



VSBPE

Policy Manual

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Vermont Standards Board for Professional Educators

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**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STANDARDS FOR VERMONT EDUCATORS:
A VISION FOR SCHOOLING**

The document Standards for Vermont Educators: A Vision for Schooling has been approved by the Professional Standards Board and is considered to be a policy of this Board.

DATE ADOPTED: 10/30/92

DATE REVISED:

LEGAL REF: Lic. Regs: 5610

CROSS REF: D1; D2

ANNOTATIONS/BRIEF HISTORY: Noted in minutes of 7/30-31/9

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

VSBPE MEETINGS

- A. Frequency
1. The Standards Board shall meet at least ten (10) times each year.
- B. Robert's Rules of Order
1. Robert's Rules of Order shall govern the conduct of Standards Board meetings.
 2. A parliamentarian may be appointed by the chair.
- C. Quorum
1. A quorum will consist of seven members and shall be necessary for any official action of the board.
 2. A quorum for standing committees shall also consist of four members.
 3. Concurrence of seven Board members present at a Standards Board meeting shall be necessary and sufficient for Board action.
- D. Attendance
1. There will be an attempt to vary meeting times, days, and locations so as to minimize teacher and administrator time away from school.
 2. The chair will review the standing of members who miss consecutive meetings and take action where warranted.
- E. Board Meeting Attendees
1. The chairperson of the Board may recognize visitors, guests, and other interested parties to speak and to assist the Board and its standing committees.
 2. The public shall be given a reasonable opportunity to express its opinion on matters considered by the Standards Board during the meeting as long as order is maintained. Public comment shall be subject to reasonable rules established by the chair.
 3. A qualified representative of the Department of Education will be available at board meetings and committee meetings.
 4. Legal counsel will be present at all meetings of the Standards Board to the extent necessary and possible.

DATE ADOPTED: 10/30/92

DATE REVISED: 02/08/93, 3/12/08

LEGAL REF: 1 VSA 310-320; Lic. Regs: 5610

CROSS REF: C4

ANNOTATIONS/BRIEF HISTORY: Noted in minutes of 9/89, 12/89, 5/90, 8/90, 11/07, 12/07, 1/08

- F. Orientation of New Members
 - 1. Orientation of new members will be by the chairperson or designee.
- G. Board Agendas
 - 1. Board meeting agenda items may be placed on the agenda at the request of:
 - a) Board members
 - b) representatives of the Department of Education
 - c) individuals with recommendations from a duly constituted organization
 - d) a duly constituted organization
 - 2. Agendas will be determined by the chair in consultation with the Executive Committee and the Director of Educator Quality.
 - 3. All agenda item requests must be submitted to the chairperson through the Department of Education.
 - 4. An item must be placed on the agenda if so requested by a vote of the Board.
- H. Minutes
 - 1. Meetings will be recorded electronically to aid in the writing of minutes.
 - 2. Motions and recommendations will be indented, single-spaced, and printed in boldface to distinguish them.
 - 3. In addition to the requirements of the open meeting law for the recording of minutes, the minutes shall highlight the substance of the discussion of important issues.
- I. Submission of Information to the Board
 - 1. Until final approval by the Standards Board, all documents identified as representing the work of the Board shall be dated, marked draft, and, if appropriate, note the author.
 - 2. All documents submitted to the Standards Board by its committees or staff shall indicate date and authorship.
- J. Board Packets
 - 1. Agendas, minutes and all other appropriate materials should be sent to the members of the Standards Board at least one week prior to board meetings and posted to the VSBPE web page
- K. Individual Board member(s) or committees of the Board may be permitted to act on behalf of the Standards Board only if so authorized by vote of the Board and such vote is duly recorded in the minutes of the meeting.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

VSBPE COMMITTEES

A. Permanent Standing Committees

1. Teacher and Administrator Relicensing Committee
 - a) The majority of this Committee will be teachers
 - b) The principal duties of this Committee are to:
 - (1) Oversee the operation of the Local and Regional Standards Boards and the relicensing process.
 - (2) Ensure that all those holding an Educator license have a mechanism to seek approval for an Individual Professional Development Plan and a recommendation for relicensure.
2. Higher Education Committee
 - a) The principal duties of this Committee are to:
 - (1) Oversee the Program Approval Process for educator preparation programs. The process shall include assigning appropriate members to review teams, training members of review teams and assisting the Standards Board in reviewing of the findings of the review teams.
3. Annually, after consultation with board members, the chair will make appointments to the standing committees.
4. The chairs of the standing committees will be elected annually by the members of each standing committee.

B. Ad-hoc Committees

1. The chairperson may appoint ad-hoc committees to address any related issues not assigned to the standing committees.

DATE ADOPTED: 10/30/92

DATE REVISED: 02/08/93, 3/12/08, 12/18/08

LEGAL REF: 16 VSA 1697; 1 VSA 310-320; Lic. Regs: 5610; 5620

CROSS REF: D1; D2; N1; N

ANNOTATIONS/BRIEF HISTORY: Noted in minutes 9/89, 5/90, 3/92, 11/07, 12/07, 1/08

C. Executive Committee

1. The Executive Committee will be composed of chair, vice chair, secretary, past chair, and chairs of standing committees.
2. The Executive Committee will assist the Chair in the formation of meeting agendas.
3. The Committee will review the annual report presented by the commissioner prior to presenting it to the full board.
4. The Executive Committee may address issues that need attention before the next Standards Board meeting.

D. Nominating Committee

1. A Nominating Committee shall be established annually to recommend candidates for chair, vice chair and secretary.
2. The Nominating Committee shall be composed of the chair or designee of each standing committee. If a standing committee chair is a potential candidate, then the standing committee should designate another member to serve on the nominating committee.

E. Strategic Planning Committee

1. A Strategic Planning Committee will be established to work in conjunction with staff to develop a long range plan.
2. The Strategic Planning Committee will be appointed by the chair of the Board and will consist of the chair, vice chair, secretary and no less than one member from each standing committee.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

PROPOSALS TO THE VSBPE

Proposals to the Vermont Standards Board for Professional Educators will be considered in the following manner.

A. Initiation of Proposal

A proposal on any issue pertinent to the charge of the Standards Board may be brought by any member or committee of the VSBPE, the Commissioner of Education or designees, the State Board of Education or a duly constituted organization concerned with educational matters.

Proposals shall be in writing and submitted to the Board Chair either directly or through the Licensing Office. The proposal shall specify the issue, the desired action, and the rationale for the proposed action.

B. Referral of Proposals

The Board Chair will receive all proposals and, in consultation with the Executive Committee, determine whether the proposal is within the scope of the Board's responsibilities and to which committee, if any, it will be referred. An effort shall be made to ascertain what other groups may be working on the same issue.

The chair may refer a proposal to the appropriate standing committee, establish an ad-hoc committee to research the proposal, or refer it to the full board.

Proposals shall be referred in as timely a manner as possible.

At a regular meeting, the chair will inform the VSBPE of all proposals received and to which committee, if any, they have been referred.

C. Committee Action

A committee to which a proposal has been referred will research the issue and recommend an action to the Standards Board. The committee shall adhere to all pertinent requirements of the "open meeting law".

The Department of Education shall be consulted for clarification and information regarding legal, educational and administrative ramifications of the proposal.

DATE ADOPTED: 10/30/92

DATE REVISED: 9/17/93, 3/12/08

LEGAL REF: 1 VSA 310-320; Lic. Regs: 5610

CROSS REF: C2, C3; G1

ANNOTATIONS/BRIEF HISTORY: Noted in minutes 9/89, 11/07, 12/07, 1/08

Efforts will be made to seek various points of view regarding the proposal including the view of those most affected by the proposal. These efforts may include public meetings.

As a result of its efforts, the committee will make a recommendation to the Standards Board regarding action on the proposal. The recommendation should be consistent with current regulations and adopted policies or specify any necessary changes to current regulations or policy.

The committee will also make a recommendation to the Standards Board as to whether the recommendation merits a public hearing. In the event a public hearing is held, the committee shall reconsider its recommendation in light of testimony received and report its recommendation to the Standards Board.

D. Standards Board Action

The Standards Board will act on committee recommendations at the next or later meeting. The Board may accept, reject for stated reasons, or revise the recommendations.

In the event a proposal is referred to the Standards Board as a whole, the Board will follow the same procedures indicated in paragraph C when addressing a proposal.

A proposal adopted by the Standards Board should be consistent with current regulations and adopted policies or specify any necessary changes to current regulation or policy.

E. Public Hearing

If a public hearing is deemed necessary by the Standards Board, a hearing will be scheduled by the Chair and public notice shall be given in accordance with law. In addition, organizations determined to have an interest in the proposal will be notified. A public hearing may, but need not be, scheduled in conjunction with a regular VSPBE meeting. The public meeting may be conducted with the full Board or a portion of the Board present or by the Chair or designee acting alone. The public hearing will be conducted according to the following procedures:

- ❖ all hearings shall be open to the public
- ❖ those wishing to testify must sign in
- ❖ witnesses may testify orally and/or submit testimony in writing
- ❖ unless otherwise permitted by the Chair or designee, each witness shall be permitted up to five minutes to testify
- ❖ testimony shall be recorded
- ❖ a summary of the testimony shall be prepared for the Standards Board

F. Rule Change

If the adopted proposal requires an amendment to the Standard Board Rules, the proposal will be forwarded in writing to the Department of Education. The Department will follow the procedures of Chapter 25 Title 3 in regards to rule making and to Title 16 VSA sec. 1695

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

ACTION PLAN AND RELATIONSHIP TO THE STATE BOARD OF EDUCATION

The Chair of the Standards Board or designees will represent the Standards Board at appropriate State Board of Education meetings.

The Standards Board shall develop an annual Action Plan. The Action Plan will include new issues for study and ongoing work to be completed by the Professional Standards Board. The annual Action Plan will be set by October 1 of each year.

DATE ADOPTED: 10/30/92

DATE REVISED: 1/15/04, 3/12/08, 12/18/08

LEGAL REF: 16 VSA 164; Lic. Regs: 5610

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in PSB Minutes 9/89, 1/04, 11/07, 12/07, 1/08

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**HIRING POLICY FOR LICENSING AND
PROFESSIONAL STANDARDS UNIT**

Position descriptions for staff to be hired, which include the major responsibilities and required qualifications, will be presented to the Standards Board for review and recommendations for revision prior to advertising.

Classified state employment positions will be advertised within the Department of Education, within the state agency network and in state newspapers according to state personnel procedures. Classified state employment positions will be subject to state personnel hiring and employment procedures.

Non-state employment positions may be filled through alternate procedures which will be discussed with the Standards Board prior to advertising.

Written applications will be screened according to the stated position qualifications. Highest rated applicants will be invited to interview.

The Chair of the Standards Board for Professional Educators, or designee, will join Department staff to interview finalists and participate in the final decision to select the successful candidates. Additional Standards Board members may be designated to join the process with mutual agreement between the Standards Board and Department staff. The Chair, in consultation with the Executive Committee, may waive the participation of the Standards Board in the interview and selection process.

DATE ADOPTED: 10/30/92

DATE REVISED: 12/3/93

LEGAL REF:

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in minutes 10/29/90

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

ADOPTION OF POLICIES

The Vermont Standards Board for Professional Educators (VSBPE) shall adopt policies in the following manner:

1. A policy may be proposed by any member or committee of VSBPE, the Commissioner of Education or his or her designee, the State Board of Education, or a duly constituted organization concerned with educational matters. Such proposals shall be accepted and referred by the Chair of the VSBPE to an appropriate committee for review and recommendation. A policy proposed by any other individual or organization may be accepted and referred by the Chair of the VSBPE as set forth above.
2. Upon recommendation of the appropriate committee, discussion of the proposed policy by the VSBPE shall take place at least one meeting prior to adoption of said policy. The committee recommendation and VSBPE discussion may occur at the same meeting. Notice of said discussion and adoption will be included on the VSBPE meeting agenda. The notice will include the title, the file code and a brief statement of the substance of the proposed policy and will indicate that public discussion of the proposed policy will be permitted.
3. In extraordinary circumstances that require the immediate adopting of a proposed policy, said proposed policy may be adopted without following the procedures set forth above. The said policy will remain in effect only if it is ratified at the next meeting of the VSBPE following its adoption.

DATE ADOPTED: 01/18/93

DATE REVISED:

LEGAL REF:

CROSS REF:

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**APPROVAL OF PLANS OF OPERATION FOR
LOCAL AND REGIONAL STANDARDS BOARDS**

A plan of operation for a local standards board in each supervisory union/district will be developed within the supervisory union/district. A plan of operation for a regional standards board to serve administrators will be developed within a region. Regions will usually be formed along the lines of the established superintendent regions.

- 1) Plans will be submitted to the standards board specialists at the Department of Education for review.
- 2) Those plans meeting the standards will be granted conditional approval pending final approval by the full Standards Board.
- 3) Those plans not meeting the standards will be returned for revision to local districts or regions and will be re-submitted to the standards board specialists for review.
- 4) The plans will then be forwarded to the Professional Standards Board for action.

The recommended plans of operation will be approved for a period of 7 years. Each local/regional standards board will monitor the implementation process during the first 2 years of its plan's operation and at the end of the third year, the local/regional standards board will identify in its annual report to the Standards Board for Professional Educators, areas of concern or problems that exists in the plan of operation and how it has modified the original plan.

Amendments to plans of operation are subject to approval by the VSBPE. Amendments shall be ratified by the staff served by the local or regional board according to its amendment or ratification procedures.

DATE ADOPTED: 10/30/92

DATE REVISED: 9/17/93, 12/18/08

LEGAL REF: Lic. Regs. 5620, 5630

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 9/17/90, 7/11-12/91

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**LICENSE RENEWAL FOR EDUCATORS
ON SABBATICAL OR LEAVE OF ABSENCE**

Educators who are on sabbatical or formal leave of absence from a school district or supervisory union/district shall be considered to be employees of that district or supervisory union/district for the purposes of renewing an educator license. Therefore, employees on sabbatical or formal leave of absence shall work through the appropriate local or regional standards to receive a recommendation for relicensure.

DATE ADOPTED: 5/4/96

DATE REVISED:

LEGAL REF: Lic. Regs: 5421; 5430; 5435; 5620; 5630

CROSS REF: D1

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON FINANCIAL GRANTS TO
LOCAL AND REGIONAL STANDARDS BOARDS**

It is the policy of the Vermont Standards Board for Professional Educators to provide some financial assistance in addition to the supervisory unions' responsibility for the support of local and regional standards boards.

Grants of a sum to be set annually will be available according to a method determined by the VSBPE and subject to the following conditions:

- 1) Financial resources are adequate
- 2) LSBs/RSBs have an approved plan of operation
- 3) LSBs/RSBs apply for the grant
- 4) LSBs/RSBs indicate how they plan to spend the money
- 5) LSBs/RSBs have submitted an accounting of the previous grant expenditures
- 6) LSBs/RSBs have completed the annual report required by the VSBPE
- 7) LSBs/RSBs meet any other conditions that may be established.

DATE ADOPTED: 10/30/92

DATE REVISED: 9/17/93, 1/15/04

LEGAL REF: 16 V.S.A. 1697, Lic.Regis: 5620; 5630

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 5/3-4/91; 8/22-23/91, 1/15/04

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON LICENSURE OF INDIVIDUALS WHO HAVE COMPLETED THEIR
ACADEMIC PREPARATION OUTSIDE OF THE UNITED STATES**

Individuals, who have completed their academic preparation outside of the United States, must have their academic background equated into American educational terms.

In order to determine eligibility for Vermont licensure the Licensing and Professional Standards Office will:

1. Require a minimum of a bachelors degree *where* specified in the regulations.
2. Require the applicant, if determined by the licensing office, to use a recognized credential service to translate his or her transcripts and determine that the applicant possesses a minimum of *the equivalent of a U.S.* bachelor's degree.
3. Require coursework in education of the exceptional *student* if it was not included in the applicant's preparation.
4. Require the applicant to demonstrate general knowledge of American history and culture.

There is no citizenship requirement.

DATE ADOPTED: 10/30/92

DATE REVISED: 5/22/06

LEGAL REF: Lic. Regs: 5230, 5231, 5330, 5610, 5820

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 12/9/90, 2/13/06, 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

POLICY ON RECENCY OF STUDY

A. Updated knowledge and skills

1 An applicant shall meet the following 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.

- a. Nine (9) credits of professional development in the endorsement area recommended for licensure, within the last seven (7) years are required.
- b. Three (3) of the nine (9) credits must align with the content and knowledge standards of the endorsement.
- c. Activities that qualify can be found in SB/H3.

DATE ADOPTED: 3/12/08

DATE REVISED:

LEGAL REF.: Regulations: 5310, 5320, 5321, 5330, 5331

CROSS REF.: H3

ANNOTATIONS/BRIEF HISTORY: Noted in minutes 1/22/08, 2/14/08

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
PROCEDURES FOR HEARING ENDORSEMENT PROPOSALS**

I. Purpose of Endorsements

All applicants for initial license as an educator are expected to demonstrate they can meet the General Principles required for licensure. An endorsement builds on these General Principles and represents the unique content knowledge and skills required for teaching specific subject matter, or otherwise practicing a particular aspect of the educational process. The ultimate purpose for endorsements is to provide students with highly qualified educators who can deliver the education necessary for students to achieve or exceed standards. Endorsements also influence the hiring process and staffing for schools, as well as shape educator preparation programs.

The VSBPE seeks to achieve a balance in the number and the specificity of endorsements in order to serve the primary purpose of furthering student learning while providing a realistic licensure system for Vermont schools and higher education preparation programs. To that end the following procedures apply.

II. Initiation of Proposal

A proposal to add, revise, or eliminate an endorsement(s) may be initiated by a member or committee of the VSBPE or by any duly constituted organization concerned with educational matters. Proposals shall be submitted in writing to the Chair of the VSBPE.

III. Content of Proposal

The written proposal shall specify the desired changes and include data that demonstrates the need for changes. In the event the VSBPE develops a consistent format for all endorsements, the new endorsement(s) should be proposed in that format or indicate why the format is inappropriate for the specific nature of the endorsement.

In addition, a proposal to add, revise, or eliminate endorsements shall, at minimum:

- a. Indicate how the proposal specifies a knowledge base unique to this endorsement that will serve to improve student learning;
- b. provide a rationale that the unique knowledge and skills cannot sufficiently be addressed through another endorsement or through the hiring process;
- c. indicate how the specified knowledge and skills for this particular field of practice builds on the General Principles required of all fields;
- d. indicate how the proposal aligns with *Vermont's Framework of Standards and Learning Opportunities*;

DATE ADOPTED: 10/30/92

DATE REVISED: 9/17/93; 2/9/95; 6/3/99

LEGAL REF: Lic. Regs.: 5150; 5232; 5235; 5440

CROSS REF: C1; C2; C3

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE minutes 1/21/91; 7/13/92

- e. document that the proposal is based on current research and best practices and that differing philosophies were explored;
- f. indicate what efforts were made to seek various, broad-spectrum points of view regarding the proposal, as well as the results of those efforts including documentation that all constituencies affected by the proposal were consulted; and
- g. indicate the impact this proposal might have on local schools and on higher education institutions that have educator preparation programs.

IV. Referral of Proposal

The Chair of the VSBPE shall, in consultation with the Executive Committee, refer a proposal to an appropriate committee of the Board.

At a regular meeting, the Chair will inform the VSBPE of all proposals received and the committee to which they have been referred.

V. Committee Action

The Department of Education will be consulted for clarification and information regarding legal, educational and administrative ramifications of the proposal.

The committee shall ensure that new or revised endorsements serve the purpose of endorsements and address the listed criteria for what endorsements should do. The purpose and criteria are stated in sections I and III.

The committee shall make a recommendation to the VSBPE as to whether or not the proposal merits a public meeting or public hearing.

VI. Public Hearing

If a public hearing is deemed necessary by the VSBPE, a hearing will be scheduled by the Chair and public notice shall be given in accordance with law. In addition, organizations determined to have an interest in the proposal shall be notified. A public hearing may, but need not be, scheduled in conjunction with a regular VSBPE meeting. The public hearing shall be conducted according to the following All hearings shall be open to the public

- Those wishing to testify shall sign in.
- Witnesses may testify orally and/or submit testimony in writing.
- Unless otherwise permitted by the Chair, or his or her designee, each witness shall be permitted up to five minutes to testify.
- Testimony shall be recorded.
- A summary of the testimony shall be prepared for the VSBPE.

VII. Recommendation

In the event a public hearing is held, the committee to which the proposal was referred under Section IV above shall reconsider the proposal in light of the testimony received and report its recommendation to the VSBPE in a timely fashion. If a hearing is not conducted, the committee shall report its recommendation directly to the VSBPE.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

POLICY ON MODERN/CLASSICAL LANGUAGE(S) - NATIVE SPEAKERS

Educators seeking a modern and/or classical language(s) endorsement who are native speakers of the target language must document proficiency in the target language. The documentation shall be as outlined in the Proficiency Section of the endorsement competencies.

Satisfactory documentation of proficiency in the target language will be recognized as the equivalent of 9 credits toward the minimum 18 credits required for an additional endorsement.

DATE ADOPTED: 9/8/94

DATE REVISED:

LEGAL REF: Lic. Regs. 5220; 5440; 5440-15

CROSS REF: F1

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE USE OF PROFESSIONAL DEVELOPMENT CREDITS
IN NEXT LICENSURE CYCLE**

Renewal of a Level II Vermont Professional Educator License is contingent upon satisfactory completion of professional development during the validity period of the license. In most cases, a license validity period begins on July 1 of the calendar year it is issued and ends on June 30 of the calendar year it expires. Historically, in order to apply to the appropriate licensure period, the professional development had to occur after July 1.

More recently, as educators complete their renewal requirements and develop a new IPDP, they are anxious to begin work on their new goals. In addition, colleges and schools are providing professional development opportunities earlier in the spring than has been past practice for summer sessions.

The VSBPE intends to provide flexibility that will maintain the concept of professional development within the licensure period and at the same time, support educators who wish to engage in high quality professional development related to their new IPDP and also address the changing time frame of professional development offerings.

To that end, it is the policy of the VSBPE that an educator may apply professional development to the next licensure period when the following conditions exist:

- the educator has met all requirements for relicensure and has received a recommendation for license renewal from the appropriate local or regional board,
- the educator has an approved IPDP for the ensuing licensure period on file with the appropriate local or regional board,
- the professional development aligns with the new IPDP and meets requirements of the local or regional board,
- the professional development takes place after January 1 of the calendar year in which the educator's license expires,
- approvals clearly indicate the licensure period to which the professional development applies

DATE ADOPTED: 12/03/98

DATE REVISED:

LEGAL REF: Lic. Regs: 5420; 5430; 5432

CROSS REF:

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON ACTIVITIES THAT QUALIFY FOR PROFESSIONAL DEVELOPMENT
CREDIT**

The following activities meet state professional development requirements for relicensure or reinstatement of a lapsed license and shall be approved by L/RSBs and the Licensing Office when the activities meet the requirements below and when all required documentation has been submitted. In some cases, there are restrictions on the total number of required credits that may be earned through particular categories of activities. (Other activities may be acceptable upon consultation with the L/RSB and the Licensing Office.)

- 1) In order to be approved, professional development activities submitted for license/endorsement renewal shall:
 - relate directly to the knowledge and performance standards of the endorsement(s) being renewed and/or to the *5 Standards for Vermont Educators* and 16 educator principles incorporated within the 5 standards, and
 - relate directly to the goals outlined in the educator's approved Individual Professional Development Plan (IPDP).
- 2) Relicensure credit may be awarded for activities that are paid or unpaid and required by the school/district or self-selected.
- 3) Relicensure credit is a unit of measure assigned by a local or regional standards board, or the Licensing Office, to professional development activities other than academic credit bearing courses that meet standards for relicensure/reinstatement. Fifteen (15) clock hours of professional development is equivalent to one (1) relicensure credit. Relicensure credits and academic credits apply equally toward relicensure/reinstatement requirements.
- 4) The minimum contact time required for relicensure credit to be accrued is one-half (½) hour.
- 5) Preapproval of professional development activities is suggested but not required.
- 6) Level I renewals require three credits of professional development in the endorsement area. One of the three credits must align with the content and knowledge standards of the endorsement.

Level II renewals require nine credits of professional development in the endorsement area. Three of the nine credits must align with the content and knowledge standards of the endorsement.
- 7) Credits earned by an educator during a licensure cycle may be used if applicable to address professional development requirements to renew multiple endorsements and also both Level I and Level II licenses.
- 8) All limitations in the grid below apply to Level II renewals only.

DATE ADOPTED: 6/3/99

DATE REVISED: 11/16/00, 3/15/05, 4/11/07

LEGAL REF: Lic. Regs: 5421, 5431, 5432, 5435

CROSS REF:

ANNOTATIONS/BRIEF HISTORY:

1. Academic Courses (graduate, undergraduate)

Documentation shall include:

- Official transcript or grade report

Limitations for Level II only:

- Credits granted will be equivalent to credit indicated on the transcript or grade report
- No limit on percentage of required credits that may be earned in this manner

2. Workshops/Seminars/Professional Conferences Sponsored by Credible and Recognizable Organizations (e.g., Vermont-NEA, ASCD, school districts, VASS, NSTA, DOE etc.)

Documentation shall include:

- Verification of participation, program content, and contact hours

Limitations for Level II only:

- No limit on percentage of required credits that may be earned in this manner

3. Designing, Developing and Teaching Courses or Workshops

Documentation shall include:

- Course or workshop syllabus
- Verification by institution or organization that course/workshop was held

Limitations for Level II only:

- Limited to initial offering or complete redesign of course/workshop
- Limited to 1/3 of required credits per endorsement

4. Applied Experience in Content Area of Endorsement Through Employment in a Related Non-Educational Setting or Internship, or Through Related Educational Travel or Volunteer Service

Documentation shall include:

- Description of job/position, educational travel, or volunteer service
- Employer or sponsor verification of experience or service, including number of hours or weeks of participation
- Documentation of the travel (may include journal, tickets, museum stubs, itinerary, etc.)

Limitations for Level II only:

- Limited to 1/3 of required credits per endorsement

5. Local School/District Activities or Action Research/Reform Projects

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project/activity convener of
 - participant's role
 - number of contact hours

Limitations for Level II only:

- Limited to 1/3 of required credits per endorsement

6. State Education Activities or Reform Projects/Committees

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project/activity convener of
 - participant's role
 - number of contact hours

Limitations for Level II only:

- Limited to 1/3 of required credits per endorsement

7. Institution of Higher Education Reform Activities – Partnerships with K-12 Schools

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project/activity convener of
 - participant's role
 - number of contact hours

Limitations for Level II only:

- Limited to 1/3 of required credits per endorsement

8. Educational Research and Publication

Documentation shall include:

- Verification of research and publication by recognizable and credible organization, or verification of acceptance of the thesis by an academic advisor in the case of degree-related research

Limitations for Level II only:

- Limited to 1/3 of required credits per endorsement

9. National Board for Professional Teaching Standards (NBPTS) Certification

Documentation shall include:

- Letter from the state of Vermont Department of Education National Board Certification Coordinator verifying submission of the portfolio, or a copy of the National Board Certificate earned

Limitations for Level II only:

- A NBPTS portfolio may be submitted in lieu of a relicensure portfolio only once for each comparable endorsement unless the educator also completes the certificate renewal process. (Please contact the Department of Education or L/RSB for an updated list of the comparable endorsements.)

10. Industry credentials (e.g., Emergency Medical Technician) or Commercial Driver's License (CDL) add-ons

Documentation shall include:

- Official documentation of passage of the examination or receipt of the first CDL

Limitations for Level II only:

- Limited to 1/3 of required credits per endorsement
- Limited to first issuance of credential or CDL

11. Peace Corps Experience

Documentation shall include:

- Verification by the organization director (or equivalent) of participant's role and number of months of participation

Limitations for Level II only:

- Limited to 2/3 of required credits per endorsement

12. Clinical Continuing Education Required for Other Required Professional Licensure (applies to Educational Speech-Language Pathologists, School Nurses and Associate School Nurses, School Social Workers, and School Psychologists only)

Documentation shall include:

- Official transcript or grade report if an academic course
- Verification of participation, program content, and contact hours if a workshop/seminar/professional conference

Limitations for Level II only:

- Limited to 1/2 of required credits per endorsement

13. School-Business/Industry or School-Community Partnership Initiatives

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project organizer of
 - participant's role
 - number of contact hours

Limitation for Level II only:

- Limited to 1/3 of required credits per endorsement

14. Participation in a Mentoring Program as a Mentor or Mentee

Documentation shall include:

- Brief description of outcomes from mentoring program
- Verification by mentor of participant's role accompanied by number of hours
- Verification by the school principal of assignment to this role of mentor, number of mentees mentored, and total number of mentor training and contact hours involved

Limitation for Level II only:

- Limited to 1/3 Maximum of 3 credits may be awarded for participation in a Mentoring Program as a Mentor or Mentee.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON NATIONAL BOARD CERTIFICATION IN LIEU
OF A RE-LICENSURE PORTFOLIO**

Beginning September 1, 2004, if an educator intends to submit his or her National Board Certification in lieu of a re-licensure portfolio, his/her IPDP must be amended to reflect its use as such at least one year before the license is to expire. A letter from the Vermont Department of Education National Board Certification Coordinator verifying submission of the portfolio, or a copy of the National Board Certificate earned, must be submitted to the Local or Regional Standards Board along with current IPDP.

A National Board Certification Portfolio may be submitted in lieu of a re-licensure portfolio only once for each comparable endorsement. Comparable endorsements will be established by the VSBPE and the Department of Education and will be updated annually.

In addition, the educator will need to submit a new IPDP for the ensuing licensure period as per Regulation 5432 D.4. And if the educator has endorsements being renewed, other than the one addressed in the National Board Certification portfolio, the educator will need to submit evidence of the professional development required for those endorsements as per Regulation 5432 D.2.e and 3.

DATE ADOPTED: 10/15/04

DATE REVISED:

LEGAL REF: Lic. Regs: 5432D.5

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE minutes 8/9-10/04, 10/15/04

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON APPOINTMENT OF TEAMS TO EVALUATE EDUCATOR
PREPARATION PROGRAMS AND ALTERNATE ROUTES**

The VTDOE and the VSBPE work to create review teams that are balanced in terms of expertise, content knowledge, and instructional level.

It is the policy of the VSBPE to attract the most qualified individuals to serve on visiting teams in the education preparation program approval process. All team members will be trained in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, the endorsement requirements, and the ROPA process for reviewing programs.

The Review Team will be determined by the VTDOE and approved by the institution. The Team will then be approved by the VSBPE. The size of the team depends on the number of licensing areas to be evaluated and is comprised of specialists in the endorsement(s) area being sought.

The team will include:

A Chair who will be a member of the professional teacher education community from out-of state*

One (1) member of the VSBPE

One (1) member of the professional teacher education community from Vermont

Two (2) members at large recommended by the VSBPE Higher Education Committee

Additional members may be added to the team at the discretion of the VSBPE.

* Required for full program reviews only.

DATE ADOPTED: 10/30/92

DATE REVISED: 4/30/93; 4/12/06; 3/12/08

LEGAL REF: Lic. Regs: 5920; Mem. of Agr: Sec. VII

CROSS REF: N1; N3

ANNOTATIONS/BRIEF HISTORY: Adopted by State Board of Ed. 5/14/90 Noted in PSB Minutes 7/30-31/90; 3/22/06; 2/14/08

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON FOLLOW-UP VISITS FOR TEACHER EDUCATION
PROGRAMS WHO HAVE BEEN GRANTED LIMITED OR
CONDITIONAL APPROVAL**

It is the policy of the Professional Standards Board that follow up visits by the Board are required to all colleges and universities where the original visiting team for program approval granted conditional or limited approval because of areas of needed improvement. Exceptions may be granted by the Board after recommendation by its Higher Education Committee. Requests for such exceptions may originate with the Higher Education Committee or the institution.

DATE ADOPTED: 10/30/92

DATE REVISED:

LEGAL REF:

CROSS REF: N1; N2

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 7/13-14/92

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

POLICY ON THE APPROVAL OF ALTERNATE ROUTE PROGRAMS

Licensing regulation 5332 gives the VSBPE the authority to approve alternate route programs. All alternate routes to licensure are therefore required to seek program approval through the Results Oriented Program Approval (ROPA) process. Such a requirement assures quality programs that meet Vermont's rigorous program approval standards and that address the needs specific to Vermont schools. Additionally, organizations creating an alternate route program are expected to use the VSBPE's *Recommendations for Alternate Route Programs* in the design of a program.

Candidates enrolled in an approved alternate route program will be eligible for the Teaching Intern License.

DATE ADOPTED: 1/22/08

DATE REVISED:

LEGAL REF: Lic. Regs: 5332

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in Minutes 11/13/07

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE SELECTION AND TRAINING OF MEMBERS OF VISITING
TEAMS FOR EDUCATOR PREPARATION PROGRAMS AND
ALTERNATE ROUTE APPROVAL VISITS**

It is the policy of the Vermont Standards Board for Professional Educators (hereinafter "Standards Board") to attract the most qualified individuals to serve on Results Oriented Program Approval (ROPA) review teams for educator preparation and alternate route programs.

At the same time, it is essential to the operations and credibility of the ROPA process that a visiting team be independent and impartial and that its recommendations be made solely on the merits of the institution visited.

Public confidence in the integrity of the Standards Board and the ROPA process may be lessened whenever a conflict, or perceived conflict, exists between the private interests of a visiting team member and his or her official responsibilities.

I. Review Team Selection Procedures

A. At such time as a visiting team is to be selected, the Licensing and Professional Standards Office shall develop a proposed list of individuals to serve on the visiting team. The Licensing and Professional Standards Office shall contact each person on the list and, in addition to inquiring as to the willingness of each person to serve, shall determine whether any actual or perceived conflicts of interest might interfere with the person's service on a visiting team.

B. The Licensing and Professional Standards Office and the VSBPE work to create review teams that are balanced in terms of expertise, content knowledge, and instructional level. The size of the team depends on the number of licensing areas to be evaluated and is comprised of specialists in the endorsement(s) area being sought. The team will include:

- A Chair who will be a member of the professional teacher education community from out-of state*
- One (1) member of the VSBPE
- One (1) member of the professional teacher education community from Vermont
- Two (2) members at large recommended by the VSBPE Higher Education Committee

Additional members may be added to the team at the discretion of the VSBPE.

* Required for full program reviews only.

DATE ADOPTED: 3/21/94

DATE REVISED: 4/12/06, 12/18/08

LEGAL REF: Lic. Regs. 5920; Memorandum of Agreement - Sec.VII

CROSS REF: N1, N2, N3

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

C. Upon the Licensing and Professional Standards Office's satisfaction that the team contains persons who are qualified to serve and would not present any actual or perceived conflict of interest, the institution to be visited shall be notified of the names of proposed visiting team members. The institution may request in writing that one or more members be removed from the team and a substitution be made either because of a lack of qualifications, conflict of interest, perceived conflict of interest, or concerns regarding the overall makeup of the team. The underlying reasons for the request shall be included in the written request. The request shall be submitted to the Licensing and Professional Standards Office.

D. Upon receipt of such request, the Licensing and Professional Standards Office shall notify the member or members identified by the institution of the request and of the underlying reasons therefore. Substitutions will be made by the Licensing and Professional Standards Office until there is consensus with the program as to the make up of the team.

E. The Licensing and Professional Standards Office shall present the team to the Higher Education Committee of the Standards Board for review and approval. The Higher Education Committee will then submit the team proposal to the full Board for approval.

II. Training of the Review Team

All team members will be trained in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, the endorsement requirements, and the ROPA process for reviewing programs.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE USE OF
RESULTS OF PROGRAM APPROVAL VISITS**

If an institution uses the results of its program approval visit in its publications, it must include program approval status and must ensure that all material presented is accurate, current and balanced.

DATE ADOPTED: 2/9/95

DATE REVISED:

LEGAL REF: Lic.Reg: 5900

CROSS REF: N1; N2; N3; N4

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY AND PROCEDURES ON IMPLEMENTING RECOMMENDATIONS FOR
LICENSURE THROUGH APPROVED PROGRAMS**

As a matter of policy, the Standards Board for Professional Educators is committed to a successful transition for a student completing an approved program to becoming a licensed educator.

The recommending institution and the Licensing Office of the Department of Education are partners in this transition and every effort should be made to ensure accurate, consistent, and efficient procedures for implementing a final recommendation for licensure and issuing a license.

After consultation with representation from educator preparation institutions and the Licensing Office, the procedures of the recommending institution and the Licensing Office have been delineated.

Procedures for the recommending institution will include:

- having a shared decision-making process, with institutional appeal procedures, which will result in a licensure recommendation;
- having one person, other than the registrar, be responsible for affixing the "caused to be" stamp to the transcript. The person is the "final checker".
- maintaining clear records on issues of licensure and keeping those records in one location;
- providing to the Licensing Office an annual list of all recommendations for licensure.

Procedures for the Licensing Office will include:

- creating applications and providing them to the institutions;
- processing applications when all information, including transcripts, is complete;
- only accepting transcripts that have the official recommendation stamp. The wording on the official stamp shall be the same at each institution.
- setting up a file for each individual recommended for licensure;
- checking criminal records, oath, child support and tax forms;
- issuing the license to the educator;
- reviewing a sampling of applications for accuracy, including but not limited to, program of preparation, student teaching, degrees conferred.

DATE ADOPTED: 6/1/95

DATE REVISED:

LEGAL REF: Memorandum of Agreement-Sec.VII; Lic. Regs: 5310; 5900

CROSS REF: N3; N4; N5

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON INTERPRETATION OF THE MAJOR IN THE LIBERAL ARTS
OR SCIENCES**

Licensing regulations require that, with a few specified exceptions, all candidates for licensure shall hold a baccalaureate degree from an accredited institution and shall have successfully completed a major, or its equivalent, in the liberal arts or sciences, or in the content area of the endorsement sought. The equivalent of a major is defined in the regulations as "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." An interdisciplinary major is defined as "a planned program of study, approved by the institution, which includes courses in no more than three disciplines in the liberal arts or sciences and at least eighteen (18) hours in one of those disciplines."

It shall be the policy of the Standards Board to interpret these regulations as follows:

- I. All baccalaureate candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:
 - a. A major listed on their transcript; or
 - b. Thirty credit hours that fulfill the definition of the equivalent of a major or interdisciplinary major as defined above.

- II. All post-baccalaureate and master's candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:
 - a. A major listed on their transcript; or
 - b. Thirty credit hours that fulfill the definition of the equivalent of a major or interdisciplinary major as defined above; or
 - c. Documentation and evaluation of equivalent learning experiences.
 - d. A combination of "b" and "c".

DATE ADOPTED: 5/3/96

DATE REVISED: 4/12/06, 12/18/08

LEGAL REF: Licensing Regulations: Definitions; sec. 5231; sec. 5900

CROSS REF: N1; N6; N7

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06, 3/22/06

- III. Evaluation and documentation of the major or the equivalent of a major is the responsibility of the recommending institution or process. Each institution with an approved program, the Peer Review process, or any other alternate processes for becoming licensed specified in section 5300 of the licensing regulations shall define its own process for students to document, and for the institution or process to evaluate, the major in the liberal arts or sciences, coursework equivalent to the major in the liberal arts or sciences as defined above, or equivalent learning experiences. Each institution shall document its process in its Institutional Portfolio for program approval.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON ALTERNATIVE TO STUDENT TEACHING IN
APPROVED PROGRAMS**

The Standards Board for Professional Educators believes that a supervised, concentrated field experience in an appropriate setting is a necessary component in the development of competent educators. The majority of individuals seeking licensure through an approved Vermont Educator Preparation Program complete a traditional student teaching experience. A candidate, seeking licensure through an approved program, who has had extensive teaching experience that may have been in a setting other than a regular public school classroom may apply all or part of that experience as an alternative to student teaching. The alternative experience is evidenced by the following criteria:

1. Verification of the equivalent of twelve (12) consecutive weeks of teaching experience in an educational setting.
2. Supervision by a qualified person (i.e. a certified educator or a professional, who carries a credential or license appropriate to the occupation, in the field). The qualifications are determined by a resume review.
3. Documentation of sustained supervised experience in the knowledge and performance standards as well as any additional requirements in the endorsement area or field.
4. Documentation of sustained supervised experience at the instructional level for which licensure is sought.

Responsibility for determining an alternative experience rests with the institution.

DATE ADOPTED: 6/4/96

DATE REVISED: 4/12/06

LEGAL REF: Lic. Regs: Definitions; sec. 5234; sec. 5900

CROSS REF: N1; N6; N7; N9

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHER PLACEMENT
WITH A NON-VERMONT LICENSED COOPERATING TEACHER**

In order to place student teachers with non-Vermont licensed cooperating teachers, educator preparation programs must have a written policy, approved by the Vermont Standards Board for Professional Educators (VSBPE), for these placements. This policy will be reviewed as part of the ROPA process.

Each college will submit policies and procedures ensuring the quality of these placements consistent with *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals* including the *16 Principles for Vermont Educators*, and the knowledge and performance standards as well as any additional requirements for the endorsement area(s).

Data concerning these placements will be maintained by each program and included in the Institutional Portfolio for review.

Alternate routes to licensure are also subject to this policy.

DATE ADOPTED: 7/15/99

DATE REVISED: 4/12/06

LEGAL REF: Lic.Reg.s: 5923.3 b

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHING AND PRACTICUM REQUIREMENTS FOR
MULTIPLE INITIAL ENDORSEMENTS***

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the student shall gradually assume *the full professional roles and responsibilities of the initial endorsement area sought* (section 5150)."

Programs must document that their candidates seeking multiple initial endorsements* are meeting all the knowledge and performance standards and additional requirements, if any, for each endorsement of the licensure recommendation. This may mean that one or more practica are required in addition to student teaching.

Approved programs that determine it is appropriate to divide the student teaching experience among different placements must submit information regarding the institution's rationale with supporting documentation to the VSBPE for consideration. Documentation should detail how candidates will be meeting the intention of the student teaching requirement through the split placements.

Documentation of the request, a copy of the institution's written policy on divided student teaching placements, and the Board's approval will be placed on file at the Department of Education. Such placements and the supporting documentation will be reviewed thereafter as part of the full-program ROPA review process.

* "Initial Licensure" means the first professional educator license and endorsement acquired by an applicant. All subsequent licenses and/or endorsements shall be considered additional, whether they are acquired concurrently or subsequently.

DATE ADOPTED: 3/15/05, moved to Section N 3/28/06

DATE REVISED: 5/22/07, 2/14/08

LEGAL REF: Lic. Regs: 5442, 5443, 5444, 5923

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE minutes 11/8/04, 11/13/07, 12/10/07, 1/22/08

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHING AND PRACTICUM REQUIREMENTS FOR
MULTI-LEVEL SINGLE ENDORSEMENT**

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including 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* (section 5150)."

Programs must document that their candidates seeking a multi-level endorsement are meeting all the knowledge and performance standards and additional requirements, if any, for the grade levels of the licensure recommendation. This may mean that one or more practica are required in addition to student teaching.

Approved programs that determine it is appropriate to divide the student teaching experience among different placements must have a written policy regarding the institution's rationale with supporting documentation. Documentation should detail how candidates will meet the intention of the student teaching requirement through the split placements. Such placements and the supporting documentation will be reviewed as part of the full-program ROPA review process.

DATE ADOPTED: 3/15/05, moved to Section N 3/28/06

DATE REVISED: 5/22/07, 2/14/08

LEGAL REF: Lic. Regs: 5442, 5443, 5444, 5923

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE minutes 11/8/04, 11/13/07, 12/10/07, 1/22/08

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

POLICY FOR REQUESTS FOR APPROVAL OF NEW PROGRAMS

To request a review of a new educator preparation program, a college must follow the following steps and observe the following timelines:

1. A letter from the president to request the visit must be received at least six months before the program review visit is conducted. Accompanying this request should be a Design Document detailing the proposed program. Additionally, programs should provide documentation of progress existing programs have made toward addressing the concerns of the visiting team(s). Pay special attention to programs under conditional approval.
2. Upon receipt of the request, The VSBPE will consider the Design Document and seek clarification from the institution, as needed, before approving a visit.
3. The visit date will be established by the VTDOE in cooperation with the institution. The Review Team will be determined by the VTDOE and approved by the institution. The team will then be approved by the VSBPE.
4. At least two months prior to the scheduled visit, the Institutional Portfolio should be sent to the VTDOE and to members of the Review Team. The VTDOE reviews the Institutional Portfolio and makes one of the following determinations:
 - Not enough information was provided for the visit to take place
 - More information is needed prior to the visit
 - Visit is ready to take place
5. Visit is conducted.

*Please note: New programs can only be conditionally approved for one to two years or denied approval by the Review Team. New programs cannot receive full approval until the end of a two-year period.

DATE ADOPTED: 10/14/99

DATE REVISED: 4/12/06, 12/18/08

LEGAL REF: Lic. Regs.: Section 5900

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
POLICY ON ACADEMIC COMPETENCE FOR STUDENT TEACHING**

Statement of Purpose. This policy is to provide guidance to approved educator preparation programs on the application of Vermont State Board of Education Rule 5923.2 (c), establishing academic standards for candidates for student teaching. The VSBPE interprets Rule 5923.2 (c) as follows:

Policy.

1. An approved teacher preparation program is not required to use a particular minimum grade-point average (e.g. 3.0 on a 4 point scale) when determining whether a student has attained the B average required to begin student teaching. However, an approved program must apply the same grade-point standard to student teaching candidates as is applied by the program's host institution to determine other academic honors, such as its Dean's List or Honor Roll.

For example, a student with a 2.8 grade-point average will qualify for student teaching if a 2.8 grade-point is treated by his or her institution as a B average for all other purposes. Accordingly, if an institution equates the attainment of a 3.0 grade-point average with a B average, a student must have achieved a 3.0 average at that institution before entering student teaching.

2. In accordance with Rule 5923.2 (c), a student who has not attained academic competence as attested by an overall B average, and a B average in field of major studies as defined by the institution, prior to beginning student teaching may be placed in a student teaching position on written assurance of intellectual competence by the institution's academic dean.

DATE ADOPTED: 7/31/01

DATE REVISED: 4/12/06

LEGAL REF: Rule 5923.2 (c)

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON PROGRAM APPROVAL FOR VARIOUS EDUCATOR PREPARATION
DELIVERY MODELS AND RECOMMENDATIONS FOR LICENSURE OR
ADDITIONAL ENDORSEMENTS**

Vermont institutions and alternate routes to licensure offer a variety of delivery models for the preparation of educators within their programs. These may include the following:

- Undergraduate- Designed for candidates in a bachelor’s degree program who are seeking a recommendation for initial licensure.
- Post-baccalaureate- Designed for candidates who have an undergraduate or graduate degree and seek only to complete a program’s licensure requirements and seek initial licensure. Candidates may go on to complete a master’s degree, but this is not a requirement for licensure recommendation.
- Masters- Designed for candidates who have an undergraduate degree and are seeking a recommendation for either an initial license or a second endorsement in conjunction with a master’s degree.
- Certificate of Advanced Graduate Study (CAGS)- An individualized program designed for candidates who hold a masters degree and are completing requirements for an additional endorsement.

In any of the above delivery models, an individualized program may be designed for candidates using the frame of the existing program.

The approval process for all educator preparation programs will include review of each program’s system for reviewing entrance and exit requirements. These requirements must include a process for review of applicants’ academic credentials, including their demonstration of all general licensure requirements (e.g., academic major in the liberal arts or sciences, or the equivalent), and all endorsement requirements, including knowledge and performance standards and additional requirements, for the endorsement, if any, prior to recommendation. Specifically, when a person is admitted into a preparation program, institutions or alternate routes must complete a comprehensive transcript review to assess the candidate’s prior academic work for both breadth and mastery and to determine where the candidate stands in relation to the general licensure and specific endorsement requirements. This may necessitate that the institution create an individual plan of study for a candidate needing coursework beyond the program’s requirements prior to recommendation.

DATE ADOPTED: 11/8/04

DATE REVISED: 5/13/08

LEGAL REF: Lic. Regs: 5931

CROSS REF: Noted in VSBPE minutes 1/15/04, 2/5/04, 3/8/04, 3/29/04, 10/15/04, 2/14/08, 3/12/08

ANNOTATIONS/BRIEF HISTORY:

VSBPE Policy Manual: Section N – Program Approval of Teacher Education Programs

Each of the above delivery models will be considered as a separate program at the institution or alternate route; therefore information on each program must be included in the institutional portfolio, two-year reports, and communication with the DOE regarding approved programs.

The Licensing Office can only accept recommendations for initial licensure or additional endorsement from candidates who have completed an approved licensure program in its entirety.

Guidelines for Developing Successful Educator Mentoring Programs

Approved by the VSBPE February 15, 2005

Mentoring is an essential component of the preparation and induction of new educators, and of the continuum of professional preparation, development, and leadership. Research shows that when done well, mentoring improves new teacher and thereby student performance, reduces educator turnover, and improves school climate.

These guidelines are intended to assist supervisory unions, school districts, and other entities in the design of effective mentoring programs for new educators. The components are organized in order of priority when initiating a mentoring program.

Mentoring

Mentoring is a structured program that pairs a mentor with an educator who is either new to the profession or new to the school, in order to provide training, orientation, assistance and support.

Mentors are experienced educators who have demonstrated high quality instructional practice and who are trained in mentoring to provide consistent individual guidance and support.

Components of Successful Mentoring Programs

Effective mentoring programs for new educators include the following five components:

1. A Structured Process That Is Focused On A Model of Practice Designed to Improve Student Learning

A Research-Based Model or Definition of Effective Practice: Effective mentoring programs are based upon a specific model or definition of effective educational practice that informs the objectives and substance of both the mentoring program and the supervision and evaluation system within the school and district. The model or definition is thoroughly understood by the mentors and drives the content and structure of mentoring activities.

Program and Individual Goals: Mentoring programs include both program and individual goals. Program goals specify the desired outcomes of the mentoring program at the school and/or district level and identify the means of evaluating the effectiveness of the program in relation to those goals. Program goals must be communicated to all members of the school community. Individual goals are developed by the new teacher in collaboration with their mentors, within the framework of the model or definition of effective practice, the *5 Standards for Vermont Educators*, and the school or district's Action Plan.

2. *Defined Criteria and Procedures for Selection of Mentors and Placement of New Educators*

There must be clear criteria and procedures for selecting mentors and for matching mentors and new educators. Important considerations include physical proximity and congruity of content and/or instructional level. In addition, there must be a process for on-going assessment of the relationship and of the mentor's skills.

3. *Initial and On-Going, Research-Based Training for Mentors*

There must be initial and on-going, research-based training for mentors in essential skill areas. These include adult learning theory, evidence-based observational skills, action research, and coaching skills.

4. *Complete Separation of the Mentoring and Performance Evaluation Processes*

The mentoring process must be clearly separated from the performance evaluation process. The mentor must not be involved in any way in evaluating the new educator for employment purposes.

5. *Adequate Time for the Mentoring Relationship to be Successful*

Duration: The mentoring relationship for a Level I educator should last a minimum of two years, with the most intense contact occurring during the first year. The intensity and content of the partnership will vary somewhat depending on whether the mentee is new to education (defined as having three or fewer years of experience) or is an experienced educator teaching in a new endorsement area.

Intensity: There must be consistent, dedicated time for each mentor/mentee pair to meet (not to take the place of individual or team planning time). At least weekly meeting time is recommended in the first year of the mentorship for the mentor and new teacher to jointly plan instruction and problem-solve difficult issues that have arisen in the classroom. In addition, at least monthly release time (a minimum of 3 hours/month) is recommended for mentor and new teacher to conduct structured observations of each other's practice.

To ensure successful implementation of these guidelines, it is recommended that mentoring programs provide a means for recognition and/or compensation for the mentor's training and work (e.g., stipends, relicensure or academic credit, public acknowledgement)

For further information on mentoring programs, please consult *The Vermont Field Guide to Educator Mentoring* (Spring 2003, The Teacher Quality Enhancement Program).

Guidelines for Developing Successful Educator Mentoring Programs

Approved by the VSBPE February 15, 2005

COMPONENT	EXPLORATION	TRANSITION	FULL IMPLEMENTATION
<p>Structured Process for Developing a Mentoring Program</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate research-based models for mentoring <input type="checkbox"/> Consider definition of effective teaching practices <input type="checkbox"/> Identify possible desired outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Adopt model for mentoring based on information gathered in investigation <input type="checkbox"/> Create or adopt working definition of effective teaching practices <input type="checkbox"/> Develop program goals that specify desired outcomes at district level 	<ul style="list-style-type: none"> <input type="checkbox"/> Model for mentoring is thoroughly understood by mentors and all other members of school community <input type="checkbox"/> Mentoring model aligns with supervision/evaluation systems <input type="checkbox"/> Definition is thoroughly understood by mentors <input type="checkbox"/> Mentoring aligns with supervision/evaluation systems and effective teaching practices <input type="checkbox"/> Create mentoring activities based on model/definition <input type="checkbox"/> Identify means of evaluating effectiveness of program in relation to program goals <input type="checkbox"/> Communicate program goals to all members of school community <input type="checkbox"/> Develop mentee goals with mentor within model/definition

Page references refer to The Vermont Field Guide to Educator Mentoring – First Edition

Guidelines for Developing Successful Educator Mentoring Programs (Cont.)

COMPONENT	EXPLORATION	TRANSITION	FULL IMPLEMENTATION
Defined Criteria and Selection Process for Mentors and Their Assignments	<ul style="list-style-type: none"> <input type="checkbox"/> Identify possible criteria for selection of mentors 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish criteria for selection of mentors <input type="checkbox"/> Develop procedures for selection of mentors and their assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish and implement procedures for matching mentors with mentees <input type="checkbox"/> Establish process for evaluating on-going relationship between mentor and mentee
Research Based Training and Support	<ul style="list-style-type: none"> <input type="checkbox"/> Identify effective practices for mentor training <input type="checkbox"/> Identify resources needed to support initial and on-going training of mentors 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose or develop appropriate training for your district <input type="checkbox"/> Provide initial training for mentors in essential skill areas 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide on-going training for existing mentors <input type="checkbox"/> Provide opportunities for collegial support among mentors <input type="checkbox"/> Provide initial training for additional mentors to expand district pool
Separation of Mentoring and Evaluation		<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between mentoring program and performance evaluation system 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate clear and deliberate separation of mentoring program and performance evaluation system
Intensity of Mentoring Relationship	<ul style="list-style-type: none"> <input type="checkbox"/> Determine resources needed to provide appropriate mentoring support <input type="checkbox"/> Consider differentiated levels of intensity according to individual needs <input type="checkbox"/> Develop strategies for providing time for mentor/mentee observations and consultation 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish appropriate mentoring program <input type="checkbox"/> Establish procedure for determining appropriate level of intensity of individual mentoring program <input type="checkbox"/> Pilot strategies for providing time for mentor/mentee observations and consultation 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide for consistent mentor/mentee relationship <input type="checkbox"/> Provide level of intensity of mentoring appropriate to mentee's identified needs <input type="checkbox"/> Provide released time for structured observations <input type="checkbox"/> Provide consistent, dedicated time for mentor/mentee consultation

Appendix B

Recommendations for Alternate Route Programs

Approved by the VSBPE on June 23, 2006

Preface

Today's educators are no longer prepared solely through four-year programs run by the education departments of institutions of higher education. Alternative or non-traditional preparation programs now offer candidates the opportunity to enter the teaching profession through a wide-variety of paths. In January of 2006, the Commissioner of Education, Richard Cate, directed the Vermont Standards Board for Professional Educators (VSBPE) to develop recommendations for an alternate route to licensure for the State Board of Education to consider, a directive that emerged from one of the focused strategies noted in the Vermont Department of Education's Strategic Plan. The route, Cate posed, should transition teaching candidates into the classroom sooner than existing Vermont preparation programs currently do. Interested candidates, in this way, could earn a salary while working towards their license in collaboration with an institution of higher education. The VSBPE was also given the following criteria to consider when making their report: candidates should possess a BA, but it need not be specific to the education field; prior to entering a classroom, candidates should receive intensive instruction in pedagogy; candidates will complete additional coursework at an institution of higher education while teaching; and mentors will support candidates in the classroom.

With these criteria in mind, the VSBPE examined eight existing alternative route programs across the country in conjunction with the available research on quality alternatives in teacher preparation. Having reviewed the research, the Board chose to carefully analyze three specific alternate route programs: Connecticut's ARC, New York's Bank Street Internship Certificate Credential, and North Carolina's NC TEACH. The VSBPE then used the experiences of these highly regarded programs and the research of experts to guide its own formulation of what a quality alternate route program in Vermont should look like. The document that follows is not intended to describe a specific alternate route. Instead, the Board hopes that its recommendations will be used as a starting point for the creation of an alternate high quality teacher preparation program.

Introduction

Institutions of higher education across Vermont currently offer high-caliber traditional and alternative teacher preparation programs at all levels. Examples of the alternative routes that Vermont offers include the following: post-baccalaureate, transcript analysis, and Peer Review. As these alternate programs are approved teacher preparation programs, Vermont does not designate them "alternative programs," though another state may so label a similar program. Vermont's Peer Review process is currently considered Vermont's only alternate route to licensure, though it too will undergo the program approval process this fall. Candidates seeking entry into the teaching profession clearly have many options.

The VSPBE is well aware, however, of the growing problem of teacher shortages and the issues surrounding educator quality across the country. While shortages are not widespread in Vermont, it is clear that there are fewer highly qualified candidates in particular fields and that some schools remain hard-to-staff for a variety of reasons. Mid-career changers entering the

profession can certainly benefit our schools with their valuable life experiences and willingness to serve where they are needed. To garner full support for a new route to licensure then, the VSBPE recommends that any alternate program first be designed to address the needs specific to Vermont schools.

The VSBPE also feels strongly that candidates entering the profession through whatever means be held to the same standards. Current applicants for a Vermont professional educator license must meet the general requirements detailed in sections 5231 through 5240 of the Vermont regulations. Although candidates in alternate programs may not meet these requirements through conventional means, they should be held accountable for them. Such a condition assures that Vermont students are taught by an effective teacher and that schools are served by a committed educator.

Entrance Requirements

It is of critical importance that an alternate teacher preparation program only admits candidates who can successfully learn to teach in an abbreviated time period while working in the classroom. Research shows that the brevity of most alternative programs necessitates that candidates be selected with the “content knowledge, prior experience, skills, and attitudes that would make the expectation of quick entry and on-the-job training realistic.”¹ With this in mind, the VSBPE reasons that the selection process must carefully first evaluate a candidate’s aptitude for teaching and then his or her suitability for the program’s particular structure. The application process might, for instance, include a tool designed to specifically measure the candidate’s attitudes and disposition. The program should also only select candidates who possess: a baccalaureate with a major in the liberal arts and sciences, a 3.0 GPA, passing Praxis I and II scores (as applicable), three letters of recommendation, and sustained experiences working with children or adolescents. This rigorous selection process should further identify talented candidates through an interview process, writing sample, and by reviewing transcripts for the endorsement requirements. Applicants selected with academic deficiencies ought to develop a formal plan to address them as condition for admission.

The ultimate success of the program will, no doubt, depend in large part on the thoroughness of this admissions process. The VSBPE agrees with one Bank Street faculty member who says: “We have a responsibility to children and to the profession. It’s better to take time in the selection process and avoid having to counsel people out of programs later on.”²

Professional Knowledge Development

A strong alternative program will assure that its candidates complete an ongoing, demanding sequence of courses or seminars that address the essential knowledge base of teaching. Research shows that effective programs design a solid curriculum that covers classroom basics and pedagogy initially with more challenging information and instruction provided as candidates progress.³ The VSBPE recommends that prior to becoming the teacher of

¹ Susan Moore Johnson, et al., “A Difficult Balance: Incentives and Quality Control in Alternative Certification Programs,” *Project on the Next Generation of Teachers*, Harvard Graduate School of Education, April 2003.

² Darling-Hammond, L., & MacDonald, M., “Where There Is Learning There Is Hope: The Preparation of Teachers at the Bank Street College of Education.” In L. Darling-Hammond (Ed.), *Studies of Excellence in Teacher Education: Preparation at the Graduate Level* (pp. 1-95). Washington, DC: American Association of Colleges for Teacher Education.

³ “Alternative Routes to Teacher Certification,” U.S. Department of Education Office of Innovation and Improvement, <<http://www.ed.gov/admins/tchrqual/recruit/altroutes/report.pdf>>, accessed on February 6, 2006.
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record candidates have an understanding of the following: child and/or adolescent development, appropriate teaching methods/pedagogy, curriculum planning and assessment, teaching of students with special needs, learning theory, diversity, and classroom management. It is our expectation that additional study while the teacher of record will enable educators to gain the knowledge and skills needed to meet the *16 Principles for Vermont Educators* and the competencies and requirements for the endorsements.

Early Field Experience

Candidates must have intensive experiences in the field in their endorsement area before becoming a classroom teacher. These clinical experiences should provide program participants the opportunity to observe and practice pedagogical skills under close monitoring. The VSBPE proposes that a formal evaluation occur at the conclusion of this experience to verify candidate readiness for placement in the classroom. A candidate may be asked to leave the program at this point if it is evident that, despite interventions and mentoring, she or he is unprepared to continue. This performance assessment functions as a kind of quality control for both the students and schools of the district where candidates will be employed.

Supervision and Mentoring

School placements during the “internship year” need to offer teachers rich, sustained support in order for them to flourish.⁴ A formal partnership must exist between the alternate program and school districts to guarantee such quality experiences. Additionally, the program should create a strong system of mentoring and supervision for the new teachers in the alternate route. Mentors need to be an integral part of the new program, working in conjunction with the program administrators to facilitate candidates’ development of pedagogical skills in their endorsement area. As program faculty members, mentors will be able to assure continuity, quality on-site coaching, and continual supervision of the candidates as teachers. The VSBPE also desires that mentors use state standards and regulation to guide instruction and assessment of the candidates. Plainly, the alternate program will need to support such mentors through a careful selection process, training, and assessment. In addition to mentors, the program should utilize “candidate evaluators” to provide periodic, formal evaluations of the candidate in order to assure that students are being taught by a competent teacher of record. Such “candidate evaluators” will also need to regularly communicate with both the mentor and the candidate.

Exit Requirements

The VSBPE expects that all candidates exiting the proposed alternate route program document their knowledge and skills by completing a *Level I Teaching Licensure Portfolio*. Candidates will also need a recommendation from their “candidate evaluator.” Building supervisors, however, will make the final recommendation allowing candidates to move from an “internship certificate” to a Level I Teaching License.

⁴ Susan Moore Johnson and Sarah Birkeland, “Fast Track Certification: Can We Prepare Teachers Both Quickly and Well?” Education Week, February 15, 2006.
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Additional Recommendations and Concerns

While the VSBPE looks forward to the opportunities a new alternate program presents to Vermont schools, the Board cautions its creators that the first year of operation should serve as a pilot year. Data on the route's efficacy will need to be collected and analyzed as part of an overall program assessment strategy. The Board also has serious concerns regarding the financial feasibility of the program and its impact on the state of Vermont, school districts and institutions of higher education.