

Vermont Standards Board for Professional Educators (VSBPE)

2008 - 2011 Action Plan

(Approved at December 18, 2008 VSBPE Meeting)

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.

Strategies	Action Steps	Timeline	Responsibility
Strategy 1.1: Implement and monitor the Results Oriented Program Approval (ROPA) process for reviewing and supporting Vermont's new and existing educator preparation programs, and ROPA's efficacy in improving educator preparation programs.	<p>1.1.1 Use revised ROPA process for the next full cycle of visits.</p> <p>1.1.2 Implement the new online evaluation process for full-visits.</p> <p>1.1.3 Implement two year-report template.</p> <p>1.1.4 Collect data on programs' growth.</p> <p>1.1.5 Develop evaluation process for new program reviews.</p> <p>1.1.6 Monitor and adjust as needed the implementation of the Level I Licensure Portfolio.</p> <p>1.1.7 Evaluate Level I Licensure Portfolio for areas such as counseling and special education.</p>	<p>Ongoing</p> <p>October 2008</p> <p>October 2008</p> <p>Ongoing</p> <p>January 2009</p> <p>Ongoing</p> <p>November 2008, ongoing</p>	HEC
Strategy 1.2: Implement and monitor the ROPA process for reviewing new and existing alternate routes to licensure, and ROPA's efficacy in improving alternate routes to licensure.	<p>1.2.1 Use revised ROPA process for the next full cycle of visits.</p> <p>1.2.2 Develop evaluation process for new program reviews.</p> <p>1.2.3 Implement two year-report template.</p> <p>1.2.4 Collect data on programs' growth.</p>	<p>October 2008-2012</p> <p>January 2009</p> <p>October 2008</p> <p>Ongoing</p>	HEC
Strategy 1.3: Ensure that all routes to licensure in states that are signatories of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement are in alignment with Vermont's licensure standards.	<p>1.3.1 Recognize additional states for routes to licensure for administrators as part of the NASDTEC agreement.</p> <p>1.3.2 Recognize additional states for routes to licensure for support areas as part of the NASDTEC agreement.</p> <p>1.3.3 Research and evaluate online out-of-state preparation degree programs.</p>	<p>Ongoing (New agreement 2010)</p>	DOE
Strategy 1.4: Provide technical assistance to support educator preparation program and alternate route improvements.	<p>1.4.1 Assist institutions and alternate routes which are preparing for reviews.</p> <p>1.4.2 Support institutions and alternate routes in responding to Review Team concerns.</p>	<p>Ongoing</p> <p>Ongoing</p>	DOE

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<p>Strategy 1.5: Use data and research to make decisions regarding preparation of educators and administrators.</p>	<p>1.5.1 Review data annually to inform the annual report.</p> <p>1.5.2 Evaluate progress on goals.</p> <p>1.5.3 Publish data as appropriate.</p> <p>1.5.4 Use data more consistently to inform decision making.</p>	<p>June and July Annually</p> <p>August Annually</p> <p>September and October Annually</p>	<p>HE & DOE</p>
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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.

Strategies	Action Steps	Timeline	Responsibility
Strategy 2.1: Ensure that every credentialed educator participates in high quality induction into the profession that supports effectiveness in helping all students achieve.	2.1.1 Research effective induction models.	November 2009	Full DOE
	2.1.2 Collaborate with SBE to support the School Quality Standards for a high quality mentor/induction program for Vermont.	Ongoing	VSBPE
	2.1.3 Maintain a focus on continuous improvement for induction programs that include teacher and administrator mentoring.	Ongoing	T/ARC
Strategy 2.2: Ensure support is given to local and regional standards boards (L/RSBs) to facilitate greater effectiveness, improvement of operation, and integration with local, regional, and statewide professional development systems.	2.2.1 Review and revise the Relicensure Process.	June 2009	T/ARC & EQT
	2.2.2 Investigate and recommend the use of electronic submission for Relicensure.	June 2009	DOE
	2.2.3 Promote consistency in the renewal process through summer workshops and periodic visitation with Boards.	Ongoing	EQT
Strategy 2.3: Promote high quality professional development as part of a continuum of career long educator development.	2.3.1 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.	Ongoing	T/ARC & DOE
	2.3.2 Explore connections between the Level I Licensure Portfolio and the Relicensure Process to promote a career continuum.	June 2009	HEC & T/ARC
	2.3.3 Participate in the Transformation initiative.	Ongoing	VSBPE
Strategy 2.4: Develop and promote opportunities to strengthen school leadership.	2.4.1 Work with professional associations and organizations to develop a process to encourage educators to pursue opportunities for professional leadership (e.g., National Board for Professional Teaching Standards certification, Science Teacher of the Year award, etc.) and to promote schools’ use of these educators in leadership roles.	Ongoing	T/ARC & EQT
	2.4.2 Review and revise administrator endorsements including an administrative internship requirement to build/expand leadership capacity.	June 2010	VSBPE & EQT
	2.4.3 Participate in the Transformation initiative.	Ongoing	VSBPE

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<p>Strategy 2.5: Develop and implement cross cultural competency standards for educators in response to the changing nature of Vermont's student population.</p>	<p>2.5.1 Explore current standards for cross cultural competencies.</p> <p>2.5.2 Develop cross cultural competency standards for pre-service and relicensure.</p> <p>2.5.3 Implement cross cultural competency standards for pre-service and relicensure.</p>	<p>January 2009</p> <p>June 2011</p> <p>2012</p>	<p>HEC</p> <p>T/ARC</p> <p>VSBPPE</p>
<p>Strategy 2.6: Use data and research to make decisions regarding professional development and the career continuum.</p>	<p>2.6.1 Review data to inform the annual report.</p> <p>2.6.2 Evaluate progress on goals.</p> <p>2.6.3 Publish data as appropriate.</p> <p>2.6.4 Use data to inform decision making.</p>	<p>June and July Annually</p> <p>August Annually</p> <p>September and October Annually</p>	<p>VSBPPE</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.

Strategies	Action Steps	Timeline	Responsibility
Strategy 3.1: Monitor educator supply and demand in Vermont schools to identify patterns or causes of imbalances.	3.1.1 Evaluate the number of emergency and provisional certifications and make recommendations to address concerns.	February 2009, Annually	EQT
Strategy 3.2: Monitor the validity and reliability of new and existing teacher and administrator assessments.	3.2.1 Monitor existing assessments and licensure testing requirements specific to out-of-state educators seeking a Vermont license. 3.2.2 Research new tests for administrators and teachers as needed. 3.2.3 Create a summary report and make modifications to the testing requirements.	Ongoing November 2008, ongoing December 2010	VSBPPE
Strategy 3.3: Promote awareness of the VSBPE's Rules for Professional Conduct and Code of Ethics.	3.3.1 Begin regulatory process for the VSBPE's Rules for Professional Conduct and Code of Ethics. 3.3.2 Create a VSBPE informational pamphlet about and containing the Rules for Professional Conduct and Code of Ethics. 3.3.3 Review and revise ethics statements on Apple book. 3.3.4 Insert VSBPE ethics pamphlet in license packets. 3.3.5 Disseminate ethics pamphlet with cover letter to legislators and other stakeholders.	January 2009 September 2009 June 2010 October 2009 September 2009	VSBPPE DOE
Strategy 3.4: Use data and research to make decisions regarding appropriate educator licensure for staffing Vermont schools.	3.4.1 Review data to inform the annual report. 3.4.2 Evaluate progress on goals. 3.4.3 Publish data as appropriate. 3.4.4 Use data to inform decision making.	June and July Annually August Annually September and October Annually	EQT IT

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

Strategies	Action Steps	Timeline	Responsibility
Strategy 4.1: Use all available means to publicize the role of the VSBPE in promoting educator quality and increase outreach to the education community.	<p>4.1.1 Review and revise VSBPE informational pamphlet.</p> <p>4.1.2 Insert VSBPE pamphlet in license packets.</p> <p>4.1.3 Disseminate pamphlet with cover letter to legislators and other stakeholders.</p> <p>4.1.4 Continue to send ROPA and L/RSB newsletters to field.</p> <p>4.1.5 Disseminate annual report to appropriate stakeholders.</p> <p>4.1.6 Develop an easily navigable VSBPE webpage as part of the DOE's webpage.</p>	<p>January 2009</p> <p>Fall of 2009</p> <p>February 2009</p> <p>Annually, as needed</p> <p>Annually, as needed</p> <p>March 2009</p>	<p>VSBPE</p> <p>EQT</p>
Strategy 4.2: Monitor federal requirements and work with the US Department of Education in the implementation of the federal guidelines to ensure that they support VSBPE vision and goals.	4.2.1 Respond to federal requirements by advocating for best practice and/or VT concerns to US DOE.		<p>Full DOE</p> <p>VSBPE</p>
Strategy 4.3: Promote educator quality and support the VSBPE's mission.	<p>4.3.1 Develop policies that support educator quality and the VSBPE's mission.</p> <p>4.3.2 Collaborate with and lobby stakeholders (legislature, professional organizations etc.) for policies and practices that promote the VSBPE's mission.</p> <p>4.3.3 Take the lead on components of the Transformation that directly impact educator preparation and professional development.</p>	Ongoing	VSBPE
Strategy 4.4: Promote efforts to ensure that every educator is provided a safe and supportive school environment that is conducive to effective teaching and increased student achievement.	<p>4.4.1 Research what other states are doing to survey educators on school environments.</p> <p>4.1.2 Work collaboratively with SBE and other stakeholders to promote positive school environments.</p>	<p>January 2009</p> <p>Ongoing</p>	<p>VSBPE</p> <p>DOE</p>
Strategy 4.5: Use data and research to inform decision making regarding VSBPE's role in promoting leadership to improve	<p>4.5.1 Review data to inform the annual report.</p> <p>4.5.2 Evaluate progress on goals.</p>	<p>June and July / Annually</p> <p>August Annually</p>	<p>VSBPE</p> <p>EQT</p>

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education, increase professionalism, and raise the recognition of education as a profession.	4.5.3 Publish data as appropriate. 4.5.4 Use data to inform decision making.	September and October Annually	
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