language, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same

access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

3.2. Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

3.3. Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

1. Practices That Permeate All Aspects of Service Delivery

Data-Based Decision Making and AccountabilityData-Based Decision Making

1.1. —

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

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1.2. Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

~~2. Direct and Indirect Services for Children, Families, and Schools~~

~~2.1. Student-Level Services~~

~~2.1.1. Interventions and Instructional Support to Develop Academic Skills Academic Interventions and Instructional Supports~~

~~School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.~~

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~~— Interventions and Mental Health Services to Develop Social and Life Skills School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.~~

~~2.1.2.—~~

~~2.2. Systems-Level Services~~

~~2.2.1. School-Wide Practices to Promote Learning~~

~~School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.~~

~~2.2.2. Preventive and Responsive Services Services to Promote Safe and Supportive Schools~~

~~School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and~~

health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

2.2.3. Family School Collaboration ServicesFamily, School, and Community Collaboration

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists understand principles and research related to family systems, strengths, needs, language, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

3. Foundations of School Psychological Service Delivery

3.1. Diversity in Development and LearningEquitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, language, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

3.2. Research and Program EvaluationEvidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

3.3. Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

4. A Specialist-level degree with a minimum of 60 graduate semester hours or a Doctoral degree from a National Association of School Psychologists (NASP) approved program or its equivalent. **OR** A Doctoral degree in School Psychology or Clinical Psychology in an American Psychological Association (APA) accredited program or its equivalent.

AND Individuals will have completed an internship or equivalent field-based supervised experience with at least 1,200 clock hours, 600 of which must be 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;

5. Testing Requirements:

Passing Score on the School Psychologist PRAXIS II. Note: passage of the PRAXIS II examination is not required if the applicant has a NASP or APA accredited doctoral degree in school psychology.

5440-54 School Social Worker

(Revised May 2015)

The holder is authorized to provide school social work services to students and their families in grades PK-12.

1. Ethics and Values

School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve

2. Qualifications

School social workers shall meet the provisions for professional practice set by NASW and possess knowledge and understanding basic to the social work profession as well as the education system.

3. Assessment

School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

4. Intervention

School social workers shall understand and use evidence-informed practices in their interventions.

5. School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

6. Record Keeping

School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

7. Workload Management

School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

8. Cultural Responsiveness

School social workers are dedicated to ensuring students and their families are provided services within the context of multicultural understanding and responsiveness.

9. Interdisciplinary Leadership and Collaboration

School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

10. Advocacy

School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

11. A Master's degree in social work from an accredited program, or the equivalent **AND** Supervised internship experience (600 clock hours) in social work with a minimum of 60 hours of experience in school social work in each an elementary (PK-6) **AND** a middle/secondary (7-12) setting, under the supervision of a licensed school social worker, or the school-based equivalent.

5440-13 Science

The holder is authorized to teach science in grades 7-12.

1. The Learner and Learning

1.1. Learning Environments

Effective science Educators are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with Vermont state science standards. Instructional plans reflect the nature of science and three-dimensional learning that integrates Disciplinary Core Ideas, Science and Science and Engineering Practices, and Crosscutting Concepts. Instructional plans reflect the nature and social context of science, and inquiry. Educators design and select learning activities, instructional settings, and resources--including science-specific technology--to achieve those goals.

- 1.1.1. Educators use a variety of instructional strategies that demonstrate knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology--to allow all students to learn. These strategies are inclusive and motivating for all students.
- 1.1.2. Educators create a knowledge-building culture that encourages intellectual risk-taking and provides a safe environment for students to propose solutions and explore the accuracy of their explanations.
- 1.1.3. Educators develop learning opportunities where students construct explanations for observed phenomena and find evidence to support these explanations or design solutions to engineering problems.
- 1.1.4. Educators provide students with equitable opportunities to develop their scientific understandings of the Vermont state science standards.

1.2. Physical Safety

Effective science Educators can demonstrate and maintain safety procedures, chemical safety, and the ethical treatment of living organisms.

- 1.2.1. Design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all instructional materials.
- 1.2.2. Design and demonstrate activities that show an ability to implement emergency procedures and the maintenance of safety equipment, policies, and procedures that comply with established state and/or national guidelines. Educators ensure safe activities appropriate for the abilities of all students.
- 1.2.3. Design and demonstrate activities that show ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

2. Content Knowledge and Skills
 - 2.1. Educators demonstrate understanding of the major concepts, principles, theories, laws, and interrelationships of the major fields of science and the supporting roles of science-specific technology.
 - 2.1.1. Physical Science
 - 2.1.1.1. Matter and Its Interactions
 - 2.1.1.2. Motion and Stability: Forces and Interactions
 - 2.1.1.3. Energy and Waves
 - 2.1.2. Life Science
 - 2.1.2.1. From Molecules to Organisms: Structures and Processes
 - 2.1.2.2. Ecosystems: Interactions, Energy, and Dynamics
 - 2.1.2.3. Heredity: Inheritance and Variation of Traits
 - 2.1.2.4. Biological Evolution: Unity and Diversity
 - 2.1.3. Earth & Space Sciences
 - 2.1.3.1. Earth's Place in the Universe
 - 2.1.3.2. Earth's Systems
 - 2.1.3.3. Earth and Human Activity
 - 2.1.4. Engineering Design Process (N.B., This does not refer to engineering content, but an understanding of how to integrate engineering design processes across science disciplines.)
3. Instructional Practice

Effective science Educators understand how students learn and develop scientific knowledge. They strive to develop students' deep understanding of core scientific principles rather than a cursory understanding of discrete facts. Educators integrate Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to develop this knowledge for all students.

 - 3.1. Pedagogical Content Knowledge
 - 3.1.1. Educators provide opportunities for students to engage in scientific thinking that involves collecting and interpreting data to evaluate their understandings and develop scientific explanations. Applications of science-specific technology are included in the lessons where appropriate.
 - 3.1.2. Educators create opportunities for students to collaboratively design and implement scientific investigations, present and discuss the results of their investigations, construct explanations, and solve engineering problems.
 - 3.1.3. Educators design instruction and assessment strategies that elicit misconceptions and cause students to confront and question their emergent scientific ideas. Educators leverage student misconceptions to personalize future instruction.
 - 3.2. Three-dimensional Learning
 - 3.2.1. Instruction addresses Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts concurrently around an identified scientific idea or engineering problem.
 - 3.2.2. Educators design learning opportunities where students explore a Disciplinary Core Idea through Science and Engineering Principles and make connections to the Crosscutting Concepts.

3.3. Assessment

Effective science Educators:

- 3.3.1. Plan fair and equitable assessment strategies that integrate three-dimensional learning to analyze student learning and evaluate how the learning goals are met.
 - 3.3.2. Design formative, interim, and summative assessment strategies to continuously evaluate preconceptions and ideas that students hold and how these ideas evolve.
 - 3.3.3. Scaffold student learning to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.
4. A major in biology, chemistry, physics, or earth/ environmental/ atmospheric sciences, or the equivalent in undergraduate and/or graduate coursework. For the full endorsement, a candidate must have at least one course that addresses each content knowledge area; a single class could potentially address multiple areas.
 5. A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in an endorsement requiring competency with the Core Teaching Standards.
 6. Required Testing: Praxis II Subject Assessment: General Science. Candidates must achieve a passing score on the General Science test AND one Science subject specific test. (Biology, Chemistry, Earth Science, or Physics)

5440-15 Social Studies

(Revised June 2018)

The holder is authorized to teach social studies in grades 7-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Demonstrates knowledge of the social studies disciplines, content, concepts, and skills delineated in current national professional standards such as the College, Career and Civic Life (C3) Framework for Social Studies State Standards, including:

- 1.1. Methods of historical and social science investigation and analysis, including criteria for developing questions and planning inquiries; applying disciplinary concepts and tools; evaluating sources and using evidence including the nature of primary and secondary sources; constructing arguments; communicating conclusions and taking informed action
- 1.2. The development of students' historical and social science thinking, including addressing common misconceptions in the historical and social science thinking of students
- 1.3. Civics – Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of civic virtues and democratic principles, especially equality, justice, freedom, participation, deliberation, and human and civil rights; interaction of processes, rules and laws at local, state, national and international levels
- 1.4. Economics – Economic decision making including personal financial literacy; the nature of exchanges and markets and their consequences on people and environments; the national and global economy including economic systems, the government's role in economic policy, concepts of economic interdependence, and principles of micro and macro economics
- 1.5. Geography – An understanding of the world in spatial and cultural terms; the physical and human characteristics of places, regions, and cultures; interaction of environment and society; spatial patterns and movements of human population; local regional and global interconnections
- 1.6. History – Multiple perspectives on significant eras, developments, and turning points from prehistoric times to the present; causes and effects in human society; forces of historical and cultural continuity and change; the impact of historical context, such as specific circumstance of time and place, in relation to broader regional, national, or global processes.
- 1.7. Social and Behavioral Sciences – An understanding of how individual behavior is affected by learning, personal identity, and development; how human behavior is influenced by society and society's groups and institutions; how culture and cultural change, human adaptation, and diversity influence human behavior
- 1.8. Diversity, Unity, Identity, and Interdependence – Cultural competency including interpersonal interactions and socio-cultural assets; consequences of discrimination, bias, stereotyping, marginalization, and prejudice on individuals

and groups; the origins of conflict and cooperation; benefits of working for the common good, both within and between cultures

2. Performance Standards:

Implements a and social studies curriculum that integrates historical and social science content, concepts, and inquiry skills, and enables students to view and analyze communities, societies and/or cultures, and events as apprentice historians and social scientists, to interpret social issues, and to participate purposefully toward the common good in society. Specifically, the Educator:

- 2.1. Chooses developmentally appropriate activities to teach social studies concepts and processes
 - 2.2. Models how historians, political scientists, economists, geographers, and other social scientists view, analyze, and interpret the world
 - 2.3. Provides opportunities for students to examine and interpret historical and contemporary events and issues through active learning strategies such as research, role-play, debate, and discussion
 - 2.4. Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local resources, and to take informed action
 - 2.5. Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources of all types, identify webs of cause and effect, and differentiate among fact, opinion, and interpretation
 - 2.6. Provides opportunities for students to use historical, geographical, and social science research methods and tools, as well as develop and practice digital literacy
 - 2.7. Teaches students how to read, interpret and understand historical narratives, issue analyses, relevant data and argumentative essays, and how to create well-crafted pieces that synthesize learning and demonstrate proficiency
 - 2.8. Models respect for students' diverse opinions and backgrounds in all classroom interactions, and teaches students how to engage in civil discussions about controversial issues
3. A major in history, political science, economics, geography, or other social science disciplines such as sociology, psychology, global studies, anthropology and world religions. The candidate must successfully complete a minimum of one course in each of the following: American History, World History, Economics, Geography, Political Science and either Psychology or Sociology.
 4. A minimum of a practicum, or the equivalent, at the secondary level (7-12) in social studies.
 5. **REQUIRED TESTING:** Praxis II Subject Assessment: Social Studies

5440-85 Special Education Consulting Teacher

(Revised April 2015)

The holder is authorized to provide comprehensive special education services, in any public education setting, to students in grades K-8 and/or grade 7 through age 21, as specified on the endorsement, and to provide leadership in the implementation of best practices in special education. The holder may provide instruction to students who are visually impaired, Deaf, or who have intensive special needs, as those terms are defined in federal regulations pertaining to special education eligibility, in consultation with a Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, or Intensive Special Education Teacher.

1. Assessment

Consulting teachers use valid and reliable assessment practices to minimize bias.

1.1. Consulting teachers minimize bias in assessment.

1.2. Consulting teachers design and implement assessments to evaluate the effectiveness of practices and programs.

2. Curricular Content Knowledge

Consulting teachers use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

2.1. Consulting teachers align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.

2.2. Consulting teachers broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3. Consulting teachers use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities

3. Program Services and Outcomes

Consulting teachers facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

3.1. Consulting teachers design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2. Consulting teachers use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3. Consulting teachers apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4. Consulting teachers use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5. Consulting teachers evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

4. Research and Inquiry

Consulting teachers conduct, evaluate, and use inquiry to guide professional practice.

4.1. Consulting teachers evaluate research and inquiry to identify effective practices.

4.2. Consulting teachers use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

4.3. Consulting teachers foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

5. Leadership and Policy

Consulting teachers provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

5.1. Consulting teachers model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

5.2. Consulting teachers support and use linguistically and culturally responsive practices.

5.3. Consulting teachers create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

5.4. Consulting teachers advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

5.5. Consulting teachers advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

6. Professional and Ethical Practice

Consulting teachers use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

6.1. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs consulting teacher leadership.

6.2. Consulting teachers model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.3. Consulting teachers model and promote respect for all individuals and facilitate ethical professional practice.

6.4. Consulting teachers actively participate in professional development and learning communities to increase professional knowledge and expertise.

6.5. Consulting teachers plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

- 6.6. Consulting teachers actively facilitate and participate in the preparation and induction of prospective special Educators.
- 6.7. Consulting teachers actively promote the advancement of the profession.
7. Collaboration
 - Consulting teachers collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.
 - 7.1. Consulting teachers use culturally responsive practices to enhance collaboration.
 - 7.2. Consulting teachers use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
 - 7.3. Consulting teachers collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.
 - 7.4. Consulting teachers engage classroom teachers in innovative practice to ensure students with disabilities have full access to the universal core program.
8. Master's degree, in special education or the equivalent
9. Two years of teaching experience
10. A minimum of a practicum (60 hours), or the equivalent, in special education at the elementary/middle (grades K-8) or middle/secondary (grade 7-age 21) instructional level. For the full K-age 21 endorsement, a minimum of a practicum (60 hours), or the equivalent, in special education at both the elementary/middle (grades K-8) and middle/secondary (grade 7-age 21) instructional levels is required.

5440-82 Special Educator

(Revised ~~August 2015~~March 2023)

The holder is authorized to provide specialized instruction and intervention services, including case management, in any public education setting, to students in grades K-8 and/or grade 7 through age 21, as specified on the endorsement. The holder may also provide comprehensive evaluation and Individual Education Program (IEP) development services with professional and technical assistance from a Consulting Teacher or Director of Special Education. The holder may provide instruction to students who are visually impaired, Deaf, or who have intensive special needs as those terms are defined in federal regulations pertaining to special education eligibility, in consultation with a Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, or Intensive Special Education Teacher.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they:

- 1.1. understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.2. use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

1.3. utilize knowledge of learning differences to identify resources that better prepare students with exceptionalities for college and career readiness.
~~demonstrate a dedication to helping students achieve college and career readiness~~

2. Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Specifically, they:

- 2.1. collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive routines and learning environments that engage individuals with exceptionalities in meaningful learning activities and social interactions.
~~culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.~~

2.2. use effective routines and procedures to create safe, caring, respectful, and productive learning environments for teaching appropriate student behavior and social skills.

~~2.2. use motivational and instructional interventions to support individuals with exceptionalities how to adapt to different environments.~~

2.3. use motivational and instructional interventions to support individuals with exceptionalities to adapt to different environments.

2.4. know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

~~know how to intervene safely and appropriately with individuals with exceptionalities in crisis.~~

3. Curriculum Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they:

3.1. understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2. understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3. support general and specialized curricula to make them accessible to individuals with exceptionalities.

3.4. have knowledge of current student learning standards and relevant state and national education initiatives.

~~3.5. consider needs of students based on their demonstrated proficiencies and help students make progress through needs-based, personalized instruction. consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction.~~

~~3.5.3.6.~~ have the requisite content knowledge to help students access the Common Core State Standards.

~~3.7.~~ understands how the Common Core State Standards are constructed and can be used as a resource to design and implement high quality instruction.

~~3.8. use their understanding of evidence-based curriculum to develop IEPs for students who are eligible for special education. Special educators ensure that students receive specialized instruction and related services within the least restrictive environment (LRE) to ensure equal access to education and learning.~~

4. Assessment

Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they:

4.1. ~~select and use multiple technically sound formal and informal, culturally and linguistically appropriate measures and procedures that are valid, reliable and minimize bias to contribute to eligibility determination for special education services. select and use technically sound formal and informal assessments that minimize bias.~~

4.2. use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3. collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4. engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

4.5. ~~use comprehensive evaluations to determine appropriate supports and instruction for a student who needs educational services that are different from grade-level peers.~~

4.6. Interpret multiple data sources for reporting progress on IEP goals and objectives.

5. Instructional Planning and Strategies

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they:

- 5.1. consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- 5.2. use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3. demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 5.4. use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5. develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
~~support a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.~~

~~5.5.5.6.~~ 5.5.5.6. support teach for mastery and promote generalization of learning.

~~5.6.5.7.~~ 5.6.5.7. teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

~~5.7.5.8.~~ 5.7.5.8. design and implement targeted intervention that align with the [universal core content area program goals program](#) at the grade level at which a student is enrolled.

6. Professional Learning and Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they:

- 6.1. use professional ethical principles and professional practice standards to guide their practice.
- 6.2. understand how foundational knowledge and current issues influence professional practice.
- 6.3. understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4. understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5. advance the profession by engaging in activities such as advocacy and mentoring.

6.6. provide supervision, guidance, and/or direction to paraeducators, tutors, and volunteers.

6.7. Understand special education laws, the rights of families, and the requirements of school-based personnel in ensuring Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

~~provide guidance and direction to paraeducators, tutors, and volunteers.~~

7. Collaboration

Special Educators collaborate with families, other Educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they:

7.1. use the theory and elements of effective collaboration and communication to serve as a resource to colleagues and families.

~~use the theory and elements of effective collaboration.~~

~~7.1.7.2. 7.2. use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.~~
7.2.7.2. 7.2. use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

~~7.2.7.3. 7.3. engage classroom teachers in innovative practice to ensure students with disabilities have full access to the content area programs.~~
7.2.7.3. 7.3. engage classroom teachers in innovative practice to ensure students with disabilities have full access to the content area programs.

7.4. facilitate the special education process to assist teams in creating consensus agreements that lead to individualized educational programs with beneficial outcomes for students with disabilities.

~~engage classroom teachers in innovative practice to ensure students with disabilities have full access to the universal core program.~~

8. A minimum of a bachelor's degree with a recommendation for licensure in special education, or a minimum of 21 credits in special education

9. A minimum of a practicum (60 hours), or the equivalent, in special education at the elementary/middle (grades K-8) or middle/secondary (grade 7-age 21) instructional level.

For the full grade K-age 21 endorsement, a minimum of a practicum (60 hours), or the equivalent, in special education at both the elementary/middle (grades K-8) and middle/secondary (grade 7-age 21) instructional levels is required.

5440-79 Specialized Literacy Professional

(Revised 2016)

The holder is authorized to function as a school-wide resource to support teachers and schools in implementing literacy instruction and assessment practices that are informed by research, and to provide instruction in literacy to students in grades PK-12. This endorsement is limited to those who hold or who are eligible to hold endorsements in early childhood, educational speech language pathologist, elementary education, middle grades, multilingual learner, the secondary content areas, or special education.

*The term “literacy” means the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. Components of literacy include reading, writing, speaking, listening, viewing, and visually representing.

1. Foundational Knowledge

Specialized Literacy Professionals understand the theoretical and evidence-based foundations of literacy.

- 1.1. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
 - 1.1.1. Recognize major theories and research evidence related to reading and writing development and instruction.
 - 1.1.2. Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
 - 1.1.3. Understand the essentials of language development, including phonemic, morphemic, semantic, syntactic, and pragmatic aspects of language and their relationship to the reading and writing process.
 - 1.1.4. Understand the processes, principles, and dimensions of oral language acquisition and the relationship between oral language development, including vocabulary knowledge, and literacy development.
 - 1.1.5. Understand the interdependency of word structure, fluency, vocabulary, comprehension, and language and consider these relationships in the design of literacy instruction and assessment.
 - 1.1.6. Understand the characteristics and multiple causes of reading and writing difficulties, including how environmental/contextual and physiological/neurological factors can influence language, reading, and writing development.
 - 1.1.7. Understand the specific reading and writing expectations of PreK-12 students as described in state and national standards.

- 1.1.8. Demonstrate a critical stance toward the scholarship of the reading profession and seek to understand the theoretical knowledge base in relation to one's professional role.
- 1.1.9. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cultural, cognitive, linguistic, and physical).
- 1.1.10. Inform other Educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
- 1.1.11. Demonstrate broad knowledge of children's and adolescent literature and informational texts that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.
- 1.2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
 - 1.2.1. Identify evidence-based instructional approaches, techniques, and procedures relevant to the reading and writing demands of PreK-12 instruction.
 - 1.2.2. Critically examine practices contributing to applied knowledge of reading education, to inform Educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
- 1.3. Understand the role of professional judgment and practical knowledge for improving all students' literacy development and achievement.
 - 1.3.1. Encourage, model, and communicate fair-mindedness, empathy, and ethical behavior in teaching students and working with other professionals.

2. **Curriculum and Instruction**

Specialized Literacy Professionals use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in literacy.

- 2.1. Use foundational knowledge to design, implement and or evaluate an integrated, comprehensive, and balanced curriculum.
 - 2.1.1. Demonstrate an understanding of the research and literature that undergirds the literacy instruction for all pre-K–12 students.
 - 2.1.2. Guide planning and instruction around state and national literacy standards.
 - 2.1.3. Provide opportunities for review and alignment of curriculum with standards.
- 2.2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and interdisciplinary reading–writing connections.
 - 2.2.1. Provide ongoing, integrated professional development opportunities that allow the demonstration and modeling of practical and evidence-based approaches.

- 2.2.2. Provide professional materials and encourage study/discussion groups.
- 2.2.3. Understand universal, targeted, and intensive/intervention, including in the design of IEPs/504s and multi-tiered support systems (tiered instruction).
- 2.2.4. Understand the purposes and eligibility criteria of various federal and state supplemental and intervention programs designed to help students with reading and writing difficulties.
- 2.3. Demonstrate a critical stance towards instructional materials used for literacy instruction.
 - 2.3.1. Provide opportunities for demonstrations, evaluations, and usage of a wide range of instructional materials that support student learning.
 - 2.3.2. Develop and implement the curriculum to meet the specific needs of all students based on instructional data and learning trajectories
 - 2.3.3. Support teachers and administrators in the design, implementation, and evaluation of a vertically and horizontally aligned literacy curriculum across PreK–12
 - 2.3.4. Support teachers in designing and implementing curriculum that allows for demonstration of literacy across multiple disciplines.

3. **Assessment and Evaluation**

Specialized Literacy Professionals use a variety of assessment tools and practices to plan and evaluate effective literacy instruction.

- 3.1. Understand types of assessments and their purposes, strengths, and limitations and apply them appropriately in instructional settings.
 - 3.1.1. Demonstrate an understanding of literature and research related to assessments, their uses and misuses.
 - 3.1.2. Explain assessment designs, state and district assessment frameworks, proficiency standards, and benchmarks.
 - 3.1.3. Understand the relative strengths and limitations of norm-referenced, criterion-referenced, formative, summative, and performance-based assessments
 - 3.1.4. Demonstrate an understanding of established purposes for assessing the performance of all students, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
 - 3.1.5. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
- 3.2. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes for all students.
 - 3.2.1. Support the development of a sound, feasible, comprehensive assessment program within schools and across schools and within the district.
 - 3.2.2. Understand the time and fiscal resources needed to facilitate the implementation of a comprehensive assessment program
 - 3.2.3. Consider the abilities of all students through a universal design approach.

- 3.2.4. Seek out or develop equitable literacy assessments for culturally and linguistically diverse populations
- 3.2.5. Use assessment information, from multiple data sources to evaluate the efficacy of instruction and make instructional and programmatic decisions. Use student data to facilitate and advise curricular development, grouping, and literacy staffing pattern decisions across and within schools and the district.
- 3.2.6. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
- 3.2.7. Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.
- 3.2.8. Use multiple data sources to analyze individual student performance and to plan instruction and intervention.
- 3.2.9. Lead and collaborate with teachers and administrators in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions
- 3.2.10. Plan facilitate and evaluate professional development initiatives in assessment literacy and data literacy.
- 3.3. Communicate assessment results and implications to a variety of audiences.
 - 3.3.1. Analyze and report state and local assessments results to internal and external partners.
 - 3.3.2. Analyze and communicate literacy performance goals as identified in federal and state law and implications of those goals on literacy curriculum, instruction, and assessment.

4. **Diversity**

Specialized Literacy Professionals create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in society. For this section we use the current definition of the ILA definition of diversity.

- 4.1. Recognize, understand, and value the many forms of diversity that exist in society and their importance in the development of learning to read and write.
 - 4.1.1. Examine, evaluate and articulate how awareness of diversity informs pedagogy, selection of curricula, and professional development practices.
 - 4.1.2. Support the development of reading and writing instruction that is responsive to a diverse student population.
 - 4.1.3. Understand and support the process of second language acquisition, the benefits and challenges second language acquisition poses to students' reading and writing development, and distinctions between language learning issues and learning disabilities.
 - 4.1.4. Plan for and sustain a school culture that is supportive of diversity that exists among teachers, students, and community.
 - 4.1.5. Collaborate with all stakeholders to mobilize efforts to be responsive to students' diversity.

- 4.2. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
 - 4.2.1. Examine, evaluate, and articulate how instructional programs, curriculum materials, and assessment practices impact the literacy outcomes of diverse students.
 - 4.2.2. Identify human and material resources to effectively shape learning environments that are responsive to the various features of student diversity.
 - 4.2.3. Provide differentiated instruction and instructional materials, including print and digital resources.
- 4.3. Develop and implement strategies to advocate for equity.
 - 4.3.1. Ensure that school contexts, structures, and teachers' professional practices are supportive of, responsive to, and respectful of teachers', students', and parents' or guardians' diversity.
 - 4.3.2. Provide support and leadership to Educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

5. **Literate Environment**

Specialized Literacy Professionals create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to meet the developmental needs of all learners.

- 5.1. Design the physical environment to optimize students' use of print, digital, and online resources with variety in text types, genres, and reading and writing instruction.
 - 5.1.1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities, and support teachers in doing the same.
 - 5.1.2. Modify the arrangements to accommodate students' changing needs.
 - 5.1.3. Plan for and analyze environments that foster and support individual motivation to read and write (e.g., access to print, choice, variety, challenge, interests).
 - 5.1.4. Identify and promote curricula considering technology as both a tool and topic of literacy instruction.
- 5.2. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
 - 5.2.1. Foster a school climate that consistently demands positive social interactions from adults and students, including those who struggle with reading and writing.
 - 5.2.2. Model inclusive language and practices that support teachers and learners.

- 5.2.3. Create supportive environments where English learners are encouraged and given many opportunities to use English while continuing to support students in using and maintaining their L1.
- 5.3. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
 - 5.3.1. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using multi-modal strategies for teaching and for demonstration of learning (e.g. print, digital, and online resources)
 - 5.3.2. Provide a school level infrastructure that supports the use of effective classroom routines for all students, especially those who struggle with reading and writing.
- 5.4. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
 - 5.4.1. Provide resources and encourage flexibility in differentiating instruction. (e.g., recruit community members as mentors, tutors, volunteers, and resource-providers to support literacy growth at the school.)
 - 5.4.2. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

6. **Professional Learning and Leadership**

Specialized Literacy Professionals recognize the importance of professional learning and lead investment in professional learning as a career-long effort and responsibility.

- 6.1. Demonstrate foundational knowledge of adult learning theories and related research about organizational change, systems thinking, professional development, and school culture.
 - 6.1.1. Understand how to interpret, analyze, and apply research findings to instructional practice.
 - 6.1.2. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
 - 6.1.3. Understand and implement effective coaching
 - 6.1.4. Apply knowledge from a variety of disciplines to promote a positive school culture and climate for students and adults.
 - 6.1.5. Use the research base to assist in building an effective professional development program.
- 6.2. Display positive dispositions related to their own reading and writing, the teaching of literacy, and pursue the development of individual professional knowledge and reflective practice.
 - 6.2.1. Ensure a positive and ethical learning context for reading that respects students, families, teachers, colleagues, and communities.
 - 6.2.2. Foster community involvement in school-wide literacy initiatives.
 - 6.2.3. Encourage and support teachers and reading professionals to develop their knowledge, skills, and dispositions.
 - 6.2.4. Facilitate the critical use of technology among teachers and other personnel for their own learning and for improving student learning.

- 6.2.5. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.
- 6.2.6. Promote the value of literacy in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
- 6.2.7. Join and participate in professional literacy organizations, symposia, conferences, and workshops with other teachers and administrators.
- 6.2.8. Demonstrate effective interpersonal, communication, facilitation, and leadership skills.
- 6.3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional learning programs.
 - 6.3.1. Collaborate with school staff to plan, implement, and evaluate sustained, embedded professional development programs to meet established needs, grade/discipline, or individual levels.
 - 6.3.2. Provide varied professional development opportunities for other teachers and administrators.
 - 6.3.3. Support teachers in their efforts to use technology in literacy assessment and instruction.
 - 6.3.4. Demonstrate the ability to engage in reflective dialogue with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.
- 6.4. Understand and influence local, state, or national policy decisions.
 - 6.4.1. Understand the importance of hiring highly effective literacy personnel, providing clear role descriptions for literacy positions, and supporting individuals in those positions.
 - 6.4.2. Use knowledge of students and teachers to build effective professional development programs.
 - 6.4.3. Understand and critique models and comprehensive literacy programs in order to coordinate improvement efforts in literacy
 - 6.4.4. Coordinate continuous improvement efforts in literacy, and design improvement strategies based on comprehensive literacy assessment data and evidence-based practices.
- 7. A master's degree
 - 7.1. A minimum of 21 credits in reading/English language arts
 - 7.2. A minimum of a practicum, or the equivalent, in reading instruction and assessment 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 reading instruction and assessment at both the PK-6 and 7-12 instructional levels is required.

This endorsement reflects the International Literacy Association's Standards for Reading Professionals--Reading Specialists/Literacy Coaches and Administrators (2017).

5440-68 Teacher of the Deaf and Hard of Hearing

(Revised August 2015)

The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 who are Deaf or hard of hearing as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals who are Deaf or hard of hearing.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge standards:

1.1. Knowledge Standards

- 1.1.1. Cognitive and language development of individuals who are deaf and hard of hearing.
- 1.1.2. Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.
- 1.1.3. Influence of experience and educational placement on all developmental domains.
- 1.1.4. Influence of cultural identity and language on all developmental domains.
- 1.1.5. Components of linguistic and non-linguistic communication
- 1.1.6. Importance of early intervention to language development.
- 1.1.7. Effects of sensory input on the development of language and learning.
- 1.1.8. Spoken and visual communication modes.
- 1.1.9. Current theories of the development of spoken language and signed languages.

2. Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:

2.1. Knowledge Standards

- 2.1.1. Influence of family communication and culture on all developmental domains.

2.2. Performance Standards

- 2.2.1. Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
- 2.2.2. Provide access to incidental language experiences.

- 2.2.3. Prepare individuals who are deaf or hard of hearing to use interpreters.
 - 2.2.4. Manage assistive technology for individuals who are deaf or hard of hearing.
 - 2.2.5. Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs
3. Curricular Content Knowledge
Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following skill standards:
- 3.1. Performance Standards
 - 3.1.1. Plan and implement transitions across service continuums.
 - 3.1.2. Integrate language instruction into academic areas.
4. Assessment
Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:
- 4.1. Knowledge Standards
 - 4.1.1. Specialized terminology used in assessing individuals who are deaf or hard of hearing.
 - 4.2. Performance Standards
 - 4.2.1. Administer assessment tools using the individuals preferred mode and language of communication.
 - 4.2.2. Develop specialized assessment procedures that allow for alternative forms of expressive communication.
 - 4.2.3. Collect and analyze spoken, signed, or written communication samples.
5. Instructional Planning & Strategies
Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:
- 5.1. Knowledge Standards
 - 5.1.1. Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing
 - 5.2. Performance Standards
 - 5.2.1. Apply strategies to facilitate cognitive and communicative development.
 - 5.2.2. Implement strategies for stimulating and using residual hearing.
 - 5.2.3. Facilitate independent communication in all contexts.
 - 5.2.4. Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.
 - 5.2.5. Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.

- 5.2.6. Develop successful inclusion experiences.
- 5.2.7. Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.
- 5.2.8. Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or American Sign Language.
- 5.2.9. Apply first and second language teaching strategies to the instruction of the individual.
- 5.2.10. Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

6. Professional Learning & Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:

6.1. Knowledge Standards

- 6.1.1. Model programs for individuals who are deaf or hard of hearing.
- 6.1.2. Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
- 6.1.3. Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.
- 6.1.4. Knowledge of professional organizations in the field of deaf education.
- 6.1.5. Incidence and prevalence figures for individuals who are deaf and hard of hearing.
- 6.1.6. Sociocultural, historical, and political forces unique to deaf education.
- 6.1.7. Etiologies of hearing loss that can result in additional learning challenges.

6.2. Performance Standards

- 6.2.1. Communicate proficiently in spoken language or American Sign Language.
- 6.2.2. Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.
- 6.2.3. Explain historical foundations and research evidence upon which educational practice is based.
- 6.2.4. Develop and enrich cultural competence relative to the Deaf community.

7. Collaboration

Special Educators collaborate with families, other Educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:

7.1. Knowledge Standards

- 7.1.1. Services, organizations, and networks that support individuals who are deaf or hard of hearing.

7.2. Performance Standards

- 7.2.1. Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.
8. Completion of a bachelor's level teacher preparation program in Deaf education and 30 credits in a related field (e.g., education, speech and language, communication, psychology, audiology, or an academic content area), or a Master's degree in deaf education
9. A minimum of a practicum, or the equivalent, in the teaching of students who are Deaf or hard of hearing.

5440-67 Teacher of the Visually Impaired

(Revised August 2015)

The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 who are visually impaired as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals with visual impairments.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities.

1.1. Knowledge Standards

- 1.1.1. Development of the human visual system
- 1.1.2. Development of secondary senses when vision is impaired
- 1.1.3. Effects of visual impairment on development
- 1.1.4. Impact of visual impairment on learning and experience
- 1.1.5. Psychosocial aspects of visual impairment and cultural identity
- 1.1.6. Effects of visual impairment on receptive and expressive literacy and communication
- 1.1.7. Understanding and application of Expanded Core Curriculum

1.2. Performance Standards

- 1.2.1. Select and develop teaching strategies addressing age, visual impairment and visual prognosis
- 1.2.2. Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem
- 1.2.3. Select, adapt and use instructional strategies to address the impact of additional exceptionalities

2. Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Knowledge Standards

- 2.1.1 Classroom organization to accommodate materials, equipment, & technology for vision loss and other disabilities
- 2.1.2 Importance of role models with visual impairments

2.2 Performance Standards

- 2.2.1 Design multi-sensory learning environments that encourage active participation in group and individual activities
- 2.2.2 Provide access to incidental learning experience
- 2.2.3 Understanding of the full continuum of placements available, including instruction in regular classes, special classes, special schools, home, hospital, and residential settings

3. Curricular Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities.

3.1. Knowledge Standards

- 3.1.1. Relationship among assessment, development of individualized education program, 504 plan, and placement as they affect vision-related services

3.2. Performance Standards

- 3.2.1. Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments
- 3.2.2. Obtain and organize specialized materials to implement instructional goals

4. Assessment

Special Educators use multiple methods of assessment and data-sources in making educational decisions.

4.1 Knowledge Standards

- 4.1.1 Specialized terminology used in assessing individuals with visual impairments
- 4.1.2 Alternative assessment techniques for individuals with visual impairments
- 4.1.3 Basic terminology related to the function of the human visual system.

4.2 Performance Standards

- 4.2.1 Administer and interpret assessments specific to people with visual impairments, including, but not limited not, learning media, functional vision, and Braille literacy assessments and provide recommendations based on results
- 4.2.2 Use functional evaluations related to the expanded core curriculum
- 4.2.3 Select, adapt, and use assessment information when tests are not validated on individuals with visual impairments
- 4.2.4 Participate in the standardization process for local and state assessments
- 4.2.5 Interpret and apply background information and family history related to the individual's visual status

5. Instructional Planning & Strategies

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities.

5.1. Knowledge Standards

- 5.1.1. Engage in local, state, and national discussions surrounding best practices for teaching students with visual impairments and seek appropriate professional development in order to help students learn new concepts
- 5.1.2. Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices
- 5.1.3. Strategies for teaching organization and study skills
- 5.1.4. Strategies for teaching tactual perceptual skills including, but not limited to, Braille and tactile graphics
- 5.1.5. Strategies for teaching adapted physical and recreational skills
- 5.1.6. Strategies for teaching social, daily living, and functional life skills
- 5.1.7. Strategies for teaching career-vocational skills and providing vocational counseling maximizing Vermont's initiatives in personalized learning and flexible pathways
- 5.1.8. Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills
- 5.1.9. Techniques for teaching human sexuality
- 5.1.10. Strategies for responding to and understanding the implications of non-verbal communication
- 5.1.11. Strategies for teaching listening and compensatory auditory skills
- 5.1.12. Strategies for teaching concept development

5.2. Performance Standards

- 5.2.1. Select and use assistive technologies and other resources to accomplish instructional objectives
- 5.2.2. Teach communication through technology and adaptations specific to visual impairments
- 5.2.3. Integrate the individualized health care plan into daily programming
- 5.2.4. Select and adapt materials in Braille, accessible print, and other formats
- 5.2.5. Teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials
- 5.2.6. Teach the use of adaptive math and science equipment (for example, abacus, talking calculator, tactile graphics, and adapted science equipment)
- 5.2.7. Prepare individuals for sighted guide and pre-cane orientation and mobility instruction
- 5.2.8. Teach literacy skills to individuals who have vision loss as well as other disabilities

6. Professional Learning & Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Knowledge Standards

- 6.1.1 Access rights to specialized equipment and materials for individuals with visual impairments
- 6.1.2 Historical foundations of education of individuals with visual impairments

- 6.1.3 Incidence and prevalence for individuals with visual impairments
- 6.1.4 Basic terminology related to the function of the human visual system

6.1 Performance Standards

- 6.2.1 Use strategies to address the effects of visual impairment on the family while remaining aware of culturally specific responses to the impairment and the reciprocal impact on the individuals' self-esteem and level of self-determination
- 6.2.2 Select, adapt and use instructional strategies to address the impact of additional exceptionalities
- 6.2.3 Articulate an instructional and professional philosophy that responds to the specific implications of visual impairment within the general curriculum drawing on specialized knowledge within the continuum of instructional options
- 6.2.4 Participate in the activities of professional organizations in the field of visual impairment
- 6.2.5 Advocate for educational policy related to visual impairment
- 6.2.6 Educate the wider school community on opportunities and challenges facing students with visual impairments

7. Collaboration

Special Educators collaborate with families, other Educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Knowledge Standards

- 7.1.1 Strategies for assisting families and other team members in transition planning
- 7.1.2 Knowledge of services, networks, publications, and organizations for individuals with visual impairments

7.2 Performance Standards

- 7.2.1 Structure and supervise the activities of Para Educators and others who work with individuals with visual impairments
- 7.2.2 Collaborate with all appropriate school staff, including regular education, special education teachers, and families to provide consultative support with the general and expanded common curriculum

- 8. Completion of a bachelor's level teacher preparation program in the education of the visually impaired, or a minimum of 30 credits in the education of the visually impaired
- 9. A minimum of a practicum, or the equivalent, in the teaching of students who are visually impaired. Competency with the Core Teaching Standards.

5440-37 Theatre Arts

(Revised June 2018)

The holder is authorized to teach theatre arts in grades PK-8, 5-12, and PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards: Knowledge of instruction, curriculum, and assessment in theatre arts as reflected in the National Core Arts Standards approved by the State Board of Education for students. Specifically, the Educator understands:
 - 1.1. The goals and purposes of theatre arts education, including:
 - 1.1.1. Theatre arts as a fundamental and collaborative expression of human communication and emotion and the various ways theatre arts impacts society (e.g. culture, economy, history, politics, religion)
 - 1.1.2. How theatre arts can foster artistic literacy through lifelong communication skills, creative personal realization, cultural and historical connections, while enhancing well-being, and community engagement
 - 1.1.3. Inspiring students to appreciate and value the theatre arts and become life-long supporters and/or participants in the arts.
 - 1.1.4. Developing students' ability to investigate and respond diverse perspectives and approaches in storytelling and theatrical work
 - 1.1.5. Developing students' ability to relate artistic ideas, traditions, and work with societal, cultural, and historical context to deepen understanding
 - 1.2 Dramatic Literature: How to respond to, analyze, and critique key works of the evolving canon of dramatic literature from different historical periods and cultures and perspectives including feminist, theatre from various ethnic groups, gay, lesbian, bisexual, transgender, political, religious, and indigenous theatre
 - 1.3 Theatre History: The social and cultural context of dramatic works and the reciprocal impact they have on the evolution of the theatre arts and society
 - 1.4 Creative Process: How to foster the creative process using a variety of techniques and the essential acts of imagining, interpreting, researching, collaborating, analyzing, expressive risk taking, and creative choice making, intrinsic to each sub-discipline below:
 - 1.4.1 Acting: Theories of acting, including acting styles and techniques, character creation, and improvisation; the fundamentals of speech, such as articulation and production; the audition, rehearsal, and performance processes;
 - 1.4.2 Directing: Theories of directing; making directorial and/or performance choices for a variety of styles and media; staging and blocking; writing, devising, analyzing and evaluating dramatic texts for artistic merit based on the six aspects of drama; and theatrical production and management that complies with legal and ethical standards and safety codes and regulations.

- 1.4.3 Technical Theatre: Fundamentals of technical theatre and design, including set design, properties, stage management, publicity, costuming, make-up, lighting, sound and video.
2. Performance Standards: Ability to implement a theatre arts curriculum that engages students in theatre arts and other dramatic forms as an artistic, educational, social, and cultural experience. Specifically, the Educator:
 - 2.1. Demonstrates the ability to teach, demonstrate, and/or practice the following:
 - 2.1.1. Dramatic literature; as well as the fundamentals of speech and movement for a variety of media;
 - 2.1.2. Skills associated with styles and techniques of acting, directing, and technical theatre, with in-depth mastery in at least one area;
 - 2.1.3. A comprehensive theatre arts curriculum within the school context including planning, direction and production in compliance with legal and ethical standards and safety codes and regulations;
 - 2.1.4. Effective processes of theatre critique and reflection;
 - 2.1.5. Advocates for the importance of theatre arts education.
 - 2.1.6. Linking 21st century transferable skills acquired through theatre arts practice such as clear and effective communication, creative and practical problem solving, and informed and integrative thinking, etc. to inspire college and career readiness in theatre arts professions.
 - 2.2. Motivates students and develop their appreciation of the theatre arts and media.
 - 2.3. Develops students' unique artistic expression through script writing, acting, designing, directing, devising and production of a variety of dramatic forms.
 - 2.4. Directs students in the safe and proper use of current technologies and multimedia to amplify and augment performances and productions.
 - 2.5. Collaborates across the curriculum with classroom and other arts Educators using a variety of techniques for theatre arts integration to both draw out creativity and achieve interdisciplinary learning goals in a variety of settings and content areas.
 - 2.6. Differentiates and personalizes the curriculum, instruction, assessment, and experiences to meet the developmental level, needs, interests and abilities of students
3. A minimum of a practicum, or the equivalent, in theatre education.

5440-60 Work Based Learning Coordinator

(Created February 2015)

The holder is authorized to establish and coordinate experiential learning opportunities between industry and other community employers and secondary institutions in order to reinforce a student's program of study, career interests, and goals.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Knowledge of how to create, promote, and maintain work-based learning programs, including how to develop and evaluate work-based learning partnerships, work sites, and learning plans or training agreements that are in alignment with Vermont's Work-Based Learning Gold Standards and relevant state student standards.

1.1 Knowledge of how learners grow and develop, how they vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and how to design, implement, adapt, and assess developmentally appropriate and challenging work-based learning experiences.

1.2 Knowledge of local, state and federal wage, hour, and safety laws, especially those related to child labor, training, and risk management policies.

1.3 Knowledge of how to access information about the values of diverse cultures and communities and how to address gender equity issues in the creation of experiential learning opportunities.

1.4 Knowledge of local economic development and labor markets; post-secondary career and educational opportunities; business, industry, and community organizations and resources; current and trending workplace practices, including pre-employment screening.

1.5 Familiarity with relevant technology and electronic resources to support and document student performance in work-based learning experiences.

2. Performance Standards:

2.1 Ability to plan, implement, and evaluate work-based learning programs including the ability to:

2.1.1 Provide individual student support services and facilitate development of activities related to career awareness, exploration and preparation.

2.1.2 Match and place students to appropriate work-based activities, ensure necessary accommodations and equitable access in order to meet students' unique learning needs

2.1.3 Evaluate student progress by collecting and sharing feedback from work-based mentor on student performance in order to address deficient areas.

- 2.1.4 Develop and maintain work-based learning partnerships and safe, closely supervised work site learning environments in accordance with Vermont's Work-Based Learning Gold Standards.
 - 2.1.5 Develop formal work-based learning plans for students in partnership with the student, family, academic teachers and special Educators (as applicable), work site supervisor that include goals, guidelines, and assessments in order to ensure meaningful work-based learning experiences (in accordance with Vermont State School Board Rule 2120.2-- "Flexible Pathways").
 - 2.1.6 Maintain program regulatory compliance with local, state and federal wage, hour, and safety laws, especially those related to child labor, training, and risk management policies.
- 2.2 Engage in ongoing professional learning and collaboration, particularly in relation to regional, state, and national occupational trends.