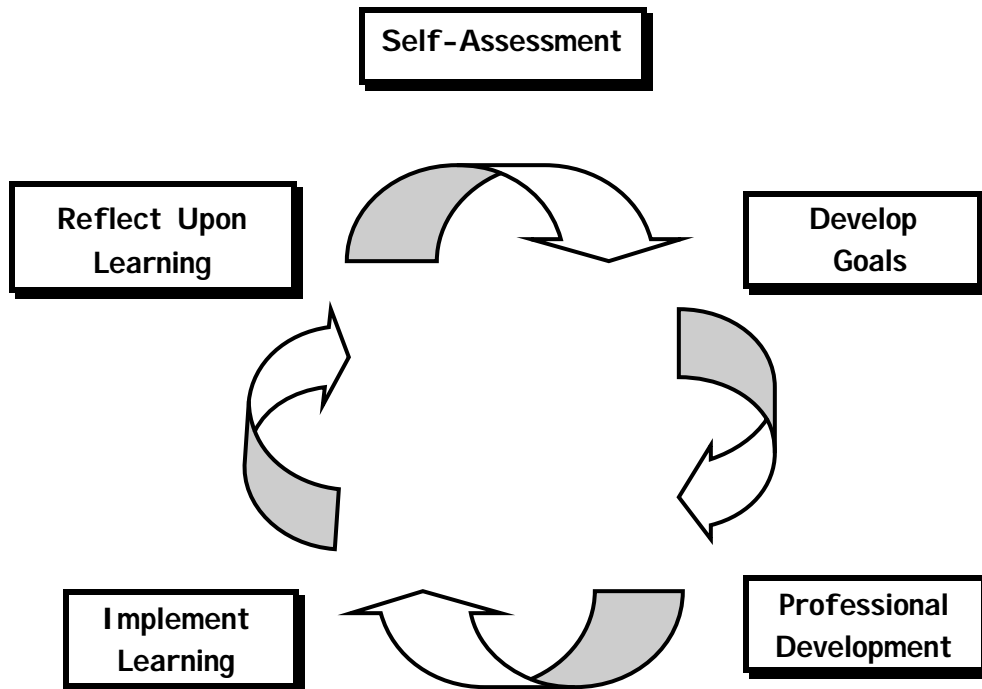


The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth

A Handbook for Educators



Professional Development Workgroup
Vermont Department of Education
Montpelier, Vermont 05620-2501



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Vermont Department of Education
Department of Education
Montpelier, Vermont



Richard Cate, Commissioner




Professional Development Workgroup

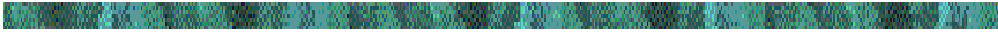


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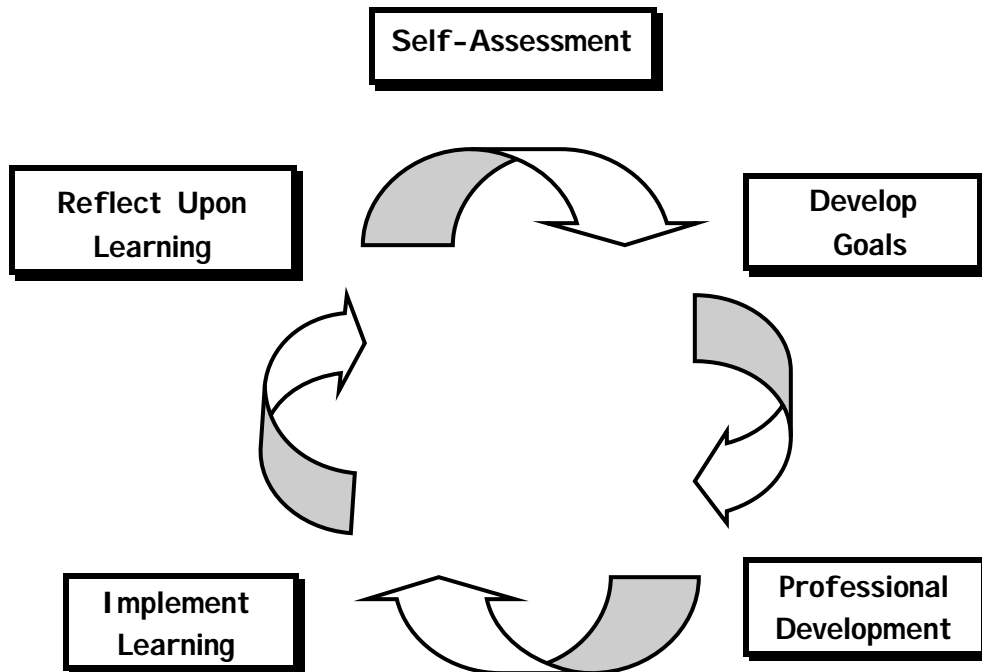
*Ensuring a caring, competent, highly qualified
educator in every Vermont classroom to improve
student learning*



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A Handbook for Educators



*Handbook design and layout
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Vermont Department of Education*

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Preface

With the creation of the Vermont Standards Board for Professional Educators (VSBPE) in 1991, Vermont initiated a unique process to provide educators greater oversight of their professional licensure process. The VSBPE is a twenty-three-member, teacher majority board, appointed by the Vermont State Board of Education. Local Standards Boards (LSB), representing non-administrative educators in each of the state's school supervisory units, and Regional Standards Boards (RSB), representing administrators in the five geographic regions, were formed. These boards oversee the approval of individual professional development plans and portfolios, leading to the re-licensing of experienced educators in their jurisdictions.

Through this handbook, the authors, the VSBPE and the Department of Education, intend to support the many volunteers serving on the Local and Regional Standards Boards across Vermont. Also, we especially hope to provide encouragement and support to you, the educator, as you go through the process of renewing your educator's license.

While all licensing is of necessity a regulatory function, we believe the desired result of educator re-licensing is also self-directed, transformational, continuous improvement on the part of each educator. This result can only happen through the promotion of a process requiring continuous self-assessment, reflection, and professional growth in relation to standards for what educators and their students should know and be able to do. In Vermont, the self-assessment, reflection and professional growth of the Level II re-licensing process must be documented through a portfolio. While some have looked at the portfolio as just a product, or a collection of artifacts from professional development activities, we see great potential for meaningful professional development in the *process of* portfolio creation.

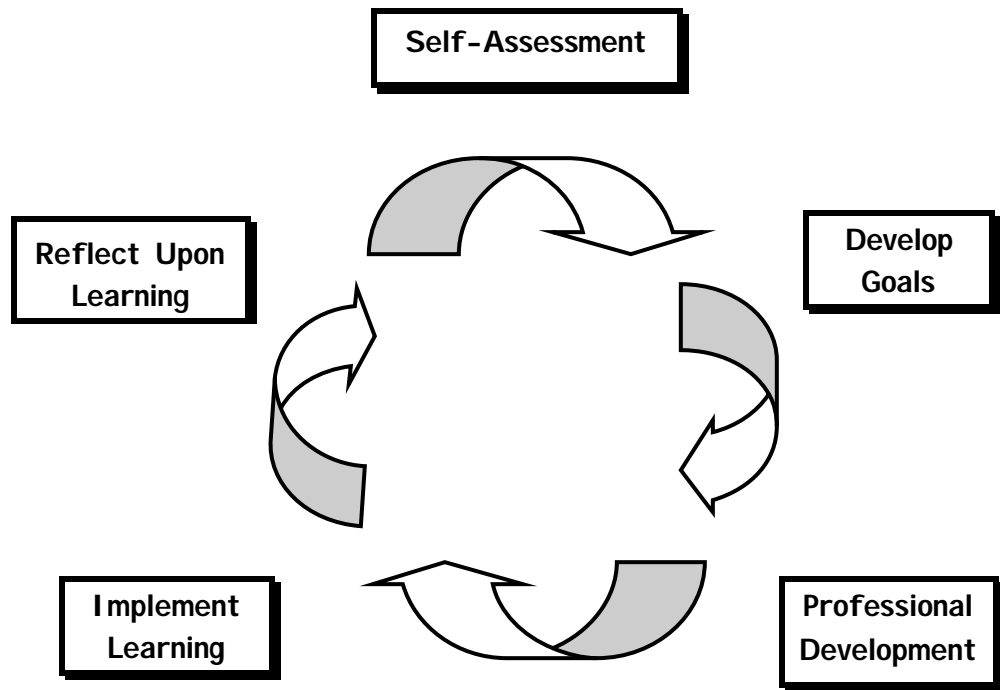
Throughout this entire handbook, we have made an effort to support your reflection. As educators, we rarely have time to stop and think about our practices! What we know about adult learning tells us this may be one of the most useful ways for us to not only transition to new ideas, but also to undergo transformations in our personal and professional lives.

You can use this handbook as you personally examine your practice, determine your professional goals, and build your professional portfolio. You can also use it as a focus for collaborative discussions in your school or district learning community. It could be a resource for a group of educators who are working on their portfolios. The handbook is also a resource for Local and Regional Standards Boards as they assist their educators with their Individual Professional Development Plans and the professional portfolio process.

It is our intention that each educator view the re-licensure process as an opportunity for professional growth and the portfolio as a celebration of his/her work as an educator. We hope this handbook is helpful in the process.

Section One

Principles Behind the License Renewal Process



Basic Principles

Vermont's re-licensing process requires the development of a portfolio that documents the educator's continuous professional growth through self-assessment, reflection, and professional development. This handbook will support you as you design your unique re-licensure IPDP and portfolio based upon student data, *The Five Standards for Vermont Educators*, your endorsement competencies, and your school's action plan.

The portfolio is far more than documentation of professional development activities. More importantly, it is a *reflective process of ongoing professional growth*. The portfolio process also informs future efforts toward continuous improvement. Therefore, we begin with the following principles, which are based on current literature and best practice.

- **Student learning is linked to educator quality.**
- **Educator quality is linked to quality professional development.**
- **Quality professional development is standards-based, focuses on improving the learning of all students, and often occurs within the context of the school (job-embedded).**
- **Professional development that improves teaching and learning is self-directed and includes targeted learning and reflective practice.**
- **In Vermont, reflective practice and targeted professional learning are documented through a portfolio process.**
- **The portfolio process enhances the educator's efforts to improve student learning.**

Paradigms of Professional Development

Professional development was

I took a course titled _____ .

Professional development centers on my individual needs.

Professional development is “pull -out,” and isolated.

Sessions are fragmented and “one-shot.”

Focus is on transmission of knowledge, skills and strategies.

Professional developers are trainers.

Professional development is a frill.

Professional development is becoming

I learned _____ and it affected my teaching in the following ways:

Professional development centers on student and system needs.

Professional development is job-embedded and integrated into the teaching context.

Sessions are ongoing and require follow-up and feedback. .

Focus is on inquiry into teaching and learning.

Professional developers are facilitators and coaches.

Professional development is essential.

Source: Adapted from Susan Loucks-Horsley and Dennis Sparks, in Achieving Your Vision of Professional Development, Collins, 2000.

The License Renewal Process Promotes Self-Directed Learning

Achieving Your Vision of Professional Development: How to Assess Your Needs and Get What You Want: (Collins, 2000) offers a compilation of research that says that adult learners learn more effectively when certain conditions are met.

Take a moment and review these conditions. Does YOUR professional development typically reflect these conditions?

Do YOU learn more effectively when the following conditions are in place?

1. Your learning is directed at solving a specific, job-embedded problem.
2. You are involved in selecting the content and, where possible, the development of the learning experiences or process to be used.
3. You are involved with your colleagues in solving problems that represent collective concerns.
4. You believe you are being prepared for tasks and responsibilities that are more challenging or complex than current tasks.
5. You are provided with opportunities for carefully guided reflection on your performance of new competencies.
6. Your concerns are understood and used to provide appropriate support as you learn about and implement the new practices.
7. You are given support after initial training in the form of coaching, study teams, and opportunities to learn by watching your colleagues. (Collins, 2000)

Turn to the next page to see how the license renewal process aligns with these conditions for self-directed adult learning.

Vermont's educator license renewal process is based upon the assumption that the preceding conditions for effective adult learning are true. The IPDP and portfolio processes have been structured to maximize these conditions and provide optimal adult learning.

1. Developing IPDP goals requires examination of one's practice and student learning to identify specific areas of practice in need of improvement.
2. The educator selects the content of professional development based upon IPDP goals. The license renewal process encourages the educator to develop learning experiences that will most effectively meet the goals rather than relying on adapting goals to fit whatever workshops or courses may be easily accessible. This could include many job embedded experiences including action research, modeling, peer observations, study groups, curriculum development or school improvement projects.
3. The IPDP promotes involvement with colleagues in solving problems that represent collective concerns by requiring that some of the educator's goals must align with school improvement initiatives.
4. Renewing a license requires that an educator demonstrate new learning and growth in each of the Five Standards for Vermont Educators to meet challenging and complex tasks.
5. The foundation of the portfolio is the reflective process that provides the educator an opportunity to examine how new learning can enhance practice and student learning.
6. The Collegueship Standard of the Five Standards for Vermont Educators encourages educators to work together on school-wide initiatives and to collaborate in planning, developing and implementing curriculum and instruction including giving and receiving critical feedback. Coaching, study teams and peer observation should be an important part of the educator's learning and license renewal experience.
7. The portfolio process links an educator's professional development to prior and current experiences and emphasizes reflection on transitions and transformations in professional practice. The portfolio's strong connection with how adults learn makes it a good process for documenting and encouraging that learning.

The Portfolio: A Cycle of Professional Growth and Learning

Start here:

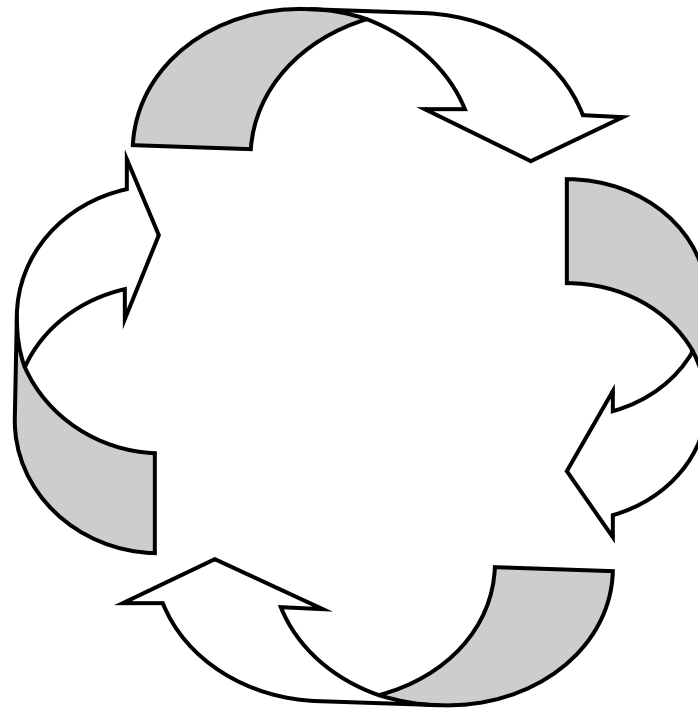
Self-assess using student data, *Five Standards for Vermont Educators*, and your endorsement competencies.

Select another goal from your IPDP and go through the cycle again!

OR

If it's time to renew your license, develop a new IPDP for the next 7 years. Submit your portfolio to your L/RSB.

Reflect, in writing, upon the impact your new learning has had on your practice and student learning. Demonstrate that you've met your IPDP goals and addressed your endorsement competencies and the Five Standards.



Develop your IPDP goals and plan your professional development to meet your students' needs, your endorsement competencies, and your school's improvement initiatives.

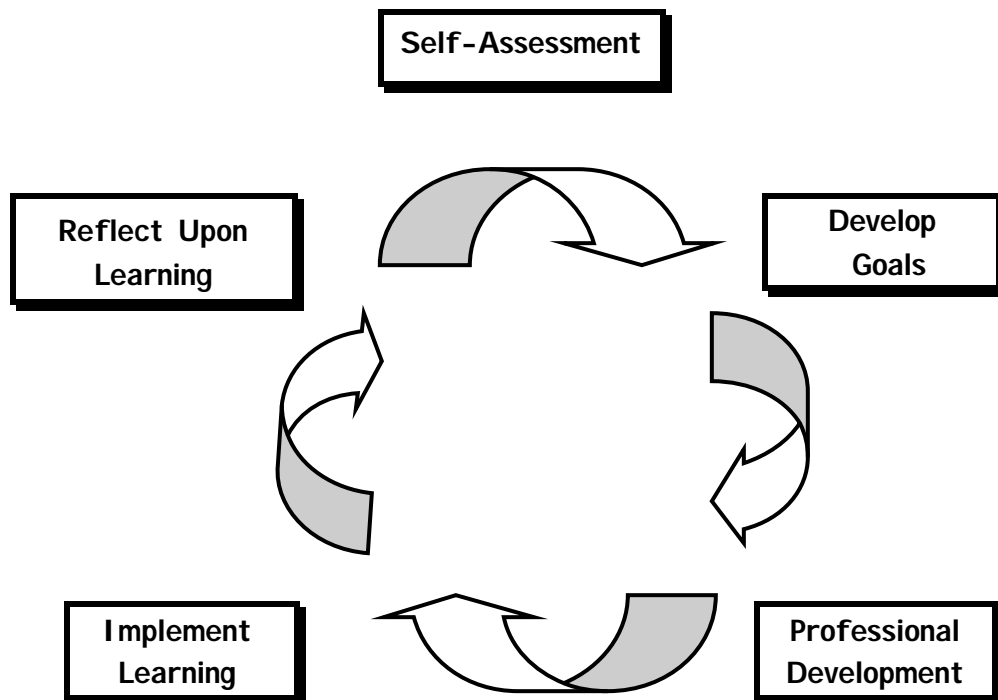
Participate in professional development.
Practice what you learn.

Arrange for feedback and coaching .
Reflect on your learning.

Implement your new learning with your students and study the effect upon their learning

Section Two

Requirements for Vermont's License Renewal Process



LEVEL I LICENSE RENEWAL (2003 REGULATIONS)

➤ Have you practiced in Vermont for 3 years?

YES



NO



Seek renewal of Level I endorsement through the DOE Licensing Office by showing completion of a minimum of 3 professional development credits in your endorsement area. See Appendix A.

➤ Have you practiced in your endorsement area(s) in Vermont for 3 years?

YES



(Educators employed by an entity not served by an LSB shall seek renewal through an LSB nearby or the DOE Licensing Office)

NO



Seek recommendation from your L/RSB for a Level II endorsement by:

- Receiving L/RSB approval for an IPDP for the ensuing seven years.
- Providing verification of competency of your endorsement from an administrator who has supervised your work.
- Showing evidence of mentoring as defined in VSBPE Policy.
- Providing documentation of any other required licenses or credentials.

Seek recommendation for renewal of Level I endorsement through your L/RSB by showing completion of a minimum of 3 professional development credits in your endorsement area. See Appendix A.

➤ Did your L/RSB recommend you for a Level II endorsement?

YES



Be sure to send your renewal form, signed by your L/RSB Chair, with your renewal fee to the DOE Licensing Office.

NO



Renew your Level I endorsement through your L/RSB for three years and reapply for a Level II endorsement prior to the end of the three-year licensure period. If you do not receive recommendation after the 2nd application, your license will lapse.

LEVEL II LICENSE RENEWAL (2003 REGULATIONS)

➤ Are you currently employed as an educator in Vermont?

YES



NO



Apply to the DOE Licensing Office for renewal by presenting:

- An IPDP for the ensuing seven-year licensing period;
- Documentation of a minimum of 9 credit hours or the equivalent in subject areas related to each of your endorsements;
- Copies of valid additional licenses or credentials required for a specific endorsement.

➤ Are you employed in a public school or an independent school served by an L/RSB?

YES



Seek a recommendation from your L/RSB by:

NO



Contact the DOE Licensing Office to determine if there is a L/RSB designated by the VSBPE to serve independent schools *or* if there is a L/RSB near your the independent school that will serve you and follow the steps below.

Presenting a professional portfolio that includes:

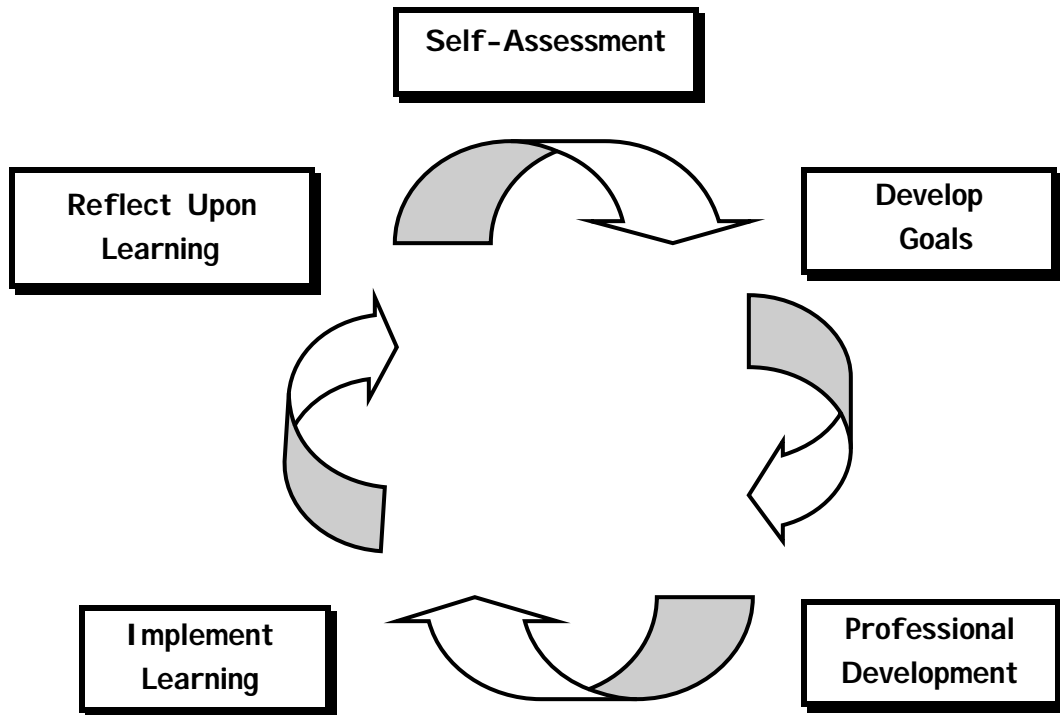
- 1) The current IPDP.
- 2) Documentation of professional growth pursuant to the IPDP goals including:
 - a) Reflection upon new learning and its impact upon professional practice;
 - b) Reflection upon how changes in professional practice have impacted student performance;
 - c) Linkages between IPDP goals and activities and school action plans or improvement initiatives;
 - d) Demonstration of growth in each of the Five Standards for Vermont Educators; and
 - e) Documentation of a minimum of 9 relicensing credits per endorsement; at least 3 must address specific endorsement standards.
- 3) Evidence of any required additional licenses or credentials specific to a particular endorsement.
- 4) An approved IPDP for the ensuing 7-year licensing period.

IF THERE IS NO L/RSB THAT WILL SERVE YOU, YOU MUST SEEK RENEWAL FROM THE DOE LICENSING OFFICE. PLEASE CALL THE OFFICE FOR DETAILS.

Section Three

The IPDP

First Steps in Vermont's License Renewal Process



Developing an Individual Professional Development Plan (IPDP): Important Considerations

In order to apply for or renew a Level II license, you must develop an Individual Professional Development Plan (IPDP). The intent of an IPDP is to guide your professional development purposefully to improve professional practice and student learning. Goals and corresponding professional development activities for the ensuing licensing period are designed to result in new learning and continuous growth for the educator.

- The plan (IPDP) becomes the foundation of your re-licensure portfolio.
- You should continually review the plan and revise or amend it with your Local or Regional Standards Board as needed.
- If you are currently employed as an educator, your IPDP must be approved by your Local or Regional Standards Board.
- You need to contact your standards board prior to developing your IPDP or within six months of moving to a new district.
- If you are not currently employed as an educator please refer to requirements listed under **Appendix A** in the back of this handbook.
- **Licensing regulations approved in September 2003 require that as of July 1, 2004, all educators will develop IPDPs according to the revised requirements as described in the following pages. This includes addressing endorsement competency standards that may have been recently revised. A list of the major changes in licensing regulations is contained in Appendix B in the back of this handbook.**

Developing an Individual Professional Development Plan: The Basic Outline

Step 1: Self-Assessment

Collect and Analyze Student Data;

Analyze Your Practice Using the *Five Standards for Vermont Educators*;

Analyze Your Practice Using the Competencies for Your Endorsement.



Step 2

**Develop Goals to Improve Student Learning by
Strengthening Your Practice and Aligning with School Improvement
Initiatives or Action Plan.**



Step 3

Plan Professional Development to Meet Goals



Step 4

**Implement Learning and
Review Your IPDP Regularly to Determine Whether It
Should Be Revised**

How to Develop An Individual Professional Development Plan

Step One: Self-Assessment

Collect and Analyze Student Learning Through Classroom Data

Your IPDP goals span seven years. Begin the process of intentionally connecting your professional development to student data. Start by examining the grade level expectations for what your students should know and be able to do.

- Do you teach everything required in the grade level expectations?
- In which areas are your strengths?
- In which areas would you like to improve?

Become familiar with the student data from your classroom and the classrooms of future students. Examining whole school data with colleagues is helpful in planning professional development. Collegial conversations and collaboration around student data help you to expand your knowledge of student needs from the present to the future.

- In the future, will students need more help with writing?
- Will new strategies for classroom management be needed?
- Are the demographics in your school changing resulting in new and different issues?
- Do you see patterns or themes emerging that will need to be addressed?
- Will you be prepared to meet new challenges?

Review the academic performance of current and future students. Some areas to examine:

- Accuracy of assigned work
- Quality of completed work
- Results of classroom quizzes, unit tests, projects
- Results of standardized testing (e.g. NSRE, SAT, DRA)
- Results of Vermont's standards-based assessments (e.g. writing and math portfolios)
- Results of local assessments (e.g. reading records)
- IEP Goal progress

Review the approaches to learning by students. Some areas to examine:

- Motivational and engagement issues (e.g. attendance, completion of class work and homework)
- Behavioral issues, classroom management results (e.g. transitions, office referrals, student social skills)
- Learning styles, multiple intelligences
- IEP accommodations needed for student success
- Parent connections

Think about how your choices in professional development might affect student performance information. Reflect upon the role of student assessment in your practice. See a worksheet around this issue in **Appendix C** in the back of this handbook.

Step One: Self-Assessment (con't.)

Analyze Your Practice Using The Five Standards and Sixteen Principles for Vermont Educators

In **Appendix D**, there is a copy of the newly revised *The Five Standards for Vermont Educators*. Each standard is expanded into principles of effective educator practice followed by quality indicators. These standards and principles must be addressed in the IPDP and connected to your goals. Worksheets for your reflection around these are in **Appendix E**. Use the reflective prompts accompanying each of the Five Standards as part of your self-assessment.

Review the quality indicators for each standard and principle in Appendix D. The quality indicators are intended to provide guidance as you develop your IPDP and document your goals in your portfolio.

- Identify the quality indicators which are already present in your regular practice.
- Determine which of the remaining quality indicators are important to your current professional assignment.
- Are any of these being addressed through district professional development?
- Highlight the quality indicators in which you would like to gain more knowledge and skills and might address in your IPDP goals.

Step One: Self-Assessment (con't.)

Analyze Your Practice Using the Competencies for Your Endorsement

This is a new requirement for all Level II educators seeking license renewal after July 1, 2004. Beginning on July 1, 2004, unless otherwise expressly provided in the competency requirements for a specific endorsement, all educators shall address competency standards adopted on or after September 2003 in their IPDPs submitted for license renewal. (Licensing Regulation 5211.1)

“Addressing” the competency standards means considering whether you currently meet the competency or whether you need further knowledge or skills to meet the competency.

Many endorsement competencies have been revised recently. You may download a copy of your endorsement from the DOE website at

<http://www.state.vt.us/educ/new/pdfdoc/board/rules/5440.pdf>

The endorsement competencies define the knowledge and skills educators need in order to be able to provide students learning opportunities within that specific endorsement area. In order to analyze your practice by “addressing” the endorsement competencies:

- Review the knowledge and performance standards for each endorsement to be renewed.
 - Carefully read each standard and rate your competency level as:
 - “Very knowledgeable and highly skilled”
 - “Somewhat knowledgeable and skilled” or
 - “Need to acquire knowledge and skills”.

- In reviewing your endorsement, did you find any content knowledge standards in which professional development will help you improve student achievement?

- In reviewing your endorsement, did you find any performance standards in which professional development will help you improve student achievement?

- Prioritize the areas of need in the order of importance to your current professional assignment.

How to Develop An Individual Professional Development Plan

Step Two: Develop Goals

Develop Effective Goals

Effective goals will help you gain the most from your re-licensure experience. It's important to remember that professional development is not the goal in itself, but rather, it is the means of achieving the goal. Your goals should involve improving or enhancing specific areas of student learning (student learning goals). In order to create the desired impact on student learning, you need to determine the specific knowledge and skills you need to enhance or acquire in order to effectively teach those areas. The *SMART* goals model can assist you to craft goals that will provide a clear map for your seven-year re-licensure cycle with clear indicators of success.

Over the seven-year period, it's very likely that you might need to change your goals in response to a host of issues. For example, changes in student needs, school improvement initiatives, or a new professional assignment should lead you to change your goals by filing an amendment with your local or regional standards board.

*Use the **SMART** Goals model:*

- **S**pecific - identify what will happen with whom;
- **M**easurable - create clear indicators of success;
- **A**ttainable - goals can be accomplished with the strengths, abilities and resources available;
- **R**elevant - there is a documented need for your goals and they are something you want to do;
- **T**ime-Bound - indicate when the goal will be met.

Develop Goals to Improve Student Learning

- Summarize several issues or problem areas you discovered through your study of student data. These should provide good ideas for IPDP goals.
- Brainstorm all possible reasons why these issues or problems may exist.
- Discuss the issues/problems and your thoughts on why they may exist with colleagues to gain their insights and suggestions.
- Develop your goal(s) to increase student learning.

Step Two: Develop Goals (con't.)

Develop Goals to Strengthen Practice

- What do you need to know and be able to do to meet your student learning goals?
- Reflect upon your self-assessment of:
 - Your competency level in the knowledge and performance standards of your endorsement(s).
 - Your school's improvement initiatives.
 - The quality indicators of the five standards and sixteen principles.
- What new knowledge, skills, attitudes, beliefs or relationships could help you improve your practice to meet your student learning goal?
- Talk with colleagues, administrators and others who might help you identify your learning needs.

Align Your Goals With School Improvement Initiatives or Your School's Action Plan

- What are the major school district improvement initiatives or foci of the action plan?
- How do they connect with:
 - The needs of your students?
 - Your endorsement(s)?
 - The Five Standards for Vermont Educators?
- Are there professional development experiences planned by your district that would help you to address the needs you have identified in reviewing your student data, your endorsements and the Five Standards and Sixteen Principles? These learning experiences could be a valuable part of your IPDP and could be used for re-licensing credit.
- Are there opportunities to participate in curriculum or school development or improvement projects that would provide an opportunity for learning to address the needs you identified in your self-assessment?

How to Develop An Individual Professional Development Plan

Step Three: Professional Development

Plan Professional Development To Meet Your Goals

- The type of learning experience in which you engage will determine how effectively you learn and are able to practice new knowledge and skills.
- Use the chart below and the descriptions in **Appendix G** to determine which learning experiences will be most effective to acquire the knowledge and skills needed to meet your goals.
- Determine a logical sequence for your learning experiences and develop a timeline as required in the **SMART** goals model.
- Engage with others as needed to finalize your plans. If you are planning job embedded professional development you will need to carefully structure the experience.

5 Models of Professional Development

Matching your Desired Outcome to the Model Most Likely to be Effective

If your desired outcome is:

The most effective model of professional development is:

- Mastery of a simple, specific teaching skill.....Training or Observation/Assessment
- Implementation of a complex set of teaching strategies..... Training or Inquiry with Peer Coaching
- Gaining insight into how students learn.....Inquiry
- Mastery of classroom management skills.....Training, Inquiry, Observation/
Assessment With Peer Coaching
- Implementation of new assessment procedures.....Training, Inquiry
- Solving complex problem with student achievement.....Inquiry, Individually-Guided
- Acquiring group leadership and/or teaming skills.....Development/Improvement Process
- Increasing Knowledge of Content or Subject.....Development/Improvement Process,
Training

See Appendix G for descriptions of the five models and their strengths and weaknesses.

How to Develop An Individual Professional Development Plan

Step Four: Implement Learning and Review Your IPDP

Evaluate the learning experiences to determine if desired knowledge and skills are being/have been gained

- Is the professional development providing the knowledge and skills related to your goal for improving student learning?
- Is the experience providing the knowledge and skills that will enable you to implement the desired practice?
- How might the experience be modified to increase your learning?
- Is there adequate opportunity to apply/practice new knowledge and practice new skills?

Determine if other support is needed to implement the new knowledge or skill

- How comfortable do you feel about implementing the new knowledge or skill?
- Have you had opportunities to practice the new knowledge or skills?
- Look for the following opportunities:
 - Chances to observe colleagues using the desired knowledge or skill
 - Ask a colleague to observe you and provide feedback as you use your new learning with students
 - Discuss concerns with colleagues experienced with the practice

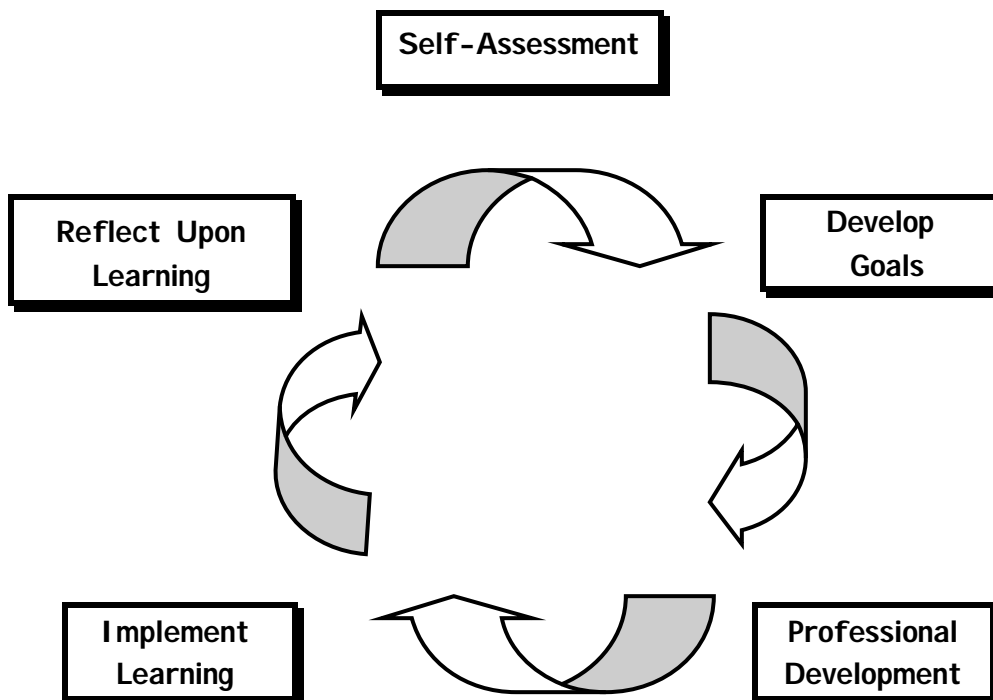
Review your IPDP regularly

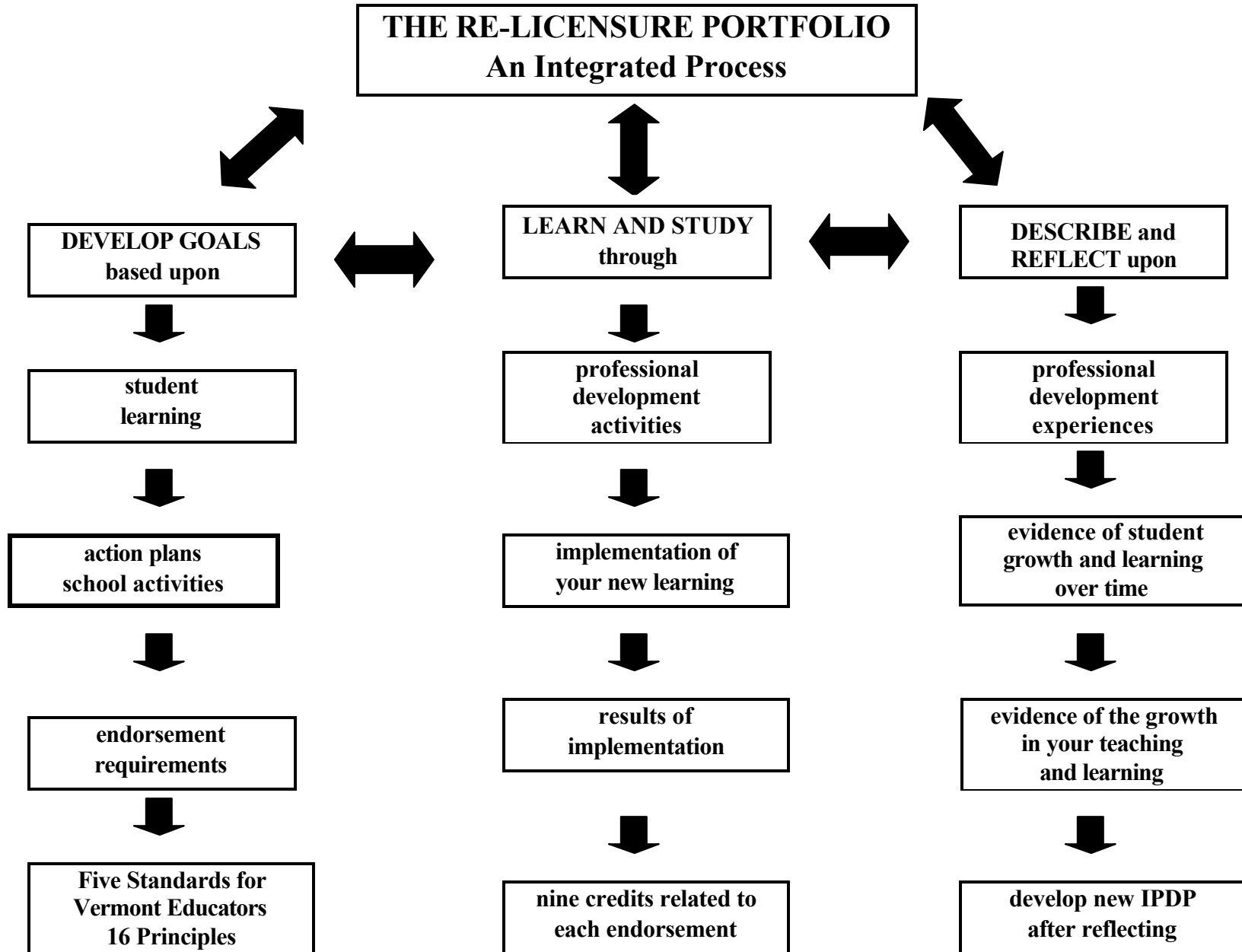
- Assess and monitor progress on the plan.
- Reassess your goals and determine whether you need to revise your plan to reflect
 - new insights from professional development or
 - a change in your professional assignment.
- This is all part of a vital and responsive re-licensure process and a commitment to professional growth to better meet student needs.

Section Four

Documenting Your Learning Through Description and Reflection:

The Re-Licensure Portfolio





How Do I Create My Portfolio?

Don't wait until the last minute to create your portfolio! Develop it over the seven-year re-licensing cycle as you implement your IPDP. Each time you engage in professional development, write a descriptive and reflective narrative about it. The extra time you take to do this will save you hours when it's time to submit your portfolio. More importantly, this review and reflection will make you immediately aware of the value of a particular professional development activity. It will enhance your ability to construct your own knowledge and make clear decisions about what you want to do next. Some of the greatest benefits of building a portfolio as you learn are that reflection and self-assessment are embedded in the process. The portfolio becomes a continuous improvement process.

You may want to discuss with your L/RSB the possibility of submitting your portfolio incrementally throughout the seven-year period. This would prompt more frequent conversations between you and your board about your professional growth. Also, reviewing smaller amounts of the portfolio may be easier for the board.

Clear documentation of learning in your portfolio requires skill in descriptive and reflective writing. Descriptive writing gives an objective reporting of the professional development. Reflective writing gives a subjective perspective of how the professional development impacted your practice and beliefs. When you reflect on your learning, the chances are greatly increased that you will retain what you've learned, expand your practices, and even continuously grow in your professional and personal life.

How Do I Create My Portfolio? An Exercise

Use the IPDP you created seven years ago as the foundation for the past seven year license cycle.

- **Look at your present IPDP goals**
- **Select** a goal and write the goal in this space.

- **Describe** the professional development activities in which you engaged in order to meet this goal. Write a clear description of the experience in the space below. You might want to include why you chose this experience.

- **Describe** how the above professional development related to your goal.

- **Describe** how it connected to your endorsement area(s).

- **Describe** its relationship to your school action plan or school improvement initiatives.

- **Describe** how it related to the Five Standards for Vermont Educators (Learning, Professional Development, Collegueship, Advocacy, Accountability)

- **Describe** how you implemented your new learning.
- **Describe** the results of the implementation.
- **Reflect** on the impact of your new learning on your practice and **assess** evidence of your own professional growth.
 - What did you learn from this experience? Was this new learning?
 - How are you implementing the knowledge/instructional practice?
 - If you're not, why not?
 - Is further learning required?
 - Have you had opportunity for follow-up, coaching, practice, collaboration with colleagues?
 - What effect did this professional development have on your practice?
 - Do you think you have grown as a result of this experience?
 - How might you share your learning with others?
 - How did it connect with your endorsement(s)?
- **Reflect** on the impact your professional learning had upon student learning and **assess** effects upon those student learning outcomes.
 - Did changes in student learning outcomes match your goal?
 - If yes, how proficient are you in the new practices?
 - Did you make changes without success?
 - What might you do to increase proficiency?
 - What else might you do to try to reach the goal?
- **Reflect** on how this professional development related to your school's initiatives for improvement.
 - How did it help to accomplish your goal?
 - What might be the next steps?
- **Reflect** on the connections between your professional development and The Five Standards for Vermont Educators. These standards and principles, as well as worksheets for that reflection, are found in **Appendix E** in the back of this handbook.
- **Continue this process** of description and reflection for each IPDP goal.
- **Finalize your portfolio.**
 - **Review documentation** of your professional development. Include descriptions, connections and reflections. Collect evidence of your work relating to your goal. A few examples of evidence include the following: logs you have kept which document job-embedded activities, syllabi for courses or workshops you have taught or taken, standards-based units you have developed and taught, videos and disks you have developed, action research projects and course / workshop verification. Select documentation you wish to keep in the portfolio.

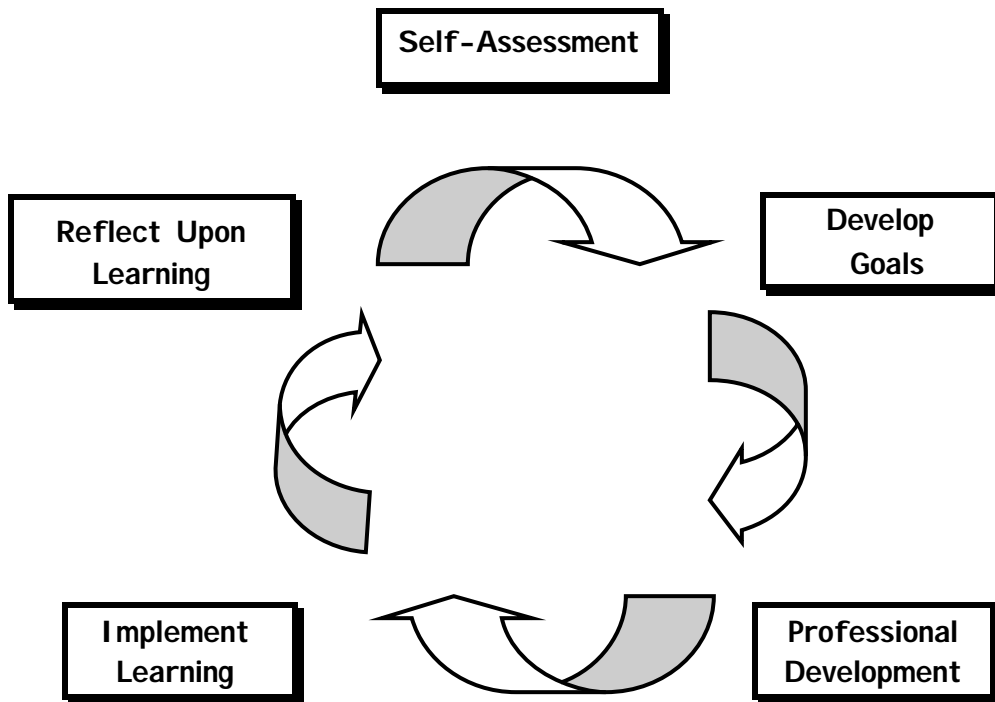
- **Develop your new IPDP** for the next seven years. Build on your experiences in this cycle to develop a plan for the next re-licensing cycle. Go back to the previous section, **How to Develop an Individual Professional Development Plan** and follow the action steps again to create a new IPDP. Include it in your portfolio.
- **Edit and organize** your portfolio so it is ready for presentation.
- . Make sure you have experiences connected to the following:

- ___ Each of your IPDP goals
- ___ Equivalent of 9 re-licensing credits for each of your endorsement area(s) including at least 3 related to the specific endorsement competencies
- ___ Each of the Five Standards for Vermont Educators
- ___ Connection to your school's action plan
- ___ Connection to improved student performance

**Congratulate yourself on your accomplishments as a professional educator!
Share your portfolio with colleagues, administrators, family, friends and
school community members. It is your celebration of learning!**

Section Five

Evaluating Your Progress



Vermont Department of Education
Rubric for IPDP Evaluation

Name _____

L/RSB reviewer(s) _____

The criteria below are explained in the body of the re-licensure handbook and in the newly revised educator licensing regulations

Criteria	IPDP shows no evidence	IPDP shows some evidence	IPDP meets basic criteria	IPDP exemplifies criteria
IPDP goals were developed through analysis of professional practice and student learning data				
IPDP goals address each of the Five Standards for Vermont Educators				
IPDP goals connect with the knowledge and performance standards for each endorsement area				
IPDP goals connect with school action plan or school improvement initiatives				
IPDP goals articulate areas of learning and growth for the educator				

Comments:

Checklist and Criteria for Portfolio Review

Teacher _____ Date _____

LSB Reviewer _____

Checklist:

The portfolio contains the following components required by VSBPE:

- _____ Personal information – name, school, teaching or administrative context, year (optional: resume)
- _____ Completed State Department of Education License Renewal Form
- _____ Table of Contents
- _____ Copy of current license and, if applicable, copies of any valid licenses or credentials required by the endorsement
- _____ Completed IPDP and amendments
- _____ Evidence of a minimum of nine re-licensing credits per endorsement in subject areas related to the competencies for each endorsement and the IPDP goals
- _____ Descriptions and reflections upon the goals in IPDP
- _____ New IPDP for the next re-licensure period

Quality indicators for each of the Five Standards and Sixteen Principles for Vermont Educators are listed in the booklet Five Standards for Vermont Educators: A Vision For Schooling. The educator compiling the portfolio, as well as the L/RSB reviewer, should be familiar with the quality indicators for each principle.

Criteria for the documentation or evidence of new learning that shows how each of the Five Standards and Sixteen principles for Vermont Educators and the IPDP goals have been met follows:

1. Learning (expertise in the endorsement area)

Each Vermont educator is knowledgeable about the standards for his/her endorsement(s). Each educator continues to acquire new learning in the content of his/her endorsement(s), and reflects this new learning in professional practice.

Little or No Evidence	Some Evidence	Clear Evidence
-----------------------	---------------	----------------

Notes:

2. Professional Knowledge (methodology and pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve Learning Opportunities for all students.

Little or No Evidence	Some Evidence	Clear Evidence
-----------------------	---------------	----------------

Notes:

3. Collegueship

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national professional standards, Vermont’s Framework of Standards and Learning Opportunities, district goals, and school goals and/or action plans.

Little or No Evidence	Some Evidence	Clear Evidence
-----------------------	---------------	----------------

Notes:

4. Advocacy

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

Little or No Evidence	Some Evidence	Clear Evidence
-----------------------	---------------	----------------

Notes:

5. Accountability

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators through a professional portfolio that includes evidence of rigorous professional development...

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

...reflective practice, and adaptation of practice to improve student learning...

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

...A portion of each educator's IPDP and professional portfolio is connected to his/her school's initiatives for improving student learning.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

6. A reflective narrative accompanies each piece of supporting documentation which addresses IPDP goals. The narrative describes the activity and connects it to goals, action plans and student achievement.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

7. IPDP goals for the new licensure period are written based upon the reflection and analysis made during the portfolio process.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

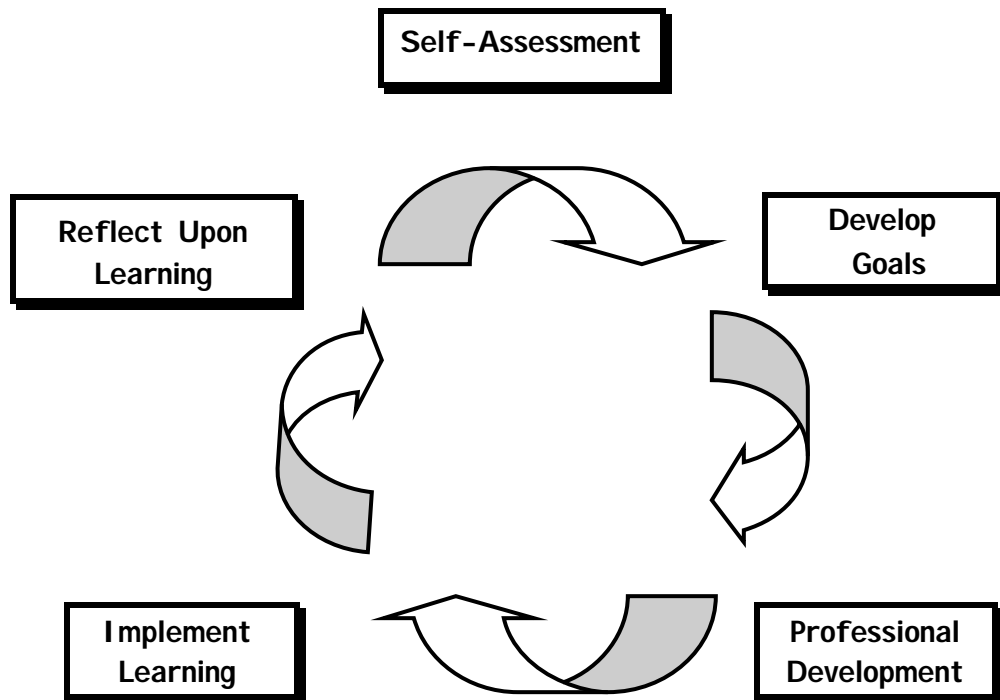
8. The reflective process includes the impact of new learning upon professional practice and any resulting changes in student learning.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

Section Six

References

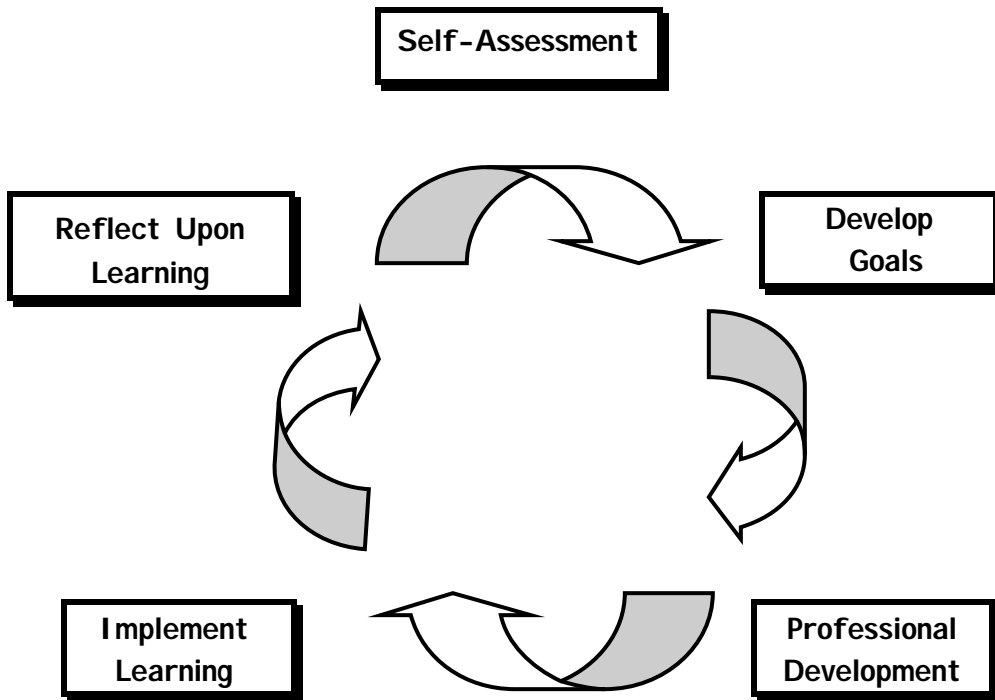


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Section Seven

Appendices



Appendix A

Vermont's License Renewal Process for: Educators NOT PRACTICING in Vermont; or Educators NOT PRACTICING in Their Endorsement Area (effective July 1, 2004)

Level I License renewal process if you are not employed as an educator in Vermont.

Seek renewal of your endorsement through the *Department of Education Licensing Office* by showing a minimum of three professional development credits in your endorsement area.

Please ask the Licensing Office for the recommended professional development activities indicated in policy by the Vermont State Board for Professional Educators. These policies are currently undergoing revision.

Level I License renewal process if you have been employed as an educator in a Vermont public school but have not practiced in your endorsement area for three years.

Seek recommendation for renewal of Level 1 endorsement through your *Local or Regional Standards Board* by showing completion of a minimum of three professional development credits in your endorsement area.

Please check with your Board before renewal so that you understand their requirements and policies surrounding professional development.

Level I License renewal process if you have been employed as an educator in a Vermont independent school but have not practiced in your endorsement area for three years.

Seek recommendation for renewal of Level 1 endorsement through the DOE Licensing Office by showing completion of a minimum of three professional development credits in your endorsement area.

Please check with the Licensing Office before renewal so that you understand the requirements and policies surrounding professional development.

Level II License renewal process if you are not currently employed as an educator in Vermont.

Apply to the *Department of Education Licensing Office* for renewal by presenting:

- Documentation of a minimum of nine credit hours or the equivalent in subject areas related to each of your endorsements and IPDP goals
- An IPDP for the ensuing seven year licensing period that addresses new endorsement criteria and the Five Standards for Vermont Educators. (see How to Develop An IPDP pages in this handbook)
- Copies of valid additional licenses or credentials required for a specific endorsement.

If your license has lapsed and you wish to have it re-instated, please contact the Department of Education Licensing Office at (802) 828 – 2445 or email licensinginfo@education.state.vt.us for more information.

Appendix B

Major Changes in Vermont's Licensing Regulations Revised September 2003

Beginning July 1, 2004 educators must follow the requirements of the revised regulations when developing a new IPDP.

Changes in portfolio requirements will not be in effect until July 1, 2012.

What are the changes that affect the re-licensure process?

Effective September 2003: (Changes in **bold**)

Changes in Level I license renewal:

- A Level I license is valid for **three years**
- **A Level I license holder who has taught for three years in the area of his/her endorsement must apply for a Level II license**
- A Level I license holder who has taught for **three years** in the area of his/her endorsement who does not receive recommendation from an administrator for a Level II license can apply to renew Level I for another three years and then reapply for Level II.
- **The Level I license of an educator who does not receive a recommendation for a Level II license after the second application shall become lapsed.**
- Level I license holders employed as educators in Vermont but who have not practiced in their particular endorsement area for three years, shall seek a recommendation for renewal of that Level I endorsement through their local or regional standards board. **To receive a three-year Level I renewal, the educator shall show professional growth through completion of a minimum of three professional development credits in the endorsement area.**
- The holder of a Level I endorsement that has been renewed shall continue to seek renewal of that endorsement in accord with Rule 5431.1.5 until such time as the educator qualifies to apply for renewal of the endorsement as a Level II endorsement.
- Educators not employed in Vermont shall seek renewal of a Level I endorsement through the Licensing and Professional Standards Office.

Changes in moving from Level I to Level II:

- The educator must have successfully practiced in an endorsement area **for three years** under a Level I License **with the support of a mentor** as defined by the State Board of Education in consultation with the VSBPE. **(This requirement will not be in effect until the policy has been adopted by VSBPE and the State Board of Education)**
- The educator must submit an **IPDP developed in accordance with the new requirements** as explained in Section 3 of this handbook. Goals shall include:
 - **Analysis of professional practice and student learning data;**
 - **The content knowledge and performance standards in effect at the time of renewal for the endorsement being moved to Level II;**
 - **Each of the Five Standards for Vermont Educators; and,**

- **The action plan or improvement initiatives of the school where the educator is employed, as appropriate.**
- **The educator must provide verification from an administrator who has supervised the educator's work that the educator has demonstrated the competencies required by the endorsement at a professional level. The Licensing and Professional Standards Office shall provide a signature form for administrators to use for this purpose.**

Changes in renewing a Level II License:

- **A Level II license holder employed by a Vermont independent school shall seek a recommendation for renewal from a local standards board designated by the VSBPE to serve independent schools, or may seek a recommendation for renewal from the local standards board for the school district in which the independent school is located if that board agrees to serve that independent school or educator.**
- **A Level II license holder who is not employed by a Vermont entity served by a local or regional standards board at the time of application for renewal, shall apply to the Licensing and Professional Standards Office for renewal.**
- **A local or regional standards board shall recommend renewal of a Level II endorsement if the applicant presents a professional portfolio that includes:**
 - **The current IPDP;**
 - **Documentation of professional growth pursuant to the IPDP goals including:**
 - **Reflection upon new learning and its impact upon professional practice;**
 - **Reflection upon how changes in professional practice have impacted student performance;**
 - **Linkages between goals and activities and school action plans or improvement initiatives, as appropriate;**
 - **Demonstration of growth in each of the Five Standards for Vermont Educators;**
 - **Documentation of a minimum of nine re-licensing credits per endorsement related to the educator's IPDP. At least three re-licensing credits must address the specific content knowledge and performance standards of each endorsement recommended for renewal.**
 - **An approved IPDP developed in accordance with the new criteria. (See Section 3 of this book or above: in "Changes in moving from Level I to Level II.)**
 - **A portfolio submitted by an educator for National Board Certification shall be considered as equivalent to a re-licensure portfolio for renewing the comparable endorsement.**

Changes in Reinstatement of Lapsed Licenses or Endorsements:

- **If an applicant is not under the jurisdiction of a local or regional standards board, the applicant shall apply for reinstatement to the Licensing and Professional Standards Office.**
- **If an applicant is under the jurisdiction of a Local or Regional Standards Board, apply to that board for reinstatement of endorsements.**
- **Only the Licensing Office can reinstate lapsed licenses.**

Appendix C

Reflecting on Classroom Assessment and Your Practice

*Student performance is the most important factor in education.
Do you know how your students are doing?*

1. Think about a unit of study you have done recently. What did students need to know and be able to do to successfully complete the unit?
2. Did your students understand and share your objectives in the unit? How do you know?
3. How was student voice addressed in the unit?
4. How did you assess student success on the unit?
5. Did your students use their assessment results to make decisions about their own performance? How do you know?
6. How did you use this feedback to make decisions about your own teaching?
7. What more do you need to learn in this area?

Appendix D

**Five
Standards for
Vermont Educators**

Learning
Professional Knowledge
Collegueship
Advocacy
Accountability

A Vision for Schooling

Adopted by VSBPE August 2003

Colleagues:

In 1990 Vermont's educators received the original version of the *Standards for Vermont Educators: A Vision for Schooling*. It was intended to serve as a professional development guide for practicing educators, as well as for Vermont's educator preparation programs and local and regional standards boards.

The document was revised in 1999 to reflect significant changes in state education policy, and it was renamed the *Five Standards for Vermont Educators: A Vision for Schooling*. A second revision of the document has just been completed in order to continue to address the new and ongoing needs of our educators in the field.

Vermont's Five Standards and 16 Educator Principles identify the common core of effective educator practice. The revised Quality Indicators that follow each principle were developed by dozens of teachers, administrators, and teacher educators from throughout the state. These revised indicators translate the standards and principles into concrete examples of practice.

Throughout these thirteen years and two revisions, the focus has remained clear: improved learning for all students in Vermont. This document will continue to guide us as we address the challenges and opportunities presented to educators in schools today.

Susette LaFlesche Bollard, Chair
Vermont Standards Board for Professional Educators

David C. Larsen
Commissioner of Education

Diane Mueller, Chair
State Board of Education

VISION

This third edition of the *Standards for Vermont Educators: A Vision for Schooling*, now retitled *Five Standards for Vermont Educators: A Vision for Schooling*, builds upon the 1990 vision of the Vermont Standards Board for Professional Educators (VSBPE) that all Vermont schools, without exception, will be excellent and that these schools will be staffed by educators who display a thorough knowledge and understanding of what is necessary to ensure that all students consistently attain high standards. This document is also built upon the premise that educators have *never* finished learning how to improve the science and the art of teaching. If we are to realize this vision, all educators must be lifelong learners.

Since this document was first published in 1990, the VSBPE, the Local and Regional Standards Boards, *Vermont's Framework of Standards and Learning Opportunities*, The Equal Educational Opportunity Act (Act 60), and An Act to Strengthen the Capacity of Vermont's Education System to Meet the Educational Needs of All Vermont Students (Act 117) have, separately and in concert, provided a lens through which we can clearly see a vision of improved student learning and greater accountability for that learning. This revised document reflects this focus.

This document contains educator Standards and Principles that compel us all to share responsibility for improved student learning through the rigorous preparation of new teachers and administrators and the continuing professional development of experienced educators. The Standards and Principles direct us to analyze, reflect upon, and assess the effects of our practice on student performance and to be accountable for that performance.

This document articulates the highest levels of performance by school professionals, while simultaneously acknowledging and celebrating the rich diversity of our educators' styles. It also recognizes the unique character of each local school and its community, and the distinctive quality of each of our higher education institutions. Our diversity proves repeatedly that a variety of ways to achieve excellent results is possible.

CONTENT AND USE OF THE *FIVE STANDARDS FOR VERMONT EDUCATORS: A VISION FOR SCHOOLING*

In order for educators and the public to have a broad picture of the requisite core knowledge and skills necessary for an effective teaching and learning process, and to provide clarity and continuity, the VSBPE has incorporated the *16 Principles for Vermont Educators* (Licensing Regulation 5235) and the requirements for *Basic Communication and Mathematics Literacy* (Licensing Regulation 5234) into this document. The 16 Principles for Vermont Educators and Basic Communication and Mathematics Literacy requirements are ones that all applicants for initial licensure must document.

In addition to the Five Standards, the 16 Principles, and the Basic Communication and Math Literacy requirements, each educator is also expected to demonstrate competence in the particular knowledge and performance standards required for his or her specific field of practice (known as an endorsement area).

Please refer to the *Regulations Governing the Licensing of Educators* for the knowledge and performance standards required for each endorsement area. (These regulations are available through the Department of Education and on the Department's website at www.state.vt.us/educ/.) These two documents, the *Five Standards for Vermont Educators* and the knowledge and performance standards for the educator's endorsement area, are intended to be addressed together as individuals prepare for initial licensure or relicensure.

The main focus of this document is the 16 Principles of effective educator practice embedded within each of the Five Standards and their corresponding *Quality Indicators*. The primary purpose for the Five Standards and 16 Principles is to guide educators as they meet the requirements of professional licensure and relicensure. The Standards and

Principles provide the framework for professional preparation and continuing professional development. They are grounded in best practice, are responsive to state and local initiatives, and require accountability through self-assessment.

Preservice educators will use this document in the process of documenting their ability to meet the requirements for initial licensure. Experienced educators will use this document in the relicensure process to demonstrate professional growth in each of the Five Standards. Each Standard must be addressed in an educator's Individual Professional Development Plan (IPDP) and relicensure portfolio.

The *Quality Indicators* are examples that illustrate how an educator may meet each Principle and Standard. These Quality Indicators are intended to help preservice educators as they consider how they will demonstrate that they have met each of the 16 Principles required for educator licensure. They are also intended to help experienced educators direct their own professional development through a process of:

- self-assessment and reflection upon the effect of their practice on student learning
- development of IPDP's and relicensure portfolios
- selection of professional development activities

The Quality Indicators may also guide local and regional standards boards as they assist colleagues and make recommendations for relicensure. Interpretation of these indicators as they apply to relicensure is a responsibility of the local or regional standards board.

The Vermont Standards Board for Professional Educators strongly supports systemic efforts to improve student learning. Therefore, it also recommends that districts use this document as they revise and develop local performance evaluation processes and needs-based staff development programs.

FIVE STANDARDS FOR VERMONT EDUCATORS

LEARNING

(Expertise in the Endorsement Area)

Each Vermont educator is knowledgeable about the standards for his/her professional endorsement(s). Each educator continues to acquire new learning in the content of his/her endorsement(s) and reflects this new learning in professional practice.

PROFESSIONAL KNOWLEDGE

(Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve Learning Opportunities for all students.

COLLEAGUESHIP

*Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national professional standards, **Vermont's Framework of Standards and Learning Opportunities**, district goals, and school goals and/or action plans.*

ADVOCACY

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

ACCOUNTABILITY

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators and in the competencies for his/her endorsement(s). This growth is documented through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adaptation of practice to improve student learning. In addition, a portion of each educator's IPDP and professional portfolio is connected to his/her school's initiatives for improving student learning.

16 PRINCIPLES FOR VERMONT EDUCATORS

LEARNING

- Principle #1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities*.

PROFESSIONAL KNOWLEDGE

- Principle #2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.
- Principle #3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.
- Principle #4: The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities*.
- Principle #5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.
- Principle #6: The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.
- Principle #7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.
- Principle #8: The educator integrates students with disabilities into appropriate learning situations.
- Principle #9: The educator integrates current technologies in instruction, assessment, and professional productivity.
- Principle #10: The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.

COLLEAGUESHIP

Principle #11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.

ADVOCACY

Principle #12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

ACCOUNTABILITY

Principle #13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.

Principle #14: The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.

Principle #15: The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.

Principle #16: The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

FIVE STANDARDS FOR VERMONT EDUCATORS

*****Please note that the bulleted Quality Indicators which follow each Principle provide examples of evidence that the educator has met the Principle. These Quality Indicators are intended to provide guidance to educators seeking initial licensure or relicensure. They are not intended to be an exhaustive list for evaluation purposes.***

LEARNING

(Expertise in the Endorsement Area)

Each Vermont educator is knowledgeable about the standards for his/her professional endorsement(s). Each educator continues to acquire new learning in the content of his/her endorsement(s) and reflects this new learning in professional practice.

Principle #1 The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of Vermont's Framework of Standards and Learning Opportunities.

Quality is indicated when an educator:

- Demonstrates professional competence in the standards required for his/her endorsement(s). [Please refer to the Regulations Governing the Licensing of Educators for the specific knowledge and performance standards required for each endorsement. These regulations are available through the Department of Education and on the Department's website at www.state.vt.us/educ/.]
- Continually increases knowledge and skills in the knowledge and performance standards of his/her endorsement(s)
- Adjusts curriculum and professional practice as a result of increased knowledge in order to improve student learning

PROFESSIONAL KNOWLEDGE

(Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve Learning Opportunities for all students.

Principle #2 The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.

Quality is indicated when an educator:

- Understands the developmental nature and needs within each domain (e.g. cognitive, linguistic, psycho/social, physical) of the population he/she teaches, including understanding the tremendous variation in typical development across domains and among individuals
- Applies this developmental knowledge to all curriculum, instruction, assessment, and classroom organization and management decisions
- Understands learning theory and applies this research to all curriculum, instruction, assessment, and classroom organization and management decisions

Principle #3 The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.

Quality is indicated when an educator:

- Creates or modifies environments, and instructional and assessment activities to meet the individual needs of all students
- Flexibly groups and regroups students in order to meet their learning needs and instructional goals
- Recognizes signs of significant exceptionalities, such as developmental delay or giftedness, in one or more domains
- Accesses materials and resources, and collaborates with other personnel, to differentiate instruction in order to accommodate the needs of exceptional learners and others with special learning needs such as English Language Learners

Principle #4 The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities*.

Quality is indicated when an educator:

- Uses assessments of students' prior knowledge to plan and differentiate instruction in order to maximize student learning
- Appropriately selects and employs a range of instructional strategies consistent with current best practices, in order to meet instructional goals and the needs of diverse learners
- Provides opportunities for students to use multiple modes to demonstrate and communicate their learning
- Evaluates and selects materials for their appropriateness to specific curricular and instructional goals
- Selects or creates learning tasks that make subject matter meaningful to students and enable them to think critically, solve problems, and demonstrate skills
- Engages students in purposeful discourse by using appropriate questioning strategies
- Maximizes the amount of time spent on instruction by effectively managing routines and transitions
- Actively teaches Vermont's Vital Results for communication, including:
 - ⇒ Incorporating developmentally appropriate strategies to promote oral language, vocabulary, and concept development germane to specific content area(s)

Explicitly modeling and teaching specific strategies that support students' comprehension of written materials within the content areas

- ⇒ Selecting or adapting a variety of materials at a range of reading levels to accommodate diverse learners
- ⇒ Recognizing a student's need for individualized reading support in one or more skill areas (e.g., comprehension, decoding, fluency) and knowing when and where to seek support for that student
- ⇒ Designing or selecting tasks that support writing development
- ⇒ Evaluating student reading and writing against grade appropriate expectations and benchmarks, providing grade appropriate models of good writing to guide students, and assisting students to use Vermont's reading and writing standards to guide and evaluate their own work
- ⇒ Helping students to pose, focus, and refine research questions; to gather, synthesize, and evaluate information from a variety of sources to answer those questions; and to organize their findings into thoughtful and clear presentations

Principle #5 The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.

Quality is indicated when an educator:

- Models and facilitates respectful dialogue and rational argument in order to create an emotionally safe learning environment where students feel comfortable taking intellectual risks
- Appropriately interprets student behavior in order to anticipate and prevent students from disrupting or disengaging from a lesson
- Provides a comfortable, safe, and engaging physical environment for learning
- Takes steps to ensure that culturally and linguistically diverse students are full participants in the classroom community
- Uses knowledge of factors influencing individual and group motivation, including the importance of fairness and consistency of expectations and of student involvement in developing classroom rules and consequences, to make appropriate classroom management decisions
- Creates a positive classroom community by providing opportunities for every student to work collaboratively with others on learning and service tasks, to assume various stewardship and leadership roles within the classroom, and to resolve conflicts using specific conflict resolution strategies
- Cares for students in a sustained way that recognizes learning barriers, while communicating belief in students' abilities to overcome those barriers
- Organizes classroom materials and procedures to facilitate student autonomy and responsibility for learning
- Incorporates regular classroom celebrations of learning and accomplishments
- Manages and diffuses conflict between or among teachers, students, parents and/or colleagues

Principle #6 The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.

Quality is indicated when an educator:

- Connects the Fields of Knowledge and Vital Results within *Vermont's Framework of Standards and Learning Opportunities*, and uses both, as well as other relevant professional standards (e.g. NCTM, NCSS), to plan curriculum and instructional activities that connect the standards with student needs and interests
- Takes steps to ensure that his/her instructional program is consistent with the school's and district's PK-12 curriculum

Principle #7 The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.

Quality is indicated when an educator:

- Uses assessments as teaching tools, not just as final "judgments"
- Uses a cycle of pre-assessment, design, implementation, and post-assessment to facilitate individual student learning and to guide instructional decisions
- Applies knowledge of basic measurement issues, including validity and reliability, to develop or adopt appropriate assessments

- Considers the appropriateness of different assessment strategies and methods in regard to different assessment purposes and different age groups/learners
- Consistently monitors student learning, offering feedback that corrects misunderstandings and enhances comprehension as well as providing specific guidance on ways to improve performance
- Develops effective rubric scales to evaluate student performance
- Provides opportunities for students to analyze, reflect upon, revise, and evaluate their own work
- Incorporates assessment tasks and strategies that encourage and enable students to demonstrate their learning through multiple modes including the arts

Principle #8 The educator integrates students with disabilities into appropriate learning situations.

Quality is indicated when an educator:

- Identifies the specific strengths and challenges of each student and supports each student's engagement in learning that addresses content knowledge
- Develops instructional plans and uses instructional techniques that effectively and appropriately integrate all students into the regular education program
- Collaborates with relevant educational teams in the development of effective educational practice and accommodations
- Creates an inclusive learning climate for all students

Principle #9 The educator integrates current technologies in instruction, assessment, and professional productivity.

Quality is indicated when an educator:

- Is familiar with the *National Educational Technology Standards for Teachers* (2000, International Society for Technology in Education) and uses them to guide and assess his/her efforts to integrate technology into the teaching and learning processes
- Chooses and integrates a variety of developmentally appropriate technological tools to support standards-based curricular and instructional objectives (e.g., to access or analyze information, communicate ideas, or facilitate student collaboration)
- Uses technology to support documentation, assessment, analysis, and evaluation of student development and learning
- Is aware of and able to use various technologies to differentiate instruction, including the accommodation of special needs
- Uses technology to enhance communication with families and colleagues, record keeping, and instructional planning
- Models the ethical, legal, and safe use of educational technologies

Principle #10 The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.

Quality is indicated when an educator:

- Reflects upon his/her own cultural background and how it may affect his/her teaching and interaction with students, colleagues, and parents
- Sets social norms for the classroom or school that do not tolerate discriminatory behavior
- Models ways to respect individual differences and to resolve conflicts that arise from individual differences
- Recognizes and understands discriminatory behavior, and the responses to discriminatory behavior by targeted students
- Incorporates into his/her teaching reading materials and activities that explore the consequences of various forms of discrimination for individuals and communities
- Facilitates a learning climate where issues of discrimination are discussed openly in a way that is supportive of personal growth

COLLEAGUESHIP

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national professional standards, Vermont's Framework of Standards and Learning Opportunities, district goals, and school goals and/or action plans.

Principle #11 The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.

Quality is indicated when an educator:

- Actively contributes to school-wide initiatives such as curriculum committees, action-planning teams, and other school improvement efforts
- Demonstrates a willingness to give and receive critical feedback
- Uses multiple approaches to establish proactive and on-going relationships with parents in order to enhance student learning

ADVOCACY

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

Principle #12 The educator recognizes the multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

Quality is indicated when an educator:

- Demonstrates sensitivity to the individual economic, cultural, and familial influences affecting each student's life
- Collaborates with other professionals inside and outside of the school to ensure his/her students receive necessary educational services and other supports for learning
- Advocates for school and community policies and practices that promote the high achievement and healthy development of all students

ACCOUNTABILITY

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators and in the competencies for his/her endorsement(s). This growth is documented through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adaptation of practice to improve student learning. In addition, a portion of each educator's IPDP and professional portfolio is connected to his/her school's initiatives for improving student learning.

Principle #13 The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.

Quality is indicated when an educator:

- Complies with and keeps abreast of changes in students' and parents' rights, educator responsibilities and roles, and procedural mechanisms within current educational laws and regulations, including laws and regulations in the areas of harassment, discrimination, liability, confidentiality, and special education, and standards for practice within his/her endorsement area

Principle #14 The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.

Quality is indicated when an educator:

- Continually analyzes and reflects upon all aspects of his/her practice using various techniques, including videotaping, peer observation, reflective journaling, or action research, in order to strengthen the quality and effectiveness of his/her practice
- Develops and implements an Individual Professional Development Plan (IPDP) that addresses each of *The Five Standards for Vermont Educators*, the knowledge and performance standards required for his/her endorsement(s), and the school's action plan
- Actively participates in professional organizations and keeps abreast of research findings related to improvement of instruction in his/her endorsement area(s)
- Uses information from self and peer analysis, along with data on student achievement and other feedback, to set priorities for professional development and improve practice
- **Adjusts his/her practice as a result of student assessment data, professional development, self-reflection, peer critique, and supervision and evaluation input**

Principle #15 The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.

Quality is indicated when an educator:

- Uses a variety of assessment strategies to evaluate student growth and understanding in relation to standards, and as a result of the data gathered, modifies instruction to improve student learning

Principle #16 The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

Quality is indicated when an educator:

- Uses assessment standards that are public and known to both students and parents, including providing models of student work that illustrate attainment of those standards
- Maintains accurate records of student work
- Regularly communicates, in a manner easily understood by students and parents, information about school and classroom goals, performance expectations, and student needs and progress

Document Revised in 2007
Vermont Standards Board for Professional Educators

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The Vermont Department of Education is committed to ensuring that all its programs and facilities are accessible to all members of the public and all activities and programs are non-discriminatory in design, application, and performance.

***CODE OF ETHICS FOR VERMONT EDUCATORS:
A STATEMENT OF BELIEFS***

The essential qualities of the competent and caring educator include moral integrity, humane attitudes, reflective practice, and a sound understanding of academic content and pedagogy. The public vests educators with a trust and responsibility for educating the children of Vermont. We believe that fulfilling this charge requires educators to demonstrate the highest standards of ethical conduct.

We, as professional educators, respect the dignity and individuality of every human being. We are committed to, and model for our students, the lifelong pursuit of learning and academic excellence. We are dedicated to effective scholarly practice, further enhanced by collaboration with colleagues and those in the greater educational community. Furthermore, we are dedicated to compassionate service on behalf of our students and their families and advocate for them in the school and community settings.

We recognize and accept both the public trust and the magnitude of responsibility inherent in our profession. To this end, we put forth this statement of beliefs as the foundation for ethical practice for all Vermont educators to honor and follow.

Adopted by the Vermont Standards Board for Professional Educators, May 15, 2001.

Appendix E

Reflections on Goals Relating to the Five Standards

Your IPDP goals were developed based on the five standards and sixteen principles, as outlined in *The Five Standards for Vermont Educators: A Vision for Schooling*. Each educator demonstrates professional growth over time in each of these and in the competencies for his/her endorsement(s). This growth is documented through a professional portfolio that includes evidence of rigorous professional development, reflective practice, adaptation of practice to improve student learning and connections with school initiatives. Asking yourself the following questions may help you as you reflect on the relationship of your professional development to each of the Five Standards and Sixteen Principles and as you build your portfolio over your seven re-licensure years.

Learning (Expertise in the endorsement area)

1. How did this professional development experience improve my ability to teach in my endorsement area?
2. How does this increase my ability to ensure that my students meet or exceed standards in Vermont's Framework of Standards and Learning Opportunities?
3. How have I adjusted my curriculum and professional practice as a result of what I have learned?

Professional Knowledge (Methodology and pedagogy)

1. How did this experience help me to better provide learning opportunities that support my students' intellectual, physical, social and/or emotional development?
2. How have I created equitable instructional opportunities that respond to the needs of all students?
3. How have I increased my ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in Vermont's Framework of Standards and Learning Opportunities?
4. How do I integrate the Vital Results for Communication into my curriculum?

5. What have I done to create a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety?
6. How have I implemented, adapted, revised or created curriculum based on standards, knowledge of subject matter, and student needs and interest?
7. As a result of my professional development, how have I applied learning theory and/or instructional and assessment activities to meet the individual and developmental needs of all students?
8. How have I created a learning climate that shows support for and integrates students with disabilities at appropriate levels of activity through differentiated instruction?
9. How have I been able to integrate technology into my instruction, assessment and my professional productivity?
10. Have I developed a deep understanding of the conditions and actions, which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin? How have I taken proactive steps to address discrimination?

Colleagueship

1. How did my interaction with colleagues strengthen this professional development experience?
2. How was our work mutually beneficial?
3. How was the collaborative experience purposeful, and focused on teaching and learning?
4. What effect did this experience have on student success?
5. How did colleagues discuss conflicting ideas? Was it done with candor, sensitivity and respect? (Glickman, 1994, Renewing America's Schools)
6. Did I contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and/or staff development? (National Board for Professional Teaching Standards)

7. How did I work collaboratively and creatively with parents, engaging them productively in the work of the school? (NBPTS)
8. What was my unique contribution to the experience?

Advocacy

1. In what ways did this experience affect my ability to improve the educational health of my students?
2. How have I established collaborative relationships with school colleagues, parents, agencies, and others in the community at large to support students' learning and well-being?
3. How has my professional development helped me recognize the multiple influences on students inside and outside the school and accesses appropriate systems of support for students?
4. How have I advocated for school and community policies and practices that promote the high achievement and healthy development of all students?
5. How do I remain aware of laws and regulations related to student and educator rights and responsibilities?

Accountability

1. Which portions of my IPDP and professional portfolio are connected to my school or district initiatives for improving student learning?
2. How have I demonstrated accountability for improving my professional practice and student learning?
3. What have I done to keep abreast of laws related to student and educator rights and responsibilities?
4. How have I been able to apply current state and federal law age regulations as they pertain to all children and colleagues?

5. How do I assess student progress in relation to standards, and modify plans and instruction to improve student learning? Can I give examples?
6. What variety of assessment strategies do I use to evaluate student growth and understanding in relation to standards, and as a result of that data, modify instruction to improve student learning?
7. I maintain useful records of student work and performance and knowledgeably, effectively, and responsibly communicate student progress in relation to standards in a manner easily understood and I am able to share examples.

Appendix F

Department of Education Website Information

The following Department of Education websites are resources for the re-licensing process:

Educator Licensing

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

Licensing Regulations and Endorsements

http://www.state.vt.us/educ/new/html/licensing/regulations_endorsements.html

The Vermont Re-Licensing Process.....A Handbook for Educators

http://www.state.vt.us/educ/new/pfdoc/prodev/educators_handbook_04.pdf

Five Standards for Vermont Educators: A Vision for Schooling

http://www.state.vt.us/educ/new/pfdoc/pgm_prostandards/vsbpe/five_standards_03.pdf

Professional Development:

Department of Education

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

Vermont Institutes

<http://www.vermontinstitutes.org/>

Appendix G

Five Models of Professional Development

Matching your Desired Outcome to the Model Most Likely to be Effective

<i>If your desired outcome is:</i>	<i>The most effective model of professional development is:</i>
○ Mastery of a simple, specific teaching skill.....	Training or Observation/Assessment
○ Implementation of a complex set of teaching strategies.....	Training or Inquiry with Peer Coaching
○ Gaining insight into how students learn.....	Inquiry
○ Mastery of classroom management skills.....	Training, Inquiry, Observation/ Assessment With Peer Coaching
○ Implementation of new assessment procedures.....	Training, Inquiry
○ Solving complex problem with student achievement.....	Inquiry, Individually-Guided
○ Acquiring group leadership and/or teaming skills.....	Development/Improvement Process
○ Increasing Knowledge of Content or Subject.....	Development/Improvement Process, Training

Explanation of the 5 Models of Professional Development

1. Individually-Guided The educator initiates, designs, and carries out the professional development in response to self assessed needs. Projects could involve research, development of curriculum or assessments, experimenting with new instructional strategies.

Pluses: Educator develops own objectives and activities are customized to meet the educator's specific needs, context and learning style. The educator is usually highly motivated since the professional development is directly applicable to his/her own situation.

Minuses: Considerable time in self-assessment and development of learning activities. Effectiveness relies on correct self-assessment/diagnosis of needs and development of appropriate professional development.

Highly effective when: the desired outcome involves solving a complex problem dealing with improving student achievement since the activities are designed specifically to address the problem.

2. Observation-Assessment: The educator participates in a closely controlled and previously agreed upon observation and review process. As a result, the educator develops a plan for improvement. Mentoring, peer coaching, clinical supervision, and evaluation are examples.

Pluses: Learning can occur for both the educator and observer. The professional development is tied directly to needs identified in practice. New learning can be practiced using the same process. Can lead to greater collegiality.

Minuses: It is difficult for many teachers to break the traditional isolation and feel comfortable with this approach. School administrators must support this practice to provide the time and encouragement to make this succeed.

Highly effective when: the educator needs to master a simple specific teaching skill or classroom management skills. Peer coaching will increase application of the new skill to 90%.

3. Curriculum Development/School Improvement Process: Initiated to solve problem, develop or adapt curriculum, design programs, engage in systematic school improvement processes. It involves identifying a problem, developing a plan of action, implementing the plan and assessing the results.

Pluses: Leads to new insights and a deeper understanding of critical elements of teaching and learning. Can lead to increased capacity on the part of individual teachers and whole faculties.

Minuses: Without sufficient time, resources, administrative and faculty support this process will fall short of its goals. If this project is not integrated with other improvement initiatives its impact will be limited.

Highly effective when: The educator or school wants to develop group leadership or team problem solving skills. Extremely effective for increasing knowledge of content or subject matter to solve a problem or meet a specific need.

4. Training: To be effective, training must include the following four parts:

- the presentation of theory supporting a new practice;
- modeling or demonstration of the practice; and
- practice of the new learning within the workshop setting; and
- after the workshop, follow-up including practice, sharing and peer coaching.

Pluses: If done well including all necessary components, training can be very effective for mastering new skills and changing practice.

Minuses: Effectiveness will be severely compromised unless all four parts are included. Follow-up must begin immediately and be sustained to ensure mastery of the new knowledge or skill.

Highly effective when: The educator wants to master a specific teaching skill or to implement a complex set of teaching strategies. This includes new assessment procedures, classroom management skills, or applying new knowledge in the content or subject area.

5. Inquiry: This is very much like the scientific model in which a problem or need is identified and data and research about the issue is collected and analyzed. An action plan based upon a hypothesis problem is developed and implemented. Results are evaluated to determine if the implementation of the plan supported the hypothesis. Inquiry professional development can include action research, study groups.

Pluses: Educators become more comfortable experimenting with research based practices, become better at analyzing their own practice and develop collegial relationships.

Minuses: This is a time-consuming model to implement. The emphasis is on creating new knowledge as opposed to acquiring new knowledge so the educator must be clear on the desired outcome.

Highly effective when: the goal is to gain insight into how students learn since it involves testing hypotheses or solving complex problems dealing with improving student achievement because it generates a great deal of learning. It is also effective for mastering new skills and strategies as long as peer coaching is included.

Appendix H

National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, dispositions and commitments reflected in the following 5 core propositions. These propositions may inspire new goals for your Individual Professional Development Plan (IPDP).

1. Teachers are committed to students and their learning.

- Teachers recognize individual differences in their students and adjust their practice accordingly
- Teachers have an understanding of how students develop and learn
- Teachers treat students equitably
- Teachers' mission extends beyond developing the cognitive capacity of their students

2. Teachers know the subjects they teach and how to teach those subjects to students.

- Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines
- Teachers' command specialized knowledge of how to convey a subject to students
- Teachers generate multiple paths to knowledge

3. Teachers are responsible for managing and monitoring student learning.

- a. Teachers call on multiple methods to meet their goals
- b. Teachers orchestrate learning in group settings
- c. Teachers place a premium on student engagement
- d. Teachers regularly assess student progress
- e. Teachers are mindful of their principle objectives

4. Teachers think systematically about their practice and learn from experience.

- a. Teachers seek the advice of others and draw on educational research and scholarship to improve their practice

5. Teachers are members of learning communities

- a. Teachers contribute to school effectiveness by collaborating with other professionals
- b. Teachers work collaboratively with parents
- c. Teachers take advantage of community resource

From: What Teachers Should Know and be Able to Do, National Board for Professional Teaching Standards, 1999

Appendix I

Historical Perspective of Vermont Re-Licensing

With the creation of the Vermont Standards Board for Professional Educators (VSBPE) in 1991, Vermont initiated a unique process for the licensing of educators. Prior to this time, the superintendent of school for each local district made re-licensing decisions. The VSBPE is a twenty-three-member, teacher majority board, appointed by the Vermont State Board of Education. As integral parts of this system, Local Standards Boards (LSB), representing non-administrative educators in each of the state's school supervisory units, and Regional Standards Boards (RSB), representing administrators in the five geographic regions were formed. These boards oversee the approval of individual professional development plans and portfolios, leading to the re-licensing of experienced educators in their jurisdictions.

During the years since the inception of this process, educators have enlarged the vision of what constitutes effective professional development. A combination of factors, including the knowledge explosion of the information age, the expectation of continuous improvement, the increasing necessity of collaboration, and the need to respond to society's needs by "creating what has never existed before," has had an obvious effect on educator professional development. We now know that improved student learning requires that all members of the system continuously grow and develop. Effective staff development is now necessarily dynamic, job-embedded and ongoing. It requires acquisition of new skills and knowledge, applications to new situations, and constant reflection, analysis and adjusting. Quality courses and workshops still have an important place in the professional development continuum. In addition, the need for focused, specific, job-embedded opportunities for educator growth requires that we examine other delivery models as well.

During the early 1990's, at the same time Vermont's re-licensing system was being developed, little was written about the use of teacher portfolios for professional development. Student portfolios were, however, slowly becoming accepted as an authentic assessment alternative for reading and writing in elementary schools, and for writing across the curriculum in secondary schools.

Teacher educators at colleges and universities initiated the idea of using portfolios for reflective self-assessment for their students. Teacher portfolios were initially conceived to address the development of undergraduate and graduate students working toward professional licensing as classroom teachers.

In 1994, the National Board of Professional Teaching Standards began to examine "What Teachers Should Know and be Able to Do" They suggested the use of portfolios as a methodology for gathering evidence of what accomplished teachers know and are able to do.

The ability to teach well began to be seen more as a journey than destination. The portfolio gradually evolved from being a folder of collected documentation to a reflective professional development tool. It is now considered a *process* of continuous improvement rather than as a product.

In Vermont, regulations, policy and best practice have lead to the requirement of focused professional development. This professional development must support local school improvement efforts, impact student learning, and reflect Vermont School Quality Standards, The Vermont Standards and Learning Opportunities, and The Five Standards for Professional Educators. It must be documented through an individual educator portfolio.

Vermont's re-licensing process focuses on the professional development of educators. Now, more than ever before, we must align re-licensing with effective professional development.

The important work of the Local and Regional Standards Boards has given us much information which, if intentionally aligned with current state, regional and local professional development initiatives, will make even more powerful differences in the quality of our educational system.

Appendix J

National Staff Development Council Standards for Staff Development (Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Appendix L

Timelines for Implementation of 2003 Licensing Regulations

The revised licensing regulations pertaining to license renewal become effective on July 1, 2004. However, as the timelines on the next two pages show, implementation of the 2003 Licensing Regulations will be incremental to correlate with educators' license renewal dates.

For example, educators renewing Level II licenses after July 1, 2004 will be expected to develop their new IPDPs and the *resulting* portfolio in accordance with the new regulations. However, since educators renewing Level II licenses up until June 2010 may have been developing portfolios for their current renewal period in accordance with the 1998 regulations, Local and Regional Standards Boards should allow them to present portfolios developed in accordance with the 1998 regulations until June 2010. Requirements for portfolios under the 1998 and 2003 regulations are very similar. If an educator has not begun developing a portfolio, you may suggest that they follow the 2003 regulations, however, they cannot be required to do so.

Local and Regional Standards Boards should continue to refer to the 1998 regulations and the guidelines from the 2000 *The Guide for the Operation of Local and Regional Standards Boards* included in this appendix.

**Renewal
Level I → Level I**

License Expires	1998 Regulations Apply for Renewal	2003 Regulations
6/30/04	No Professional Development required	New Level I Licenses will be for 3 Years
6/30/05	No Professional Development required	New Level I Licenses will be for 3 Years
6/30/07 and thereafter		<ul style="list-style-type: none"> • 3 Professional Development Credits required if not teaching in the endorsement area or employed in VT

Level I → Level II

License Expires	1998 Regulations Apply for Renewal	2003 Regulations Apply for:
6/30/04	IPDP	None
6/30/05	IPDP	None
6/30/07	None	<ul style="list-style-type: none"> • IPDP • Mentoring Documentation • Supervisor Signature Form • Must move from Level I to Level II with above documentation if teaching for 3 years in the endorsement area.

Level II Renewal

License Expires	1998 Regulations Apply for Renewal:	2003 Regulations Apply for:
6/30/04	IPDP & Portfolio	No 2003 Regulations Apply
6/30/05	Portfolio	IPDP
6/30/06	Portfolio	IPDP
6/30/07	Portfolio	IPDP
6/30/08	Portfolio	IPDP
6/30/09	Portfolio	IPDP
6/30/10 & 11	Portfolio	IPDP
6/30/12 & thereafter	None	IPDP and Portfolio

LEVEL I LICENSE RENEWAL (1998 Regulations)

➤ **Have you practiced in Vermont for 2 years?**

YES



NO



Seek renewal of Level I endorsement through the DOE Licensing Office.

➤ **Have you practiced in your endorsement area(s) in Vermont for 2 years?**

YES



NO



- *Seek recommendation from your L/RSB for a Level II endorsement by
- Receiving L/RSB approval for an IPDP for the ensuing seven years.
 - Submitting documentation of: the ability to plan instruction; maintain a positive learning environment; conduct learning experiences for individuals as well as groups; knowledge of content area; and interest and motivation in continuing professional development.
 - Providing documentation of any other required licenses or credentials.

* Seek recommendation for renewal of Level I endorsement through your L/RSB.

***Note:** *If you are employed in an educational entity not served by an approved local standards board you should seek renewal from a LSB near you (if they agree to serve you), as described above left, or through the DOE Licensing Office. The DOE Licensing Office does not have authority to recommend an educator to move from Level I to Level II.*

➤ **Did your L/RSB recommend you for a Level II endorsement?**

YES



Be sure to send your renewal form, signed by your L/RSB Chair, with your renewal fee to the DOE Licensing Office.

NO



Renew your Level I endorsement through your L/RSB and reapply for a Level II endorsement prior to the end of the licensure period.

LEVEL II LICENSE RENEWAL (1998 Regulations)

➤ Are you currently employed as an educator in Vermont?

YES



NO



Apply to the DOE Licensing Office for renewal by presenting:
- Documentation of a minimum of 9 professional development credits, at least 3 of which must be in subjects related to the endorsement;
Copies of valid additional licenses or credentials required for a specific endorsement.

➤ Are you employed in a public school or other Vermont educational entity served by a L/RSB?

YES



Seek a recommendation from your L/RSB by:



NO



Seek a recommendation for renewal from a L/RSB near you (if they agree to serve you), as described below, or through the DOE Licensing Office as describe above.



Presenting a professional portfolio that includes:

- 1) The current IPDP;
- 2) Documentation of professional growth pursuant to the IPDP goals including:
 - a) Documentation of a minimum of 9 relicensing credits in subject areas related to each endorsement and to the IPDP goals;
 - b) Evidence of growth in each of the Five Standards for Vermont Educators;
 - c) Evidence of any required additional licenses or credentials specific to a particular endorsement; and
 - d) An approved IPDP for the ensuing 7-year licensing period.

1998 Licensing Regulations

Guidelines for Developing IPDP and Relicensure Portfolio

(excerpted from *The Guide for the Operation of Local and Regional Standards Boards*, 2000)

1. What is an Individual Professional Development Plan (IPDP)?

An IPDP is an outline of professional development goals that are directly related to the *Five Standards for Vermont Educators*. The intent of an IPDP is to improve practice and student learning and to guide each educator's professional development for the ensuing relicensure period. The goals and corresponding professional development activities **must** be designed to result in new learning and growth for the educator. A portion of the IPDP **must** be connected to the school's initiatives for improving student learning. An IPDP must be well-planned and thoughtfully implemented. (IV, F and [Appendix A](#))

3. How does an educator develop an IPDP?

The following are some suggestions and resources for educators to use when developing an IPDP:

- a. Develop appropriate professional development goals using the 1999 *Five Standards for Vermont Educator*; administrators should use the competencies for school administrators.
- b. Consider how IPDP goals will improve individual practice as well as implementation of *Vermont's Framework of Standards and Learning Opportunities*.
- c. Consider how IPDP goals connect to the school's initiatives for improving student learning.
- d. Consult with colleagues, especially those in like disciplines or who teach the same grade level(s) and those who have similar expertise and knowledge, teaching style, educational background, and professional history.
- e. Review formal evaluations and annual goals and discuss your educational needs and aspirations with other colleagues and supervisors. Goals developed for another purpose such as supervision or evaluation may also be incorporated into an IPDP.
- f. Continue implementing and researching knowledge and skills acquired at meaningful conferences and workshops. Consult the LSB/RSB Plan of Operation for the list of non-traditional professional development activities available for professional development.
- g. Draw inspiration from professional journals and other educational publications.
- h. Ask students to complete course evaluations or surveys and review them for insights on teaching and needed expertise.
- i. Discuss Individual Professional Development Plans with colleagues and get their ideas for implementing them.

4. What criteria does the LSB/RSB use to approve IPDPs?

An IPDP must include focused goals that:

- Lead to improved practice and student learning;
- Connect to each of the *Five Standards for Vermont Educators*;
- Reflect each endorsement held;
- Connect to the school's/district's initiatives for improving student learning; and
- Lead to professional development activities that will promote new learning and growth for the educator, rather than focus merely on time and effort spent.

Relicensure Portfolio

3. What must be included in a Relicensure Portfolio? (1998 Regulations)

The relicensure portfolio must be presented in a clear and concise format. The physical presentation may be a 1-2 inch binder or an electronic or other suitable format.

VSBPE required components:

- personal information – name, school, teaching or administrative context, year
- completed State Department of Education License Renewal Form
- table of contents
- copy of current license and, if applicable, copies of any valid licenses or credentials required by the endorsement
- completed IPDP and amendments
- evidence of a minimum of 9 relicensing credits in subject areas related to each endorsement and to the IPDP goals
- supportive documentation or evidence of new educator learning that shows how each of the *Five Standards for Vermont Educators* – Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability – has been addressed
- a narrative on each piece of supporting documentation which:
 - describes the documentation or evidence (What is it?)
 - connects the documentation or evidence both to one's IPDP goals and to the *Five Standards For Vermont Educators* (Which goal(s) and standard(s) does it meet?)
 - reflects on the impact the documented experiences had on one's practice and/or student learning (How did the activity change your practice and impact student learning? What meaning did it have for the educator or students?)
- new IPDP for the next relicensure cycle

Appendix M

Questions about policy, legal issues, VSBPE, professional standards, endorsements, "highly qualified teacher" requirements, peer review, educator testing, regulation implementation

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Questions about Local and Regional Standards Board processes and board operations, professional development, portfolios, IPDPs, grants, annual reports

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