

TO: Vermont Standards Board for Professional Educators

SUBMITTED BY: Mary Beth McNulty

ITEM FOR DISCUSSION: Draft of *Action Plan* and *Operational Procedures*

BACKGROUND:

The Board began working on revising its action plan this spring with the goal of adopting another three year action plan at its August meeting. The attached draft was created using the results of the small group work in April and in May. These groups identified which items on the action plan could be cut, which should remain, and which should be added for future work. The Educator Quality Team has also reviewed the attached draft and offered its suggestions based on our shared work and responsibilities.

At its May meeting, the Board determined that a separate document should be created to accompany the action plan describing its operational procedures. This document would reflect both the Board's and the VT DOE's practices that are ongoing and that should be carried out in addition to the action plan.

DISCUSSION QUESTIONS:

----- **Action Plan**-----

Think- Pair- Share

1. Is the action plan draft readable? Is the format conducive to understanding the Board's work?
2. Does the draft of the action plan accurately reflect the work of the VSBPE?
 - a. Should any item be cut?
 - b. Should any item be added?
3. Does any item of the action plan need revision?

----- **Operational Procedures**-----

Think- Pair- Share

4. Is the format of the Operational Procedure document clear?
5. Does the draft of the Operational Procedures accurately reflect the work of the VSBPE and the VT DOE?
 - a. Should any item be cut?
 - b. Should any item be added?
6. Does any item of the Operational Procedures document need revision?

D R A F T

Vermont Standards Board for Professional Educators (VSBPE)

2011 - 2014 Action Plan

VISION:

VSBPE: Ensuring a Caring, Competent, Highly Effective Educator in Every Vermont Classroom to Improve Student Learning

GOALS:

***Goal 1:** Ensure that all routes to initial licensure and additional endorsements prepare teachers and administrators who demonstrate effectiveness in improving student learning.*

***Goal 2:** Develop a continuum of career-long educator development that is efficient, innovative, and responsive to the needs of Vermont's students and educators, and sustain, through high quality mentoring and induction, professional development, evaluation, and relicensure processes, a community of educators who are knowledgeable, reflective, life-long learners.*

***Goal 3:** Ensure that every professional position in a Vermont public school is staffed by a properly credentialed educator who exemplifies behavior that maintains the dignity and integrity of the profession.*

***Goal 4:** Provide leadership to improve education, increase professionalism, and raise the recognition of education as a profession.*

Goal 1: Ensure that all routes to initial licensure and additional endorsements prepare teachers and administrators who demonstrate effectiveness in improving student learning.

Action Steps	Timeline	Responsibility
<p>1.1 Revise ROPA to reflect best practice in accreditation of educator preparation programs. Consider adopting national standards and/or a national accreditation process (CAEP).</p> <p>1.2 Collect and evaluate data on ROPA standards by institution.</p> <p>1.3 Revise the Level I Licensure Portfolio to align with new teaching standards. Initiate process to standardize the expectations for levels of performance and scoring of the Level I portfolio across institutions.</p> <p>1.4 Evaluate Level I Licensure Portfolio for areas such as counseling and special education.</p> <p>1.5 Review the ROPA process for effectiveness regarding the evaluation of “advanced” licensure program areas such as administration, reading English language arts specialist, etc.</p> <p>1.6 Collaborate with alternative programs, including the Middle Level Collaborative, that create alternative routes to licensure.</p>		<p>HEC</p>

Goal 2: Develop a continuum of career-long educator development that is efficient, innovative, and responsive to the needs of Vermont’s students and educators, and sustain, through high quality mentoring and induction, professional development, evaluation, and relicensure processes, a community of educators who are knowledgeable, reflective, life-long learners.

Action Steps	Timeline	Responsibility
<p>2.1 Adopt new teaching standards that identify what all teachers across all content and grade levels should know and be able to do to be effective in today's learning environments.</p>		
<p>2.2 Research effective mentoring and induction models.</p>		
<p>2.3 Collaborate with SBE to revise and update the School Quality Standards to ensure high quality mentor/induction opportunities for every Vermont educator.</p>		
<p>2.4 Evaluate IPDP and Local and Regional Standards Board processes for effectiveness and consistency. Review and revise the Relicensure Process, as needed.</p>		
<p>2.5 Monitor the implementation of electronic relicensure system.</p>		
<p>2.6 Work with professional associations and organizations to research, recommend and encourage the use of effective practices for professional development and to ensure support for ongoing professional development throughout the career continuum.</p>		
<p>2.7 Explore connections between the Level I Licensure Portfolio and the Relicensure Process to promote a career continuum.</p>		
<p>2.8 Review and revise administrator endorsements including an administrative internship requirement to build/expand leadership capacity.</p>		
<p>2.9 Explore, develop, and implement cross cultural standards for pre-service and relicensure.</p>		
<p>2.10 Create a master teacher license to promote teachers taking on leadership roles in school.</p>		
<p>2.11 Work with stakeholders across the state to support and promote high quality teacher evaluation.</p>		
<p>2.12 Work with DOE and stakeholders to investigate alternative models of professional certification that may be better able to promote and identify professional educator knowledge and skills. (PLP work)</p>		

Goal 3: Every professional position in a Vermont public school is staffed by a properly credentialed educator who exemplifies behavior that maintains the dignity and integrity of the profession.

Action Steps	Timeline	Responsibility
<p>3.1 Evaluate the number of emergency and provisional certifications and make recommendations to address concerns.</p>		

Goal 4: Provide leadership to improve education, increase professionalism, and raise the recognition of education as a profession.

Action Steps	Timeline	Responsibility
<p>4.1 Develop an easily navigable VSBPE webpage as part of the DOE's webpage.</p> <p>4.2 Respond to federal requirements by advocating for best practice and/or VT concerns to US DOE.</p> <p>4.3 Develop policies that support educator quality and the VSBPE's mission.</p> <p>4.4 Collaborate with and lobby stakeholders (legislature, professional organizations etc.) for policies and practices that promote the VSBPE's mission.</p> <p>4.5 Take the lead on initiatives that directly impact educator preparation and professional development.</p> <p>4.6 Work collaboratively with SBE and other stakeholders to promote positive school environments.</p>		DOE

VSBPE & VT DOE Operational Procedures

TOPIC	VT DOE	VSBPE
ROPA	<ol style="list-style-type: none"> 1. Provide institutions with two year-report template in order to respond to Review Team reports. 2. Use evaluation process with programs and review teams following each program review. Submit data annually to VSBPE for monitoring. 3. Assist institutions and alternate routes which are preparing for reviews. 4. Support institutions and alternate routes in responding to Review Team concerns. 5. Collect data on programs' performance across the state. 	<ol style="list-style-type: none"> 1. Approve and participate on Review Teams. 2. Review & approve two-year reports. 3. Review evaluation data from programs and Review Teams annually. 4. Solicit feedback directly from programs on the review process. 5. Review data on programs' performance across the state.
Data Collecting & Reporting	<ol style="list-style-type: none"> 1. Collect data on licensing, shortage areas, etc. 2. Prepare reports at the request of the VSBPE. 	<ol style="list-style-type: none"> 1. Review data annually to inform the annual report. 2. Publish data as appropriate. 3. Use data more consistently to inform decision making. 4. Evaluate progress on goals. 5. Disseminate ethics pamphlet and/or annual report with cover letter to legislators and other stakeholders, as appropriate.
Testing	<ol style="list-style-type: none"> 1. Review Praxis data, as required by regulation, every 3 years. 2. Prepare summary report for VSBPE. 	<ol style="list-style-type: none"> 1. Monitor existing assessments and licensure testing requirements specific to out-of-state educators seeking a Vermont license. 2. Research new tests for administrators and teachers, as needed.
Communication	<ol style="list-style-type: none"> 1. Insert VSBPE ethics pamphlet in license packets. 2. Continue to send ROPA and L/RSB newsletters (or blog postings) to field. 3. Conduct self-assessment survey of VSBPE semiannually. 	<ol style="list-style-type: none"> 1. Review and revise VSBPE informational pamphlet, as needed. 2. Review results of VSBPE survey semi-annually and respond to identified concerns, as needed.