

**Vermont Standards Board
for Professional Educators
2009 - 2010**

Teachers

Sheryl Aliquo, St. Albans City

Brian Howe, Arlington Memorial High School

Susan Jensen, Barnet School

^ **Cassandra Major**, Barre Town Middle &
Elementary School

* **Janet Steward**, Morristown Elementary School

Marilyn Corkins, Newport Town Elementary School

Administrators

Ronald Stahley, Windam Southeast Supervisory
Union

Kathy Finck, Career and Technical Center Director,
Essex

Stephanie Taylor, U-32 Jr. Sr. High School
(Appointed to Board as a teacher and is completing her
term)

Higher Education Representatives

Russell Agne, University of Vermont

Heather McCollum, Union Institute & University

School Board/Public Representatives

TBD

Bruce Richardson, Public Member

* Former Vermont Teacher of the Year

^ National Board Certified Teacher

Vermont Department of Education
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Montpelier, Vermont 05620-2501

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VSBE Structure

Act 214 of the 2006 Vermont legislative session established a new board of professional educators to oversee the training, licensing, and professional standards of teachers and administrators. Further it established hearing panels to determine compliance with those standards to help assure high caliber professionals and high quality public educational programs for Vermont students. This act took effect on July 1, 2007 and changed the structure and membership of the former VSBE.

The thirteen member board was appointed by the governor and includes: **seven** teachers, **two** administrators, **one** public member, **one** school board member, **one** representative of educator preparation programs from a public institution, and **one** from a private institution.

The board has the power to:

- Adopt rules
- Establish standards for educator preparation programs in Vermont and approve those that meet the standards
- Establish standards, including endorsements, according to which individuals may obtain a license or have one renewed or reinstated
- Oversee and monitor the application and licensing process administered by the office, and
- Develop a code of professional ethics and act as advisor to professional educators regarding its interpretation.

Licensing Hearing Panel Structure

The governor appointed **seven** teachers, **four** administrators, and **three** members of the public to serve on the Licensing Hearing Panel.

The Licensing Hearing Panel has the authority to determine compliance by applicants, licensees, and the Department of Education with Standards Board rules according to which individuals may obtain, renew, and retain a license.

Panels hearing appeals of teachers will be comprised of two teacher members and one public member. Panels hearing appeals of administrators will be comprised of two administrator members and one public member.

A complete copy of Act 214 can be found at:

<http://www.leg.state.vt.us/docs/legdoc.cfm?URL=/docs/2006/acts/ACT214.HTM>

Vermont Standards Board



for Professional Educators

VSBE

*Ensuring a caring, competent,
highly qualified educator in
every Vermont classroom to
improve student learning.*

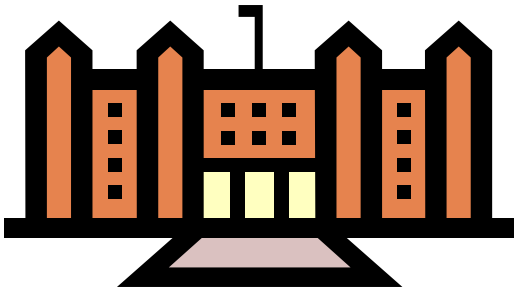
2009 - 2010

STRUCTURE

The Vermont Standards Board for Professional Educators (VSBPE) is a thirteen member board appointed by the Governor. The former VSBPE established sixty-eight local and six regional standards boards for the relicensing of teachers and administrators and to support the continuing professional growth of every educator. The work of the VSBPE is supported by the services of the Educator Quality Division of the State Department of Education Office. This division comprises licensing and professional standards. For more information visit the Department of Education website at :

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

THE ORGANIZATION OF THE VSBPE



To manage its major functions, the VSBPE has established two permanent standing committees and special issue sub-committees, as needed. Key roles of the standing committees include:

Administrator / Teacher Relicensing Committee:

- ◆ Oversees and supports regional standards boards and the administrator relicensing process.
- ◆ Oversees and supports local standards boards and the teacher relicensing process.

Higher Education Committee:

- ◆ Oversees the program approval process for educator preparation programs and monitors alternative licensure processes.
- ◆ Oversees the initial licensure process.

Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators

Code of Professional Ethics

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 students, 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 students and their families, and we advocate for them in the school and community settings.

GOALS:

Goal 1: Ensure that all routes to initial licensure and additional endorsements prepare competent 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 professional development 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.