Rules Governing the Licensing of Educators and the Preparation of Educational Professionals

Rule Series 5100

LICENSING RULES

Effective date: 4/12/2017

Educator Quality Division:
Licensing Rules
(802)479-1700

Issued by:
The Vermont Standards Board for Professional Educators

Official publication of Rule Series 5100 posted by the Vermont Secretary of State may be found online at Lexis-Nexis.

VERMONT
AGENCY OF EDUCATION
EDUCATOR QUALITY DIVISION

State of Vermont

Governor, Phillip Scott

Secretary of Education, Rebecca Holcombe

Vermont Standards Board for Professional Educators 2017-2018~~2016-2017~~

Donald Tinney, Chairperson

Luisa Millington, Vice Chairperson

Roberta Baker

Claudine Bedell

Jennifer Fribush

Jeremy Hill

Helen Lanthier

Amy McMullen

Stephen Owens

Erik Remmers

Richard Reardon

Thomas Young

TABLE OF CONTENTS

RULES GOVERNING THE LICENSING OF EDUCATORS AND THE PREPARATION OF EDUCATIONAL PROFESSIONALS

§	TITLE	Page #
5100	**Statutory Authority**	6
5150	Definition of Terms	6
5200	**Licensing Rules**	14
5210	License Expiration	14
5220	Who Needs to be Licensed/Responsibilities for Licensure	14
5230	General Requirements for all Applicants for Professional Licensure	16
5240	Examination Requirements for all Applicants for Level I or Level II Professional Educator's Licenses and Additional Endorsements	19
5300	**Processes for Becoming Licensed**	21
5310	Approved Vermont Educator Preparation Program	21
5320	Interstate Agreement	21
5330	Alternate Routes to Licensure	22
5340	Apprenticeship Program for Individuals Seeking Licensure as Career Technical Educators	23
5350	Provisional Licenses and Endorsements	23
5360	Emergency Licenses and Endorsements	25
5380	Substitute Educators	26
5400	**Issuance of License and Endorsement**	27
5410	Level I Professional Educator's License	27
5420	Level II Professional Educator's License	27
5424	Retired Educator's License	28
5430	License Renewal and Reinstatement	29
5431	Level I Professional Educator's License Renewal	29
5432	Level II Professional Educator's License Renewal	30
5433	Retired Educator License Renewal	31
5435	Reinstatement of Lapsed Licenses or Endorsements	32

§	TITLE	Page #
5440	Endorsements	33
5500	**Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators**	159
5510	Code of Professional Ethics	159
5520	Rules of Professional Conduct	160
5600	**Administrative Bodies**	162
5610	The Vermont Standards Board for Professional Educators	162
5620	Local Standards Board (LSB)	163
5630	Regional Standards Board (RSB)	165
5700	**License Surrender, Negotiated Settlement, Reinstatement After Suspension or Revocation, Reprimands, and Posting of Licensing Actions**	166
5800	**Administrative Provisions**	168
5840	Access to License Records	168
5900	**Approval of Educator Preparation Programs**	168
5920	Approval Criteria	169
5924	Student Teaching Requirements	170
5930	Review Process for Program Approval	172
5936	Reports and Responses	172
5940	Action by the Vermont Standards Board for Professional Educators	173
5950	VSBPE Waiver Rule	174

Acronym Guide

Acronym	Stands for
ASHA	American Speech Language Hearing Association
CAEP	Counsel for the Accreditation of Educator Preparation
CTE	Career Technical Education
ELL	English Language Learner
ETS	Education Testing Services
IEP	Individual Education Plan
INTASC	Interstate Teacher Assessment and Support Consortium
K	Kindergarten
L/RSBs	Local/Regional Standards Boards
LSB	Local Standards Board
NASDTEC	National Association of State Directors of Teacher Education and Certification
NASP	National Association for School Psychologists
NCSP	Nationally Certified School Psychologists
NLN	National League for Nursing
PK	Pre-Kindergarten
ROPA	Results Oriented Program Approval
ROTC	Reserve Officers' Training Corps
RN	Registered Nurse
RSB	Regional Standards Board
SD	School District
SLP	Speech Language Pathologist
Standards Board	Vermont Standards Board of Professional Educators
SU	Supervisory Union
V.S.A.	Vermont Statutes Annotated
VSBPE	Vermont Standards Board of Professional Educators

LICENSING RULES

5100 STATUTORY AUTHORITY

16 V.S.A. § 1691a; 16 V.S.A. § 1692; 16 V.S.A. § 1694; 16 V.S.A. § 1695; 16 V.S.A. § 1697.

5150 Definition of Terms

For the purpose of these Licensing Rules, unless the context otherwise clearly requires, the following definitions apply:

"Add-On" refers to an endorsement that may only be acquired as an additional endorsement to an existing Level I or II Professional Educator's License.

"Administrator" means an individual licensed under 16 V.S.A. Chapter 51 the majority of whose time in a public school, school district, or supervisory union is assigned to developing and managing school curriculum, evaluating and disciplining personnel, or supervising and managing a public school system or public school program.

"Administrative Experience" refers to the number of years where the majority of time is assigned to developing and managing school curriculum, evaluating and disciplining personnel, or supervising and managing a public school system or public school program under an endorsement for which demonstration of competency with the Vermont Core Leadership Standards is requisite.

Endorsement Areas for educators whose employment is considered Administrative experience
20 Assistant Director of Adult Education
92 Career Technical Center Director
Assistant Career Technical Center Director (must hold endorsement 92)
93 Director of Curriculum
86 Director of Special Education
91 Principal
Assistant Principal (must hold endorsement 91)
90 Superintendent
Assistant Superintendent (must hold endorsement 90)
75 Supervisor (renewable, removed on 8/2/13)

"Administrative Internship" means a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings, including employment on a provisional license as an administrator, or other concentrated field experience however named, in which the candidate shall demonstrate competence in the Core Leadership Standards for Vermont Educators.

"Ancillary requirements" means additional requirements for licensure pursuant to Vermont Statute or as determined by the Standards Board, pursuant to 16 V.S.A. § 1694; and may include: professional licensure or credentials, FBI fingerprint criminal record check, disclosure, good standing, basic skills assessment, practicum or internship, Praxis II, and applicable fees.

"Applicant" means an individual applying for a license.

"Apprenticeship License" is a three-year temporary license. See Rule 5340.

"Approved Educator Preparation Program(s)" means one or more programs offered within an institution of higher education or other educational organization, that meets established standards for licensure according to these rules, and is approved to recommend candidates for educator licensure by the Vermont Standards Board for Professional Educators or a national accreditation process accepted by the Standards Board.

"Associate's Degree" means a minimum of forty-eight (48) college credit hours from a regionally accredited or state-approved institution.

"Cooperating Educator" means an educator assigned to a student teacher or intern by a local school in order to fulfill the requirements of Section 5923 of these rules.

"Core Content Areas" means English, math, science, and social studies.

"Core Teaching Standards for Vermont Educators" means the core standards for what all educators should know and be able to do as defined in the document titled Core Teaching and Leadership Standards for Vermont Educators as developed, and periodically updated, by the Vermont Standards Board for Professional Educators.

"Core Leadership Standards for Vermont Educators" means the core standards for what all educators should know and be able to do as defined in the document titled Core Teaching and Leadership Standards for Vermont Educators as developed, and periodically updated, by the Vermont Standards Board for Professional Educators.

"Counsel for the Accreditation of Educator Preparation (CAEP)" refers to the national accrediting body for educator preparation programs.

"Diverse Learning Needs" means the needs of all learners including: females as well as males; members of ethnic and racial minorities as well as ethnic and racial majorities; learners who are socioeconomically disadvantaged, as well as those who are more advantaged; learners who

have not been successful in school as well as those who have been successful; and learners who have been denied access in any way to educational opportunities as well as those who have not.

"Educational Entities" means Vermont public schools, Independent Schools approved by the State Board of Education, and Recognized Schools.

"Educational Functions" means activities such as planning, development, or management of curriculum; provision or oversight of instructional or learner support services; assessment or oversight of the assessment of learners; or supervision or evaluation of educational staff.

"Educator" means any teacher or administrator requiring a license under 16 V.S.A. Chapter 51.

"Emergency License" is a one-year non-renewable temporary educator license. See Rule 5360.

"Endorsement" means the grade level and field in which an educator is authorized to serve, pursuant to Rule 5440, as identified by the code numbers and legend printed on the license. A license shall bear one or more endorsements.

"Field" means an administrative or instructional area, or area of professional practice.

"Hearing Panel" means the persons assigned in individual cases to find facts, reach conclusions of law, and make decisions regarding compliance with standards for obtaining, retaining, and renewing licenses.

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

"Instructional Level" means the grade level(s) or age ranges an educator is endorsed to teach.

"Interdisciplinary Major" means a planned program of study, approved by the institution, which includes courses in no more than three disciplines in the liberal arts or sciences and at least eighteen (18) credit hours in one of those disciplines.

"Internship" means a graduate experience in which one is supervised by both an onsite supervisor and qualified faculty of an institution of higher education.

"Interstate Agreement" means the system whereby a recommendation for licensure from a state-approved educator preparation program at an accredited college or university, or a professional license, is recognized in another state. The reciprocity is governed by the Interstate Agreement developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). It does not guarantee that a license in one state can simply be "traded in" for a license in another state. Each state that is a signatory to the Agreement sets its own rules and conditions under which a license will be issued.

"Liberal Arts and Sciences" means those academic courses of instruction intended to provide a general knowledge in the arts, humanities, sciences, and mathematics, as opposed to professional and technical subjects.

"License" means the authority to engage in teaching or school administration, as the context requires, in the state and includes the endorsements the licensee possesses.

"Licensee" means an individual licensed under 16 V.S.A. Chapter 51.

"Licensing Action" means action that suspends, revokes, limits, or conditions licensure or certification in any way and includes warnings, reprimands, probation, and administrative penalties.

"Limitations" refer to any subject or instructional limitations placed on endorsement restricting what an educator is licensed to teach or any limitations the Standards Board may apply

"Local Standards Board (LSB)" means a board whose majority membership shall be licensed teachers and that is established and maintained pursuant to Rule 5620 for the primary purpose of recommending teachers for relicensure pursuant to these rules.

"Major" means an academic major granted as part of a bachelor's degree by an accredited/approved four-year institution. The equivalent of a major is defined as a compilation of at least thirty (30) credit hours in the specified major field from accredited/approved institution(s), at least nine (9) of which shall be advanced undergraduate courses or higher.

"Master's degree" means an advanced academic degree granted by an accredited/approved graduate institution.

"Minor" means an academic minor granted as a part of a bachelor's degree by an accredited/approved four-year institution, or a compilation of at least eighteen (18) credit hours in the specified minor field from accredited/approved institution(s), at least six (6) of which shall be advanced undergraduate courses or higher.

"Office" means the office within the Vermont Agency of Education responsible for professional standards and educator licensing, and that addresses issues of professional licensing.

"Online coursework" refers to online learning that consists of student-teacher interaction which is conducted over the Internet and through the use of technology to support student learning from a distance with some element of student control over time, place, path and/or pace.

"Practicum" means a minimum of sixty (60) clock hours of supervised field experience, which need not be consecutive, and may accumulate to sixty (60) hours.

"Professional Educator License" means a non-conditional, current license comparable to a Level I or Level II Vermont educator license and does not include Provisional, Emergency, Teaching Intern, or Apprenticeship licenses or their equivalent in other states.

"Professional Learning Plan" means a plan that sets forth how an educator with an apprenticeship license with a Career Technical Education endorsement who has not met the requirements of Sections 5230-5235 of these rules intends to meet those requirements.

"Progressions" are a formative tool that describes the continuum of teaching practice for each Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standard. The InTASC standards are the basis for the Core Teaching Standards for Vermont Educators.

"Provisional License" is a temporary two-year license. See Rule 5350.

"Regional Standards Board (RSB)" means a board whose majority membership shall be licensed administrators and that is established and maintained, pursuant to Rule 5630, for the primary purpose of recommending administrators for relicensure pursuant to these rules.

"Relicensure Credit" means a unit of measure assigned by a local or regional standards board, or the Office, to professional learning activities other than academic credit bearing courses that meet standards for relicensure. Fifteen (15) clock hours of professional learning is equivalent to one (1) relicensure credit. Relicensure credits and academic credits apply equally toward relicensure requirements.

"School Year" means the year beginning July 1 and ending the next June 30.

"Secretary" means the Vermont Secretary of Education or an agent designated by the Secretary to carry out a particular duty.

"Standards Board" means the Vermont Standards Board for Professional Educators established under 16 V.S.A. § 1693.

"Student Teaching" means a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure, including an internship, or other concentrated field experience however named, in which the candidate shall gradually assume the full professional roles and responsibilities of an educator in the initial endorsement area sought.

"Superintendent" means the Superintendent of a Supervisory Union (SU), Supervisory District (SD), or school district pursuant to 16 V.S.A. § 241.

"Teacher" means an individual licensed under 16 V.S.A. Chapter 51, the majority of whose employed time in a public school district or supervisory union is assigned to furnish to learners

direct instructional or other educational services, as defined by rule of the Standards Board, or who is otherwise subject to licensing as determined by the Standards Board.

"Teaching Experience" in reference to administrative endorsements, refers to number of years where the majority of time is assigned to furnish to learners direct instructional or other educational services under an endorsement for which demonstration of competency with the Vermont Core Teaching Standards is requisite.

Endorsement areas for educators whose employment is considered teaching experience	**Endorsement areas for educators whose employment is not considered teaching experience**
02 Art	84 Educational Speech Language Pathology
03 Business Education	30 Driver and Traffic Safety Education (in-vehicle instruction only)
17 Career Technical Education	16 Junior ROTC Instructor
73 Career Technical Education School Counseling Coordinator	65 School Nurse
87 Career Technical Education Special Needs Coordinator	65A Associate School Nurse
14 Computer Science	66 School Psychologist
38 Dance	54 Social Worker
10 Design and Technology Education	60 Work-based Learning Coordinator
30 Driver and Traffic Safety Education (in-class and in-vehicle instruction)	
36 Early Childhood Education	
80 Early Childhood Special Education	
42 Educational Technology Specialist	
00 Elementary Education	
05 English	
40 English Language Learner	
09 Family and Consumer Sciences	

Endorsement areas for educators whose employment is considered teaching experience	Endorsement areas for educators whose employment is not considered teaching experience
31 Health Education	
81 Intensive Special Education Teacher	
61 School Librarian	
11 Mathematics	
19 Middle Grades	
06 Modern and Classical Languages	
12 Music	
08 Physical Education	
78 Reading/English Arts Coordinator	
76 Reading/English Language Arts Specialist	
64 School Counselor	
13 Science	
15 Social Studies	
82 Special Educator	
85 Special Education Consulting Teacher	
67 Teacher of the Visually Impaired	
68 Teacher of the Deaf and Hard of Hearing	
37 Theater Arts	

"Transcript Review" means the process of qualifying for additional endorsement and/or initial licensure (only an option in a limited number of endorsement areas) by documentation of qualifications via academic transcripts.

Endorsement areas where you can apply for Initial Licensure via Transcript Review	
20 Assistant Director for Adult Education	
03 Business Education	09 Family and Consumer Sciences
92 Career Technical Education Director	61 School Librarian

Endorsement areas where you can apply for Initial Licensure via Transcript Review	
87 Career Technical Education Special Needs Coordinator	66 School Psychologist
10 Design Technology Education	54 School Social Worker
30 Driver and Traffic Safety Education *(In-vehicle and Full endorsement)*	68 Teacher of the Deaf and Hard of Hearing
84 Educational Speech Language Pathologist	67 Teacher of the Visually Impaired
42 Educational Technology Specialist	60 Work-Based Learning Coordinator

5200 LICENSING RULES

5210 License Expiration

Any license issued shall expire on June 30 of the expiration year specified on the license.

5211.11 Responsibilities of preparation programs regarding rule and policy changes

5211.1 It is the responsibility of higher education institutions with approved educator preparation programs and of coordinators of approved alternate route to licensure programs to ensure that they are aware of all changes to licensing rules and/or policies, including endorsement changes, including those made subsequent to their program approval date. The Office will inform, in a timely manner, higher education institutions with approved educator preparation programs and coordinators of approved alternate route to licensure programs of any changes to licensing rules and/or policies.

5211. 2 Approved educator preparation and alternate route to licensure programs shall ensure that all general licensure competencies (if appropriate), specific endorsement competencies and additional requirements, if any, and other licensure requirements in effect on the date of application for program approval are addressed for each candidate in the program.

5211.3 Candidates for licensure via any alternate route to licensure approved under 5332 shall be required to demonstrate competence in accordance with the general licensure competencies, specific endorsement competencies and additional requirements, if any, and other licensure requirements in effect at the time of written notification of acceptance of their credentials for review under Rule 5333, 5310 or 5323 (transcript review), or 5332 (alternate routes).

5220 Who Needs To Be Licensed/Responsibilities for Licensure

5220.1 Except as set forth in rule 5380, any educator employed in a public school shall possess a valid Vermont educator license, an endorsement appropriate to the professional assignment, and any other license or credential required by these rules or the applicable endorsement, on the first day of service. The educator shall maintain the educator license, endorsement, and any other applicable license or credential throughout the period of service.

5220.2 Except as set forth in rule 5380, any individual who performs educational functions covered by any endorsement authorization statement in these rules, whether as an independent contractor or an employee of a school district or supervisory union, shall hold an appropriate license and endorsement.

5220.3 In limited circumstances, qualified professionals or skilled people trained in a field other than education may perform educational functions without licensure providing they are supplementing the educational functions performed by licensed school personnel. "Supplementing" means extending or intensifying the educational functions performed by licensed personnel. Individuals who are supplementing educational functions shall work under the supervision of a licensed educator(s) who is appropriately endorsed for the assignment. For purposes of this rule, "supervision" means direct responsibility for overseeing the work of the non-licensed individual.

5220.4 Paraprofessionals, student teachers, and volunteers are not required to hold licenses but shall work under the on-site supervision of licensed educators.

5220.5 A license and/or an endorsement is not valid until it is issued in the name of the Standards Board.

5220.6 It is the responsibility of the individual to obtain a license, an endorsement(s), and any other license or credential required by these rules or by the applicable endorsement, to attend to all renewal requirements and to seek renewal in a timely manner.

5220.7 It is the responsibility of the superintendent, or Director of a Career Technical center to ensure that on the first day of any assignment of duties requiring licensure under these rules, that each educator has a valid license, an appropriate endorsement, and any other applicable license or credential for the educator's assigned duties. Additionally they will ensure that the license and endorsement, as well as any other applicable licenses or credentials, are maintained throughout the assignment. Failure to do so may subject the superintendent or Director of a Career Technical center to discipline under provisions of 16 V.S.A. Chapter 51. *Responsibility for educator licensing for independent schools is addressed in SBE Rules Series 2200.

5221 Clerical Error, Omission or Misrepresentation

Any license or endorsement mistakenly issued by the Standards Board may be voided by the Secretary without need for revocation proceedings under the following circumstances:

a) clerical error by any party;
b) omission of information required by the applicant; or
c) erroneous information provided by any party.

When a license and/or endorsement is voided under this rule, the holder shall receive written notice of the action and reason thereof.

5230 General Requirements for All Applicants for Professional Licensure

5231 Except as otherwise noted by this section, the applicant shall hold a baccalaureate degree from a regionally accredited or state-approved institution and shall have successfully completed a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought.

5231.1 Requirements for all new applicants for Educational Speech Language Pathologist endorsements. Educational Speech Language Pathologist (84) endorsements (Rule 5440-84) shall be granted to educators who:

a) hold a current clinical SLP License in Vermont;
b) hold a conferred master's degree or doctoral degree in speech language pathology from an educational institution approved by the American Speech Language Hearing Association (ASHA).
c) demonstrate the educational speech language pathologist endorsement competencies established by the Standards Board, and
d) submit passing scores on the Praxis Core Series examination or other skills examination selected by the Standards Board under Rule 5241.

5231.11 To qualify for the Apprenticeship License, the individual must: Hold a high school diploma, or the equivalent, and have (6) years of work experience in the career cluster field OR Hold at least an associate's degree in any field, or the equivalent and have 4 years of work experience in the career cluster.

5231.12 To qualify to apply for a Level I License, the Apprenticeship holder must: Successfully complete an approved Career and Technical Teacher Education Program AND meet Vermont Licensure Portfolio requirements AND pass Praxis Core or the equivalent.

5231.13 To qualify to apply directly for a Level I License, the individual must: Meet CTE endorsement competencies and Core Teaching Standards through recommendation from an approved program, Transcript Review or Peer Review, AND have 4 years of work experience in the career cluster field AND pass Praxis Core or the equivalent.

5231.2 An applicant for a Career Technical Education endorsement (17), or an educator who holds a Career Technical Education endorsement, need not hold a bachelor's degree or associate's degree, or have a major in the liberal arts and sciences. However, an applicant for a Career Technical Education endorsement shall ~~hold at least an Associate's Degree, or the equivalent, and~~ have documented experience in the sub-endorsement, in order to qualify for a Level I Professional Educator's License. See Rule 5340.

5231.3 Career Technical Education Directors (92) wanting to add an additional administrative endorsement must meet the requirement of three years of teaching experience.

5231.4 Applicants for the Junior ROTC Instructor (17)endorsement need not hold a bachelor's degree.

5231.5 An applicant for a School Nurse (65) endorsement shall have graduated from a nationally accredited, four-year nursing program. An applicant for an Associate School Nurse endorsement shall hold at least an RN degree from a nationally accredited nursing program.

5231.6 Holders of Career Technical Education, Junior ROTC Instructor, or Associate School Nurse endorsements must meet the baccalaureate degree requirement <u>if they wish to qualify to add additional endorsements other than those exempted from the baccalaureate degree requirement in this section.</u>

5231.7 Applicants for: Educational Speech Language Pathology, School Psychologist, School Social Worker, School Nurse, Associate School Nurse, Junior ROTC Instructor, Work-Based Learning Coordinator, endorsements need not meet the requirements of sections 5233 and 5235 of these rules. However, individuals holding endorsement(s) in one or more of these areas who do not have documentation of the required student teaching or administrator experience (5233) and cannot demonstrate competency with the Core Teaching or Leadership Standards (5235), must meet these requirements in order to qualify for additional endorsements in any other teaching or administrative area.

5232 The applicant must provide documentation of the specified content knowledge and performance standards and additional requirements, if any, for the endorsement(s) being sought.

5233 The applicant must provide documentation of required student teaching or administrative internship experience.

5233.1 Student Teaching. Evidence of at least thirteen (13) consecutive weeks of student teaching, or an equivalent learning experience as determined by Standards Board policy or by the requirements of the endorsement.

5233.2 Administrative Internship. Evidence of at least 300 hours of an administrative internship for those seeking an initial administrator endorsement.

5235 Demonstrated competency as specified in the following educator requirements:

5235.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

5235.2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

5235.3 Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

5235.4 Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5235.5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5235.6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

5235.7 Planning for Instruction. The teacher plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

5235.8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

5235.9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

5235.10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

5236 Demonstrated competency as specified in the following administrator requirements:

5236.1 Vision, Mission, and Goals. An education leader promotes the success of every learner by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

5236.2 Teaching and Learning. An education leader promotes the success of every learner by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

5236.3 Managing Organizational Systems and Safety. An education leader promotes the success of every learner by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

5236.4 Collaborating with Families and Stakeholders. An education leader promotes the success of every learner by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

5236.5 Ethics and Integrity. An education leader promotes the success of every learner by acting with integrity, fairness, and in an ethical manner.

5236.6 The Education System. An education leader promotes the success of every learner by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

5236 Applicants shall meet all other requirements specified by law and regulation.

5240 Examination Requirements for all Applicants for Level I or Level II Professional Educator Licenses and Additional Endorsements

5241 Except as otherwise provided by Rule 5246, all applicants for initial licensure under sections 5310, 5320, 5330, or 5340 of these rules shall be required to meet the passing scores established by the Standards Board on the Praxis Core Series examinations in reading, writing, and mathematics or other skills examinations determined by the Standards Board.

5242 Except as otherwise provided by Rule 5246, all applicants for initial or additional endorsements shall be required to meet the passing scores established by the Standards Board on the applicable Praxis II examination or other examination required by the Standards Board in the endorsement area sought.

5243 Alternatives to Examinations. The Standards Board may adopt an alternative method to an examination requirement for all applicants when it is shown to provide evidence of

basic skill or content competency comparable to that of the passing scores on the required examinations.

5244 Adoption of Testing Elements, Public Notice, and Consideration of Recommendation. Before adopting:

a) scores for passing the examinations required under these rules;
b) examinations other than Praxis Core Series and Praxis II;
c) alternative methods of demonstrating competency; or
d) additional endorsement areas to be subject to examination requirements.
e) The Standards Board shall, after public notice of its deliberations consider the recommendations of interested individuals and organizations.
f) The effective date of any examination or alternative to an examination adopted to take the place of the Praxis Core Series or Praxis II examination requirement or the addition of new endorsement areas subject to examination requirements shall be no less than one (1) year from the date of adoption.

5245 Scores adopted by the Standards Board for passing the examinations, or alternatives to examinations required under these rules, shall apply to any application for licensure submitted subsequent to the effective date specified at the time of adoption.

A candidate who retakes an applicable examination in order to achieve a passing score, or who seeks to qualify by applying for the second or subsequent time with an alternative requirement, must meet the cut score in effect when the score or alternative is submitted as part of an otherwise complete application for licensure.

5246 Exemptions. Candidates meeting the following criteria shall be exempt from the examination requirements set forth in these rules:

5246.1 The following endorsements shall be exempt from the Praxis Core testing requirements for initial licensure:

30 Driver and Traffic Safety Education (in-vehicle instruction only)	66 School Psychologist
16 Junior ROTC Instructor	54 Social Worker
65 School Nurse	60 Work-based Learning Coordinator
65A Associate School Nurse	

5246.2 A candidate who is currently licensed in a state participating in the NASDTEC Interstate Agreement (Rule 5320) provisions of these rules is exempted from all testing. Candidates seeking to be recognized as Highly Qualified Teachers must complete the required Praxis II exam where appropriate.

5246.3 A candidate who, prior to the effective date of a particular examination requirement, has received written notification from the Office or a panel

convened to review credentials under section 5330 of these rules that a license will be granted upon completion of specified requirements.

5246.4 A candidate who otherwise qualifies for a license or endorsement, and who is certified by the National Board for Professional Teaching Standards in the applicable endorsement area.

5247 Waiver of Praxis Core Series Requirement

5247.1 A superintendent may apply for the waiver on behalf of the school district.

5247.2 The school district would need to demonstrate that not being given a waiver would substantially inhibit the district's ability to carry out "its locally established objectives."

5247.3 The prospective teacher on whose behalf the waiver is being requested must document that he/she:

a) has undertaken additional efforts to acquire knowledge and skills necessary such as tutoring and courses,
b) has an identified and documented disability and has exhausted all ETS procedures for accommodations for that disability; and
c) has taken the exam a minimum of three times without being able to meet the required cut scores.

5247.4 If a - c are met and the VSBPE or its designee finds that the candidate is otherwise qualified, the Educator Quality Division's Licensing Office will issue a license that is restricted to teaching in the school building(s) of the district making the waiver request.

5300 PROCESSES FOR BECOMING LICENSED

Applicants may seek licensure, through application, by the following methods:

5310 Approved Vermont Educator Preparation Program

The applicant has successfully completed and been recommended for licensure by a Vermont educator preparation program approved by the Standards Board pursuant to Section 5900 of these rules. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure. An applicant who completed an approved Vermont educator preparation program and holds a current license in another state shall be considered under Section 5320 of these rules.

The knowledge and skills of an applicant for an initial license who wishes to qualify for an endorsement for which an approved Vermont educator preparation program does not exist, or did not exist within the last five (5) years, shall be evaluated by the Standards Board, or its designee, on an individual basis, through transcript review, to

establish that the applicant meets the requirements of these rules. Only coursework which appears, for credit, on an official transcript and for which the applicant received a grade of "C" or better, may be counted toward the requirements for initial licensure through transcript review.

5320 Interstate Agreement

5321 An applicant who is not licensed, and has successfully completed a state-approved or CAEP approved educator preparation program in a state which has signed the NASDTEC Interstate Agreement will be considered for licensure as if they had completed an approved educator preparation program in Vermont. Applicants will be subject to the same requirements for initial licensees awarded in Vermont including testing, criminal background checks and affirmations. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5322 An applicant who is not licensed, and has successfully completed a state-approved or CAEP approved educator preparation program in a state which has not signed the NASDTEC Interstate Agreement may apply for licensure though transcript review. If the applicant meets the requirements specified and ancillary requirements as defined and specified in these rules shall be issued a comparable license and/or endorsement(s) according to the provisions of these rules. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5323 An applicant who holds a professional license in another state which has signed the NASDTEC Interstate Agreement, and holds the degree required for the endorsement, and who meets the ancillary requirements specified in these rules, shall be issued a Level I Professional Educator's License with a comparable endorsement(s) according to the provisions of these rules.

5324 An applicant for Vermont licensure who holds a professional license in a state not participating in the NASDTEC Interstate Agreement, or an applicant whose category of licensure is not covered by the Agreement, shall be evaluated by the Standards Board, or its designee, on an individual basis by transcript review to establish whether the applicant meets the competency requirements of these rules. Only coursework which appears, for credit, on an official transcript and which the applicant received a grade of "C" or better, may be counted toward the requirements for initial licensure through transcript review. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy.

5325 An applicant for Vermont licensure who is certified by the National Board for Professional Teaching Standards shall be issued a license in the comparable endorsement area.

5326 A Vermont license and endorsement(s) issued through the NASDTEC Interstate Agreement shall be subject to renewal provisions of Section 5430 of these rules.

5327 The Agency of Education will annually post the states which have signed the NASDTEC Interstate Agreement.

5330 Alternate Routes to Licensure

5332 Alternative Preparation Process. An individual who holds at least a baccalaureate degree from a regionally accredited or state-approved institution and who has successfully completed a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought, may be licensed by completing an alternate preparation process approved by the Standards Board (except as noted in 5231). For endorsement areas requiring an advanced degree, the individual must hold the specified advanced degree in order to be deemed eligible to proceed with any other alternate preparation process approved by the Standards Board.

5340 Apprenticeship License for Individuals Seeking Licensure as Career Technical Educators

5340.1 Upon employment by a Career Technical Center, an applicant for licensure as an educator with a Career Technical Education endorsement, who does not otherwise meet the requirements of Sections 5231 - 5236 of these rules as demonstrated through one of the processes outlined in 5310 - 5333 of these rules, shall develop a Professional Learning Plan which sets forth how the applicant intends to meet those requirements.

5340.2 The Professional Learning Plan shall be developed by the applicant and the director of an approved Career Technical teacher education program and be approved by the Director of the Career Technical Center.

5340.3 An Apprenticeship License shall be issued when the Apprenticeship License Application with an approved Professional Learning Plan is submitted to the Standards Board, or its designee. The Apprenticeship License shall be valid for up to ~~three (3)~~ four (4) years. An Apprenticeship License or endorsement request shall not be approved before June 1 for the ensuing year.

5340.4 The director of the career technical teacher education program will verify satisfactory completion of the Professional Learning Plan based on licensing procedures.

5340.5 The Apprenticeship License shall not be extended unless the Standards Board, or its designee, determines extenuating circumstances exist that prevented the holder from satisfactorily completing an Associate's Degree, or the equivalent, or the Professional Learning Plan, within the ~~three (3)~~ four (4) years. Under these conditions, the Apprenticeship License may be extended for ~~an additional two (2) year period~~ one (1) additional year.

5340.6 The educator examination requirements of Sections 5240 through 5246 of these rules shall not apply to applicants for Apprenticeship Licenses.

5340.7 Applicants for an Apprenticeship Career Technical endorsement in human services/ personal care must hold appropriate licenses via the Vermont Office of Professional Regulation.

5350 Provisional Licenses and Endorsements

5351 The Standards Board, or its designee, shall issue a two-year Provisional License with an endorsement to an individual on the application of a superintendent, director, headmaster of an independent school, or Career Technical Director, when the local district or independent school is unable to find an appropriately licensed and/or endorsed applicant after making all reasonable efforts to do so, or when a licensed or endorsed applicant does not possess the qualifications necessary for the specific assignment. The application for a Provisional License or endorsement shall include a plan for obtaining a Level I Professional Educator's License or endorsement and an explanation of how the applicant will be mentored and supervised during the two-year period of the Provisional License by a professionally licensed Vermont educator.

Qualifications – With the exceptions below, applicants for a Provisional License and/or endorsement shall possess a baccalaureate degree and meet at least one of the following criteria:

a) possess any valid professional educator license from Vermont or from another state;
b) possess any expired Vermont educator license or any expired educator license from another state, provided the license expired no fewer than two years and no longer than 10 years ago;
c) have a major or the equivalent in the content area of the provisional endorsement sought;
d) have successfully completed the licensure content assessment for the provisional endorsement sought.
    i. Applicants for a Provisional School Nurse or Associate School Nurse endorsement must hold an RN degree and a current Vermont nursing license.
    ii. Applicants for Provisional Associate School Nurse endorsements must have an Associate's Degree/Diploma from a nursing program accredited

by the National League for Nursing (NLN) but are exempt from the baccalaureate degree requirement.

iii. Applicants for Provisional Career Technical Education endorsements must have a current Level I or Level II Vermont Educator's License~~an Associate's Degree, or its equivalent, but are exempt from the baccalaureate degree requirement~~.

iv. Applicants for a Provisional Educational Speech Language Pathologist endorsement must hold a current Vermont clinical SLP license.

v. Applicants for Provisional Junior ROTC Instructor endorsements must hold the Department of Defense certification as a junior ROTC instructor and are exempt from the baccalaureate degree requirement.

vi. Applicants for Provisional Driver and Traffic Safety Education endorsement must demonstrate coursework equivalent to Vermont's Driver Education I and II and meet the Additional Requirements for the endorsement.

vii. Applicants for a Provisional School Psychologist endorsement must hold a current Vermont Clinical Psychologist license or be a currently Nationally Certified School Psychologist (NCSP) through the National Association for School Psychologists (NASP).

viii. Applicants for a Provisional endorsement in human services/ personal care must hold appropriate licenses via the Vermont Office of Professional Regulation.

5352 A provisional endorsement may be requested without making all reasonable attempts to find a properly endorsed person when the superintendent wishes to assign a current employee who is licensed in Vermont, but not properly endorsed for the assignment, or an unlicensed individual who is a candidate in a diversity program approved by the Secretary. In either instance the individual must submit a plan by which he/she will qualify for licensure and/or endorsement within the two year provisional period. If the employee is not properly endorsed at the expiration of the provisional endorsement, the district shall make all reasonable efforts to seek a properly endorsed applicant.

5353 Provisional License or endorsement requests shall not be approved before June 1 for the ensuing year unless the request is for an administrator whose assignment for the ensuing year begins prior to that date. Provisional License requests for such assignments shall not be approved prior to April 1 for the ensuing school year.

5354 A Provisional License or endorsement shall expire on June 30 of the second school year for which it was granted.

5355 A Provisional License or endorsement shall not be extended for any individual unless the Standards Board, or its designee, determines that extenuating circumstances exist that prevented the individual from completing the approved plan for obtaining a Level I Professional Educator's License. A Provisional License or endorsement shall not be

granted a second time in the same endorsement area for any individual, unless the Standards Board or its designee determines that extenuating circumstances exist.

5356 An educator who holds a Provisional License may be employed by any school district during the life of the Provisional License if the employing district shows need in accord with Section 5351 of these rules.

5360 Emergency Licenses and Endorsements

The Standards Board, or its designee, shall issue a one-year Emergency License or endorsement to an individual on the application of a superintendent or director of an independent school when the local district or independent school is unable to find appropriately licensed and/or endorsed applicants, or applicants who meet the qualifications for a provisional, or apprenticeship license; after making all reasonable efforts to do so.

5361 Emergency Licenses and endorsements shall be issued only to individuals who hold a baccalaureate degree, but do not meet the qualifications for a Provisional License as stated in Section 5351 of these rules. The application for an Emergency License shall include an explanation of how the applicant will be mentored and supervised. Applicants for emergency Career Technical Education endorsements need not meet the baccalaureate degree requirement.

5362 Emergency Licenses or endorsement shall be approved for the ensuing school year, at a date determined by the Agency.

5363 An Emergency License or endorsement shall expire on June 30 of the school year in which it was issued, shall be valid only for the assignment for which it was issued, and cannot be extended for a second year.

5364 An Emergency License shall not be issued for the following endorsements:

- 20 Assistant Director for Adult Education
- 92 Career Technical Center Director
- 73 Career Technical Education School Counseling Coordinator
- 87 Career Technical Education Special Needs Coordinator
- 93 Director of Curriculum
- 86 Director of Special Education
- 30 Driver and Traffic Safety Education
- 80 Early Childhood Special Educator
- 84 Educational Speech Language Pathologist
- 81 Intensive Special Education Teacher
- 16 Junior ROTC Instructor
- 91 Principal
- 65 School Nurse
- 65A Associate School Nurse

- 64 School Counselor
- 66 School Psychologist
- 54 School Social Worker
- 82 Special Educator
- 85 Special Education Consulting Teacher
- 90 Superintendent
- 68 Teacher of the Deaf and Hard of Hearing
- 67 Teacher of the Visually Impaired

5380 Substitute Educators

5381 Qualifications

Each local school board shall adopt a policy establishing employment qualifications for persons who substitute for educators in their absence. Each policy shall require at minimum that the substitute has graduated from high school.

5382 Time Limits and Extensions

An unlicensed person employed as a substitute pursuant to local school board policy may substitute for up to thirty (30) consecutive student days in the same assignment. In order to continue to employ an unlicensed person in this assignment beyond thirty (30) consecutive student days, the superintendent shall apply for an Emergency or Provisional License for the person pursuant to Sections 5350 and 5360 of these rules.

Licensed educators may substitute in a field outside of their endorsement field for thirty student days in the same assignment. Upon application by the superintendent, the Standards Board or its designee may grant one extension for an additional thirty (30) days. In order to continue to employ a licensed educator beyond sixty (60) days outside of his/her endorsement field, the superintendent shall apply for a Provisional License for the person pursuant to Section 5350 of these rules.

5400 ISSUANCE OF LICENSE AND ENDORSEMENT

The issuance of a license authorizes the holder to practice as an educator in the endorsement fields(s) and instructional level(s) specified. Each license issued shall indicate the type of license and the endorsement(s) and instructional level(s) for which the license is valid.

5410 Level I Professional Educator's License

An applicant who holds a professional license in another state, and holds the degree required for the endorsement sought, and who meets the ancillary requirements specified in these rules, shall be issued a Level I Professional Educator's License with a comparable endorsement(s) according to the provisions of these rules.

5411 A Level I Professional Educator's License with a comparable endorsement, shall be issued to an applicant who has satisfactorily met all requirements for licensure in Sections 5230 through 5246 through one of the processes in Section 5300 or met the requirements for an additional endorsement in Section 5443 of these rules.

5412 A Level I Professional Educator's License is valid for three (3) years, shall expire on June 30 of the third school year for which it was issued, and may be renewed subject to the provisions of Section 5430 of these rules. The expiration date of any additional Level I endorsement(s) shall be the expiration date of the current Level I Professional Educator's License.

5420 Level II Professional Educator's License

A Level II Professional Educator's License is valid for five (5) years, shall expire on June 30 of the fifth school year for which it was issued, and may be renewed subject to the provisions of Section 5430 of these rules.

5421 A Level II Professional Educator's License shall be issued, upon recommendation of a local or regional standards board, or the Office if the educator is not employed by an entity served by a local or regional standards board, to educators who have:

a) Practiced in Vermont in an endorsement area for three (3) years under a Level I Professional Educator's License.
b) Provided documentation of three (3) credits or 45 hours of professional learning. Only academic course credits receiving a grade of "C" or better will be accepted. At least one (1) credit or 15 hours must address the specific knowledge and performance standards of the endorsement being moved to Level II Professional Educator's License and must occur within the three (3) years preceding application for the Level II Professional Educator's License in each endorsement area; and
c) If practicing in an endorsement area, documentation of a self-assessment in relation to the Core Teaching Standards and Progressions or the Core Leadership Standards. The Office shall provide a verification form for L/RSBs for this purpose. Provided verification from the current administrator who supervises the educator's work that the educator is performing at a professional level in relation to the Core Teaching Standards or the Core Leadership Standards. The Office shall provide a verification form for administrators to use for this purpose; and
d) Provided documentation of any valid licenses or credentials that are required by the endorsement(s) sought.

5422 Educators who hold both a current Level I Professional Educator's License and a current Level II Professional Educator's License, and have Level I endorsement(s) being recommended for a Level II Professional Educator's License, shall have the endorsement(s) issued on their current Level II Professional Educator's License. The expiration date of any additional Level II endorsement(s) shall be the expiration date of

the current Level II Professional Educator's License.5423 A Level II Professional Educator's License may not revert back to a Level I Professional Educator's License after it has been moved to a Level II Professional Educator's License.

5424 Retired Educator License

This license may only be issued for Level II endorsements held by the educator at the time of application. A person who has a minimum of fifteen (15) years of experience as a licensed educator, who has withdrawn from active service, and who is receiving a retirement allowance from the Vermont State Teachers Retirement System for his/her service as an educator, shall qualify for a five (5) year Retired Educator's License upon application to the Office. Educators with fifteen (15) years teaching experience under a current license, in a position exempt from participation in the Vermont State Teachers Retirement System, e.g., Independent School educators, can qualify for a Retired Educator License. An initial Retired Educator License may only be issued to an educator who has completed three (3) professional learning credits or 45 hours. Only academic course credits receiving a grade of "C" or better will be accepted. At least one (1) credit or 15 hours must address the specific knowledge and performance standards of the endorsement(s) being sought and must occur within the three (3) years preceding application for the Retired Educator License in each endorsement area. A self-assessment in relation to the Core Teaching Standards and Progressions or the Core Leadership Standards will be required when moving from a Level II Professional Educator's License to a Retired Educator License. The Office shall provide a verification form for L/RSBs for this purpose.

Level II Professional Educator License holders employed as educators in a Vermont entity served by a local or regional standards board shall have their professional learning credits approved by the board. A Level II Professional Educator License holder who is not employed by a Vermont entity served by a local or regional standards board at the time of application shall present their professional learning credits directly to the Office for approval. A self-assessment in relation to the Core Teaching Standards and Progressions or the Core Leadership Standards will be required when moving from a Level II Professional Educator's License to a Retired Educator License, if practicing in the endorsement area.

5430 License Renewal and Reinstatement

A license and endorsement(s) shall be renewed or reinstated in the name of the Standards Board as set forth in Sections 5431 through 5435 of these rules. When an endorsement requires an additional license or credential, a copy of the valid document shall be provided by the educator at the time of renewal or reinstatement.

5431 Level I Professional Educator License Renewal

5431.1 Educators who have worked in Vermont under the Level I endorsement for three (3) years.

a. Level I endorsement holders who have practiced in an endorsement area for three (3) years must seek a recommendation from their local or regional standards board, or from the Office if the educator is employed by an entity not served by a local or regional board, for a Level II endorsement pursuant to section 5421 of these rules.
b. An educator who does not receive a recommendation to move his/her Level I endorsement to a Level II Professional Educator License upon initial application, shall renew the Level I endorsement for three (3) years and re-apply to move the endorsement to a Level II Professional Educator License prior to the expiration of the renewal. To renew the Level I endorsement(s) the educator must show:
    i. Professional learning through completion of a minimum of three (3) credits or 45 hours in the endorsement area. Only academic course credits receiving a grade of "C" or better will be accepted. At least one credit or 15 hours must address the specific knowledge and performance standards of the endorsement(s) being renewed and must occur within the three (3) years preceding renewal of the Level I Professional Educator's License in each endorsement area.
    ii. If practicing in an endorsement area, documentation of a self-assessment in relation to the Core Teaching Standards and Progressions or the Core Leadership Standards.
    iii. Documentation of any required additional licenses or credentials specific to a particular endorsement.
c. The Level I endorsement of an educator who does not receive a recommendation to move the endorsement to a Level II Professional Educator's License after the second application shall become lapsed and may not be reinstated.

5431.2 Educators who have not worked under the Level I endorsement for three (3) Years.

a) Level I Professional Educator License holders who have not practiced in a particular endorsement area for three (3) years, shall seek a recommendation for renewal of that Level I endorsement through their local or regional standards board or from the Office if the educator is employed by an entity not served by a local or regional board.
b) To receive a three (3) year renewal of a Level I endorsement under which the educator has not practiced for three (3) years, the educator shall show:
    i. Professional learning through completion of a minimum of three (3) credits or 45 hours in the endorsement area. Only academic course credits receiving a grade of "C" or better will be accepted. At least one (1) credit or 15 hours must address the specific knowledge and performance standards of the endorsement(s) being renewed and must

occur within the three (3) years preceding application for the Level I Professional Educator's License in each endorsement area.

ii. Documentation of any required additional licenses or credentials specific to a particular endorsement.

c) The holder of a Level I endorsement that has been renewed shall continue to seek renewal of that endorsement in accordance with Rule 5431.1 until such time as the educator qualifies to apply for renewal of the endorsement as a Level II endorsement.

5432 Level II Professional Educator's License Renewal

5432.1 Level II Professional Educator's License holders shall seek a recommendation for renewal of their Level II Professional Educator's License and endorsement(s) from their local or regional standards board or from the Office if the educator is employed by an entity not served by a local or regional board.

5432.2 A Level II Professional Educator's License holder employed by a Vermont independent school shall seek a recommendation for renewal from a local standards board designated by the Standards Board 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.

5432.3 The local or regional standards board or the Office shall recommend renewal of a Level II endorsement if the applicant presents the following:

a) Professional learning through completion of a minimum of six (6) credits or 90 hours in the endorsement area. Professional learning may apply to more than one endorsement if applicable, however, at least two (2) credits or 30 hours must address the specific knowledge and performance standards of the endorsement(s) being renewed and must occur within the five (5) years preceding renewal of the Level II Professional Educator's License in each endorsement area. Professional learning will be verified in accordance with Standards Board policy by the local or regional standards Board or the Office who will determine the applicability of the professional learning activities.

b) Evidence of any required additional licenses or credentials specific to a particular endorsement.

c) If practicing in an endorsement area, documentation of a self-assessment in relation to the Core Teaching Standards and Progressions or the Core Leadership Standards. The Office shall provide a verification form for L/RSBs for this purpose.

5432.4 Approved professional learning activities shall be accepted on a reciprocal basis by local and regional standards boards and by the Office when the educator is not under the jurisdiction of a local or regional standards board.

5433 Retired Educator License Renewal

A Retired Educator License holder may renew the license every five (5) years. The expiration date of any additional endorsement(s) shall be the expiration date of the current Retired Educator License. Educators who have worked in Vermont under the Retired License shall seek a recommendation from their local or regional standards board or from the Office if the educator is employed by an entity not served by a local or regional board. If the applicant presents the following:

a) Documentation showing completion of three (3) credits or 45 hours of professional learning completed within the preceding three (3) years, with at least one (1) credit or 15 hours shall address the specific knowledge and performance standards in each endorsement of the endorsement(s) being renewed. Only academic course credits receiving a grade of "C" or better will be accepted.
b) Evidence of any required additional licenses or credentials specific to a particular endorsement.
c) If practicing in an endorsement area, documentation of a self-assessment in relation to the Core Teaching Standards and Progressions or the Core Leadership Standards. The Office shall provide a verification form for L/RSBs for this purpose.
d) Verification that the licensee is receiving a retirement allowance from the Vermont State Teacher Retirement System for his/her service as an educator, if applicable. Educators who exceed the earnings cap determined by the Vermont State Teachers Retirement System must reinstate their Level II Professional Educator License.

5435 Reinstatement of Lapsed Professional Educator Licenses or Endorsements

5435.1 After a professional license, or endorsement lapses, an applicant who wishes the license and/or endorsement to be reinstated shall provide, in accordance with Standards Board policy, evidence of professional growth equivalent to that which would have been required for the maintenance of each license and/or endorsement under current rules, and provide copies of valid additional licenses or credentials, that are required for the specific endorsement.

5435.2 If the applicant who wishes to reinstate a lapsed license, or endorsement is served by a local or regional standards board, the board shall evaluate, and verify, as appropriate, the professional learning activities, any other required credentials. The applicant must then submit documentation of this approval to the Office who will review and approve, as appropriate, the application for reinstatement. If an applicant is not under the jurisdiction of a local or regional standards board, the applicant shall apply for reinstatement directly to the

Office, including submission for approval of documentation of professional learning activities if required.

5435.3 The local or regional standards board and the Office shall apply the same standards with regard to approval of professional learning for reinstatement as they apply to license renewals.

5435.4 To reinstate a lapsed Level II endorsement, six (6) credits or 90 hours of professional learning is required within the last five (5) years in the endorsement(s) areas being sought. To reinstate a lapsed Level I or Retired Professional Educator's License, three (3) credits or 45 hours of professional learning is required within the last three (3) years in the endorsement(s) areas being sought. Any additional licenses or credentials specific to a particular endorsement are required as well. Only academic course credits receiving a grade of "C" or better will be accepted.

5435.5 Licenses issued under previous rules shall be reinstated at the equivalent level of licensure when all requirements for reinstatement are met.

If the applicant was eligible to move a Level I endorsement to a Level II Professional Educator's License at the time the license lapsed, then the license will be reinstated as a Level I, and the applicant will have to apply to move the endorsement to a Level II Professional Educator's License before expiration of the reinstated Level I Professional Educator's License.

5435.6 Reinstatement of a revoked or suspended license and/or endorsement is also subject to provisions in Section 5700 of these rules.

5440 Endorsements

5441 In order to be valid, each professional educator's license shall have one or more endorsements.

Each license shall have a code(s) as specified in Section 5445 that indicates the endorsement field(s) and/or instructional level(s) in which the holder is authorized to practice.

5442 Limited Endorsements

Endorsements limited in time, instructional level, or subject area may be issued by the Standards Board, or its designee, based on the applicant's education, background and experience. These endorsements shall permit practice in a specialized area within a broader endorsement field or restrict assignment to specific instructional levels or to a specific period of time.

5443 Additional Endorsements

5443.1 The holder of any license who wishes to qualify for an additional endorsement via transcript review shall present evidence of meeting the knowledge and performance standards and additional requirements, if any, of the endorsement. A minimum of eighteen (18) credit hours, or as specified by the endorsement is required. Only coursework for which the applicant received a grade of "C" or better may be counted toward the requirements for any additional endorsement. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy.

5443.2 An educator applying for additional endorsement(s) who has received a recommendation through Peer Review or transcript review shall be issued a Level I Professional Educator's License. Additional endorsements for which an applicant is eligible under the Interstate Agreement shall be granted as a Level I Professional Educator's License.

5443.3 An educator who holds a Career Technical Educator (17) endorsement, who wants to add another sub-endorsement to their Career Technical Educator License, does not need to go through transcript review. However, the applicant must provide documentation of work experience in that sub-endorsement area. Documented work experience of 6 years (12,000 hours) if educator initially held an Apprenticeship License with less than an associate's degree, or the equivalent, or 4 years (8,000 hours) if educator held an associate's degree, or the equivalent, when first licensed. E.g.,

A. Agriculture & Natural Resources
B. Architecture & Construction
C. Arts & Communication
D. Business
E. Education and Training
F. Health
G. Hospitality
H. Human Services
1. Personal Care
2. Family & Community Services
I. Information Technology
J. Law & Public Safety
K. Manufacturing
L. Transportation
M. Engineering

5444 Endorsement Standards

The Standards Board shall establish and amend as needed the standards necessary to obtain an endorsement in a specific field of practice.

5445 Endorsements for Vermont Educators

Endorsements may be obtained in the following areas. For the purposes of these rules, the number preceding each endorsement title shall be the code for that endorsement.

Administrator Endorsements

5440-20 Assistant Director for Adult Education

The holder is authorized to design, implement, and administer educational and employment and training programs for adults in Vermont's career and technical centers.

In order to qualify for an administrator endorsement, the candidate shall demonstrate the following:

1. A Master's degree
2. Competence in the *Core Leadership Standards for Vermont Educators*
3. An Administrative Internship consisting of a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings (see 5150 of the *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* for more information*)*

In order to qualify for an Assistant Director for Adult Education endorsement, the candidate shall also demonstrate the following:

4. Three (3) or more years of experience in workforce development/training (e.g., human resources, employee training and development, career technical education or counseling, management of a post-secondary continuing education program)
5. Principles of adult learning and knowledge of local, regional, state, and federal resources available to adult learners
6. The ability to conduct work force and community needs assessments (e.g., identify individual training needs for personal and/or professional growth, identify community needs)

Additional Requirements: School Leaders Licensure Assessment - Test Code: 6011; For educators seeking any administrator endorsement through Vermont's transcript review process unless they have completed a VT approved program or hold a current administrator endorsement.

5440-92 Career Technical Center Director

The holder is authorized to serve as Director of a Career Technical Center. An educator serving as Assistant Career Technical Center Director, however named, shall hold a Career Technical Center Director endorsement.

In order to qualify for an administrator endorsement, the candidate shall demonstrate the following:

1. A Master's degree
2. Competence in the *Core Leadership Standards for Vermont Educators*
3. An Administrative Internship consisting of a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings (see 5150 of the *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* for more information*)*

In order to qualify for a Career Technical Center Director endorsement, the candidate shall also demonstrate the following:

4. Three (3) or more years of experience in PK-16 teaching or workforce development/ training (e.g., training management in business or industry, vocational training or counseling, management of a post-secondary continuing education program)
5. Two (2) or more years of employment experience in a career cluster , or the equivalent in documented experience working collaboratively with business and industry regarding matters of career and workforce development (e.g., serving on a chamber of commerce, or as a Workforce Investment Board member) not included in 1 above
6. Knowledge of local, state and federal laws related to Career Technical Education, labor, and industry

Additional Requirements: School Leaders Licensure Assessment - Test Code: 6011; For educators seeking any administrator endorsement through Vermont's transcript review process unless they have completed a VT approved program or hold a current administrator endorsement.

5440 – 93 Director of Curriculum

The holder is authorized to coordinate the curriculum, instruction, assessment, and professional learning activities of a school district or supervisory union.

In order to qualify for an administrator endorsement, the candidate shall demonstrate the following:

1. A Master's degree
2. Competence in the *Core Leadership Standards for Vermont Educators*
3. An Administrative Internship consisting of a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings (see 5150 of the *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* for more information*)*

In order to qualify for a Director of Curriculum endorsement, the candidate shall also demonstrate the following:

4. Three or more years of PK-12 teaching experience

5. The ability to implement a comprehensive, developmentally appropriate, standards-based curriculum, instruction, and assessment program that includes the effective use of data that improves instructional practices and impacts student learning
6. The ability to support and facilitate sustained professional learning opportunities

Additional Requirements: School Leaders Licensure Assessment - Test Code: 6011; For educators seeking any administrator endorsement through Vermont's transcript review process unless they have completed a VT approved program or hold a current administrator endorsement.

5440-86 Director of Special Education

The holder is authorized to provide, administer, supervise and evaluate special education programs and services, and to coordinate them with regular education programs, home-based services, and community-based services for students with disabilities. An educator serving as an Assistant Director of Special Education, however named, shall hold a Director of Special Education endorsement.

In order to qualify for an administrator endorsement, the candidate shall demonstrate the following:

1. A Master's degree
2. Competence in the *Core Leadership Standards for Vermont Educators*
3. An Administrative Internship consisting of a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings (see 5150 of the *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* for more information)

In order to qualify for a Director Special Education endorsement, the candidate shall also demonstrate the following:

4. Three or more years of experience as a special educator, educational speech language pathologist, school psychologist, school counselor, or reading coordinator/specialist
5. In-depth knowledge of local, state and federal laws and regulations concerning the education of students with disabilities
6. The ability to lead, develop, administer, and evaluate programs and services for students with disabilities including: screening; assessment; eligibility determination; development of IEPs; development and adaptation of educational materials, curricula, and instructional strategies; evaluation of student progress; and inclusion of students with disabilities into the regular classroom setting

Additional Requirements: School Leaders Licensure Assessment - Test Code: 6011; For educators seeking any administrator endorsement through Vermont's transcript review process unless they have completed a VT approved program or hold a current administrator endorsement.

5440-91 Principal

The holder is authorized to serve as a School Principal. An educator serving as an Assistant Principal, however named, shall hold a Principal endorsement.

In order to qualify for an administrator endorsement, the candidate shall demonstrate the following:

1. A Master's degree
2. Competence in the *Core Leadership Standards for Vermont Educators*
3. An Administrative Internship consisting of a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings (see 5150 of the *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* for more information*)*

In order to qualify for a Principal endorsement, the candidate shall also demonstrate the following:

4. Three or more years of PK-12 teaching experience
5. Knowledge and application of school law, state regulations, and school board process to develop policies

Additional Requirements: School Leaders Licensure Assessment - Test Code: 6011; For educators seeking any administrator endorsement through Vermont's transcript review process unless they have completed a VT approved program or hold a current administrator endorsement.

5440-90 Superintendent

The holder is authorized to serve as the chief executive officer of a school district. An educator serving as an Assistant Superintendent, however named, shall hold a Superintendent endorsement.

In order to qualify for an administrator endorsement, the candidate shall demonstrate the following:

1. A Master's degree
2. Competence in the *Core Leadership Standards for Vermont Educators*
3. An Administrative Internship consisting of a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings (see 5150 of the *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* for more information)

In order to qualify for a Superintendent endorsement, the candidate shall also demonstrate the following:

4. Five or more years of experience including:
    a) three or more years of PK-12 teaching experience, and
    b) two or more years of educational administration experience.

Additional Requirements: School Leaders Licensure Assessment - Test Code: 6011; For educators seeking any administrator endorsement through Vermont's transcript review process unless they have completed a VT approved program or hold a current administrator endorsement.

(75) Supervisor

The holder is authorized to supervise and evaluate instructional personnel and/or programs within the supervisor's specific area(s) of expertise. *Educators with a supervisor endorsement can retain, renew, and reinstate this endorsement. No new supervisor endorsements will be issued* (*effective August 2, 2013).*

Teacher Endorsements

5440-02 Art

The holder is authorized to teach art in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Demonstrates knowledge of art and art education concepts and skills delineated in current national professional standards and in Vermont's *Framework of Standards and Learning Opportunities,* including:
The processes and stages of children's and/or adolescents' artistic and aesthetic development

The historical development and role of the visual arts in contemporary and past cultures and time periods

Art theory, including an understanding of the visual arts as a fundamental expression of human emotion and form of communication

Philosophies and methods of art education (e.g., Process Models of art education, Discipline-Based Art Education)

Principles, purposes, and design of assessments in the visual arts, including the concepts of critical response and self-assessment

The elements and principles of two and three dimensional design (line, shape, color, value, texture, space, form, balance, pattern, rhythm, dominance, contrast, and movement)

Expertise in one or more of the visual arts (i.e. architecture, crafts, drawing, painting, photography, printmaking, or sculpture), as demonstrated by presentation and exhibition of one's work

Basic command of a variety of arts media (clay, tempera, etc.), including an understanding of the different properties each possesses

Performance Standards:

Implements a visual arts curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of art through making, studying, interpreting, and evaluating works of art. Specifically, the educator:

Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place

Creates, selects, and adapts a variety of resources, materials, and technologies, that support students as they learn through and about art

Models the use of the vocabulary of the visual arts to describe and respond to works of art

Creates opportunities for students to learn tolerance and respect for others through instruction in the multicultural nature of art history

Uses a variety of appropriate methods, including student self-assessment, to assess students' artistic development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum
Adapts materials, tasks, etc. to ensure the full access of all students, including special needs students, to a rich visual arts education

Integrates classroom curricular themes with the art curriculum (early childhood/elementary)

Advocates for a rich visual arts education for all students at the earliest possible age

Additional Requirements: A major in art, or the equivalent in undergraduate and/or graduate coursework; A minimum of a practicum, or the equivalent, in art education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in art education at **both** the PK-6 and 7-12 instructional levels is required. REQUIRED TESTING: Praxis II Subject Assessment in Art – Test Code 5135.

5440-39 Bilingual Education

The holder is authorized to teach students who are English Language Learners (ELLs) and/or native speakers of English, in a language other than English, as well as in English. This endorsement is an add-on endorsement only and is limited to holders of endorsements in early childhood, elementary education, middle grades, special education, English Language Learners, science, social studies, mathematics, or

English language arts. The holder's language(s) of concentration and instructional level shall be indicated on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Proficiency in a second language, including listening, speaking, reading and writing skills

Knowledge of the special problems and unique qualities for bilingual-multicultural education, including a respect for cultural diversity and a special sensitivity to the development of self-concept and special needs of children of different cultures, as well as knowledge of the history and culture of peoples associated with the students' dominant language

Knowledge of the differences between the sound systems, forms and structures of the second language and English, as well as knowledge of sociolinguistics and psycholinguistics necessary to understand the differences and commonalities between the two sound systems

Knowledge of how to assess students' language abilities and how to adapt instructional materials to meet students' needs and abilities

Performance Standards:
Ability to teach (contingent upon holding an endorsement in the subject area) subject matter in the students' dominant language, according to the students' needs and abilities

Ability to develop students' awareness of and appreciation for cultural diversity
Ability to assist students in maintaining and extending identification with and pride in their first culture, while at the same time facilitating learning to be successful in the dominant culture

Ability to assist students in maintaining and extending their command of their first language as well as the English language
Ability to involve students in the culture and history of their ancestry to help develop their understanding of the contribution of their cultural or ethnic group to American culture, history, and life style

Ability to identify cultural biases in existing curricula, materials, and/or teaching techniques and to modify these as appropriate

Ability to foster the relationship between families of bilingual students and the schools

Ability to stimulate community participation in the school program and to enhance sociocultural exchanges among all groups

5440-03 Business Education

The holder is authorized to teach business education in grades 5-12 in middle and high schools.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Demonstrates knowledge of business education concepts and skills delineated in current national professional standards and in *Vermont's Career and Technical Business and Administration Program Competencies,* including:

The career development/planning process, occupational skills standards, workplace skills requirements, *Vermont's Career and Technical Knowledge and Skills*, recognized industry standards, and the relationship between work and learning as related to the foundations of business

The rationale for integrating student organization activities into the curriculum

Elements of effective business communication, deportment, and self-presentation

The learning principles as related to psychomotor skill development

Current and emerging business technology procedures and systems including e-commerce, appropriate keyboarding skills; word processing applications software, such as database, spreadsheet, graphics, desktop presentation, multimedia, imaging, and other emerging computer applications; and programming languages used in business

Generally Accepted Accounting Principles (GAAP) and practices (manual and computerized), as they apply to ownership, payroll, income taxation, and managerial systems

Economic systems and issues, including the role of exchange and money, consumer economic issues and concerns, and changing labor and career opportunities and their impact on the relevancy of classroom instruction
Business law, including the types of law affecting business, structure of the court system, and the legal impact of technology

Business management, including types of organizational structures and advantages and disadvantages of each; management principles and planning; and processes of analysis of business opportunities

Entrepreneurship, including traits of successful entrepreneurs

Marketing and communication, including roles of each and their impact on individuals, business, and society

Finance and insurance, including concepts and purposes of money management, banking, insurance, and credit

The preparation and analysis of financial statements using manual and computerized systems, evaluation of organizational performance, and use of statistical analysis to interpret consumer and business data to solve problems

The role of competitive markets in the U.S. and other economies

The diagnosis and solution of problems in computer applications; operating systems and environments; utilities; and office procedures and management, including workflow, voice transcription, accessing references, and records management

Principles of financial decision making, budgeting, investing, taxes, financial services, and consumer economic purchasing

The development of business and marketing plans

Performance Standards:
Implements a comprehensive, standards-based business education curriculum that enables students to acquire the knowledge, skills, and attitudes that will prepare them to be successful in their personal financial lives and to prepare those students who seek further training in business. Specifically the educator:

Plans, delivers, and evaluates instruction based upon knowledge of the business and administration field, *The National Standards for Business Education,* and *Vermont's Career and Technical Business and Administration Program Competencies*, and student, community, and workforce needs

Teaches students to recognize and be sensitive to the cultural expectations of specific work sites

Effectively teaches youth leadership skills

Collaborates with colleagues, community, business/industry, and parents to maximize curricular and instructional resources

Plans, organizes and manages laboratories/technical facilities for instruction so that activities are carried out safely in accordance with state and national safety guidelines

Teaches students how to communicate and present themselves in a manner appropriate to the business environment, and how to use technology to enhance the effectiveness and expediency of their communications

Identifies, compares, selects, evaluates, uses, installs, upgrades, and customizes application software for the business and administration program

Additional Requirements: A supervised work experience using business and administrative skills through cooperative education, internship, or paid work experience.

5440-17 Career Technical Education

The holder is authorized to teach one or more career cluster area courses of study in a career and technical center in grades 7-12 as specified on the endorsement.

In order to qualify for this endorsement, a candidate must demonstrate the following:

Knowledge Standards:
The educator demonstrates knowledge of how to plan, deliver, and evaluate instruction as reflected in the standards approved by the State Board of Education for students, and student, community and workforce needs, including industry standards and procedures. Specifically, the educator understands:

The legal and ethical requirements and safety issues pertaining to the specific trade or industry

Career Technical Education curriculum and assessment strategies and instructional methods that enable integration, via applied learning opportunities and activities, of Vermont's standards, Grade Level Expectations, and the Common Career Technical Core Standards with the industrial skills necessary for success in the specific career cluster area of study and related pathway(s)

Equity issues in Career Technical Education including occupational stereotypes and strategies to break down barriers to opportunities for male and female students in non-traditional occupations

Skills, techniques, and procedures for effectively integrating students with special needs, including individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, etc. in Career Technical Education settings

The career development/planning process and how to integrate employability skills into the curriculum

The significant role in Career Technical Education of partnerships and collaborative relationships with industry, organized labor, parents, community agencies, and post-secondary institutions in delivering the curriculum, and how to form advisory committees that include these parties

How to foster the development of students' leadership skills through delivery of the curriculum, and incorporation of appropriate career and technical student organization standards into the curriculum

Performance Standards:

The educator implements a comprehensive, standards-based curriculum that incorporates industry skill standards and enables students to acquire the knowledge, skills, and attitudes that will prepare them to succeed in the chosen trade or industry. Specifically, the educator:

Integrates the teaching of Vermont's standards, Grade Level Expectations, and the Common Career Technical Core Standards throughout all instructional activities

Creates instructional activities that provide students with the knowledge and skills to successfully complete the program of study assessments within the particular trade or industry

Collaborates with the Career Technical Education Special Needs Coordinator to effectively integrate students with special needs, including individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, etc., into his/her classroom and to meet each student's individual learning needs

Consults with industry advisory committees, colleagues, the community, and parents to maximize curricular and instructional resources, and develops experiential learning opportunities for students

Plans, organizes, and manages laboratories/technical facilities for instruction so that activities are carried out in accordance with state and national safety guidelines and in compliance with all local, state, and federal regulatory codes governing the trade or industry

Demonstrates sensitivity to inequities in technical education learning and career opportunities by incorporating specific instructional activities that promote equity

Fosters the development of students' leadership, teamwork, and effective communication skills, and teaches deportment in a manner appropriate to the industry

Advises students in the career planning process and teaches employability skills as indicated in the program core competencies developed by industry and education

~~Additional Requirements:~~

~~To qualify for the Apprenticeship License, the individual must:~~

1. ~~Hold a high school diploma, or the equivalent, and have 6 years of work experience in the career cluster field, OR~~

~~Hold at least an associate's degree in any field, or the equivalent, and have 4 years of work experience in the career cluster field.~~

~~To qualify to apply for a Level I License, the Apprenticeship License holder must:~~

1. ~~Successfully complete the Career and Technical Teacher Education Program, including development and review of a culminating portfolio, AND~~
2. ~~Complete the requirements for an associate's degree, or the equivalent~~

~~To qualify to apply directly for a Level I License, the individual must:~~

~~1. Hold an associate's degree in any field, or the equivalent, AND~~
~~2. Complete an educator preparation program in the career cluster field, or qualify for licensure in the career cluster field through Transcript Review or Peer Review, AND~~
~~3. Have 4 years of work experience in the career cluster field~~

5440-73 Career Technical Education School Counseling Coordinator

The holder is authorized to coordinate and provide Career Technical Education school counseling services in grades 7-12.

The CTE School Counseling Coordinator Endorsement is divided into two domains, the School Counseling domain and the Career and Technical Education domain.

School Counseling Domain

1. School Counseling Programs

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

1.1. Knowledge
- 1.1.1. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- 1.1.2. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the information, opportunity, and achievement gaps
- 1.1.3. Leadership principles and theories
- 1.1.4. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
- 1.1.5. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- 1.1.6. Legal, ethical and professional issues in pre-K–12 schools
- 1.1.7. Developmental theory, learning theories, multicultural competency theory, social justice advocacy theory, counseling theories, and career counseling theories
- 1.1.8. The continuum of mental health services, including prevention and intervention strategies to enhance student success

1.2. Abilities and Skills
- 1.2.1. Plans, organizes, implements and evaluates a school counseling program
- 1.2.2. Serves as a leader in the school, district/supervisory union, and community
- 1.2.3. Advocates for student success at the student, school and public arena levels of intervention
- 1.2.4. Acts as a systems change agent to create an environment promoting and supporting student success

1.3. Awareness

1.3.1. Every student can learn, and every student can succeed

1.3.2. Every student should have access to and opportunity for a high-quality education and school counseling program

1.3.3. Students from traditionally under-represented groups face systemic inequities that need to be identified and interrupted

1.3.4. Every student should graduate from high school and be prepared for employment or college and other post-secondary education

1.3.5. School counselors are cultural beings with internalized biases that need to be identified and interrupted

1.3.6. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

2. **Foundations**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

2.1. **Knowledge**

2.1.1. Beliefs and vision of a school counseling program that align with school improvement and student success initiatives at the school, district, and state level and reflect the structure and governance of the American educational system

2.1.2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation

2.1.3. Learning theories

2.1.4. History and purpose of school counseling, including traditional and transformed roles of school counselors

2.1.5. Human development theories and developmental issues affecting student success

2.1.6. District, state and national student standards and competencies, including ASCA Mindsets and Behaviors for Student Success and other student standards that may complement and inform the comprehensive school counseling program

2.1.7. The three domains of academic achievement, career planning and personal/social development

2.1.8. Multicultural and Social Justice Advocacy Competencies

2.1.9. Macro-systemic forces that marginalize students from traditionally under-represented groups such as: classism, abilityism, Heteronormativity, color-blind modern racism, cis-normativity, sexism and sizeism.

2.2. Abilities and Skills

2.2.1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

2.2.2. Develops a school counseling mission statement aligning with the school, district and state mission

2.2.3. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor

2.3. Awareness

2.3.1. Has an impact on every student rather than a series of services provided only to students in need

2.3.2. Is an integral component of student success and the overall mission of the school and school district

2.3.3. Promotes and supports academic achievement, career planning and personal/social development for every student

3. **Management**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

3.1. Knowledge

3.1.1. Leadership principles, including sources of power and authority and formal and informal leadership

3.1.2. Organization theory to facilitate advocacy, collaboration and systemic change

3.1.3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards

3.1.4. Time management, including long- and short-term management using tools such as schedules and calendars

3.1.5. Data-driven decision making

3.1.6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

3.2. Abilities and Skills

3.2.1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan

3.2.2. Familiarity and understanding of the value of a diverse advisory council

3.2.3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement

3.2.4. Assesses use of time in direct and indirect student services and program management and school support

3.2.5. Develops calendars to ensure the effective implementation of the school counseling program

3.2.6. Designs and implements action plans support activities aligning with school and school counseling program goals and conduct self-appraisals

3.3. Awareness

3.3.1. A school counseling program/department must be managed like other programs and departments in a school

3.3.2. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor

3.3.3. Management of a school counseling program must be done in collaboration with administrators

4. **Delivery**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

4.1. Knowledge

4.1.1. The distinction between direct and indirect student services

4.1.2. The concept of a school counseling core curriculum

4.1.3. Counseling theories and techniques that work in school, such as solution-focused brief counseling, cognitive behavioral theory, narrative theory, play theory and interventions, person-centered counseling, group work theory and family systems

4.1.4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons

4.1.5. Classroom management

4.1.6. Principles of career planning and college admissions, including financial aid and athletic eligibility

4.1.7. Principles of working with students from traditionally under-represented social locations, i.e. students of color, New Americans, English language learners, students with a (dis)ability, lesbian, gay, or bisexual (LGB) students, students from non-dominant religious traditions, gender non-conforming students, and students from poor and working class families.

4.1.8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program

4.1.9. Responsive services (counseling and crisis response) including grief and bereavement

4.2. Abilities and Skills

4.2.1. Implements the school counseling core curriculum

4.2.2. Facilitates individual student planning

4.2.3. Provides responsive services

4.2.4. Understands how to make referrals to appropriate professionals when necessary

4.2.5. Shares strategies that support student achievement with parents, teachers, other educators and community organizations

4.2.6. Partners with parents, teachers, administrators and education stakeholders for student achievement and success

4.2.7. Engages in broaching conversations with students and families from traditionally under-represented groups, i.e. students of color, New Americans, students with (dis)abilities, transgender students, Lesbian, Gay, or Bisexual (LGB) students, and students who identity as poor or working class.

4.3. Awareness

4.3.1. School counseling is one component in the continuum of care that should be available to all students

4.3.2. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need

4.3.3. School counselors engage in developmental counseling and short-term responsive counseling
4.3.4. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders
4.3.5. School counselors have an integral role in interrupting societal inequities that marginalize students from traditionally under-represented groups.

5. **Accountability**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

5.1. Knowledge

5.1.1. Basic concepts of results-based school counseling and accountability issues
5.1.2. Basic research sampling, methodology and analysis concepts to understand research outcomes
5.1.3. Use of data to evaluate program effectiveness and to determine program needs
5.1.4. Culturally sensitive school counseling program assessments and results reports

5.2. Abilities and Skills

5.2.1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs
5.2.2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program

5.3. Awareness

5.3.1. School counseling programs should achieve demonstrable results
5.3.2. School counselors should be accountable for the results of the school counseling program
5.3.3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
5.3.4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance
5.3.5. School counselors use data to identify systemic barriers for students from traditionally under-represented groups.

6. Career Counseling

6.1. Career Development Theory-- Demonstration of knowledge of:

6.1.1. Theories and models of career development
6.1.2. Theoretical models for career development and associated counseling and information-delivery techniques and resources
6.1.3. Role relationships which facilitate life-work planning
6.1.4. Information, techniques, and models related to career planning and placement

6.2. Individual and Group Counseling Skills--Demonstration of the ability to:

6.2.1. Identify and understand clients' personal characteristics related to career

6.2.2. Identify and understand social contextual conditions affecting clients' careers

6.2.3. Identify and understand familial, sub-cultural and cultural structures and functions as they are related to clients' careers

6.2.4. Identify and understand clients' career decision-making processes

6.2.5. Identify and understand clients' attitudes toward work and workers

6.2.6. Identify and understand clients' biases toward work and workers based on gender, race, and cultural stereotypes

6.2.7. Challenge and encourage clients to take action to prepare for and initiate role transitions by locating sources of relevant information and experience and by obtaining and interpreting information and experiences, and acquiring skills needed to make role transitions

6.2.8. Assist the client to acquire a set of employability and job search skills

6.2.9. Support and challenge clients to examine life-work roles, including the balance of work, leisure, family, and community in their careers

6.3. Individual/Group Assessment--Demonstration of ability to:

6.3.1. Assess leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life style/development issues

6.3.2. Assess conditions of the work environment (such as tasks, expectations, norms, and qualities of the physical and social settings)

6.3.3. Evaluate and select valid and reliable instruments appropriate to the client's gender, sexual orientation, race, ethnicity, and physical and mental capacities

6.4. Information/Resource--Demonstration of knowledge of:

6.4.1. Education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations

6.4.2. Resources and skills that clients utilize in life-work planning and management

6.4.3. Community/professional resources available to assist clients in career planning, including job search

6.4.4. Changing roles of women and men and the implications that this has for education, family, and leisure

6.4.5. Methods of good use of computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) to assist with career planning

6.5. Program Promotion, Management and Implementation--Demonstration of knowledge of:

6.5.1. Societal trends and state and federal legislation that influence the development and implementation of career development programs

6.5.2. Mount an outreach and public relations campaign in behalf of career development activities and services

6.6. Coaching, Consultation, and Performance Improvement--Demonstration of ability to:

6.6.1. Establish and maintain a productive consultative relationship with people who can influence a client's career

6.7. Diverse Populations--Demonstration of ability to:

6.7.1. Advocate for the career development and employment of diverse populations

6.7.2. Design and deliver career development programs and materials to hard-to-reach populations

6.8. Technology--Demonstration of knowledge of:

6.8.1. Ways in which to use computer-based systems and Internet services to assist individuals with career planning that are consistent with ethical standards

6.8.2. Various computer-based guidance and information systems as well as services available on the Internet

Career and Technical Education Domain

1. CTE counseling coordinators demonstrate working knowledge of and comply with current federal, state, and local government policies and district policies, including funding sources and barriers to access, and residency requirements.
2. CTE counseling coordinators assist students in planning for transitions by assessing students' career interests and skills and helping them design and explore career-related experiences inside and outside of the classroom.

Additional Requirements: Master's degree, with a concentration in school counseling or the equivalent **AND** A supervised internship experience (600 clock hours) in counseling of which a minimum of 60 hours of the experience occurs in school counseling at the middle/secondary level (7-12), under the supervision of a licensed school counselor or CTE School Counseling Coordinator (The internship would likely be completed in the process of earning a Master's degree in school counseling and is not in addition to the internship required for the degree.) **AND** Two years of work experience outside of the area of education.

Special Education Endorsements

5440-87 Career Technical Education Special Needs Coordinator

The holder is authorized to provide academic support services, to conduct basic academic skill assessments, to coordinate educational support services with the sending schools, and to assist IEP teams with the determination of appropriate placements in Career Technical Education programs for individuals from special populations, as that term is defined in federal regulations pertaining to special education eligibility, who are or will be enrolled in Career Technical Education programs.

For this endorsement, "special populations" refers to the definitions found in 20 USC §2302(29) and Vermont State Board of Education rule 2370.

The CTE Special Needs Coordinator Endorsement is divided into two domains, the Special Education domain and the Career and Technical Education domain.

Special Education Domain

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they:

1.1. understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2. use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
1.3. demonstrate a dedication to helping students achieve college and career readiness

2. Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Specifically, they:

2.1. collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2. use motivational and instructional interventions to support individuals with exceptionalities how to adapt to different environments.
2.3. know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

3. Curriculum Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they:

3.1. understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2. understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3. support general and specialized curricula to make them accessible to individuals with exceptionalities.
3.4. have knowledge of current student learning standards and relevant state and national education initiatives.

3.5. consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction.

4. <u>Assessment</u>

Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they:

4.1. select and use technically sound formal and informal assessments that minimize bias.
4.2. use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3. collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4. engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. <u>Instructional Planning and Strategies</u>

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they:

5.1. consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2. use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3. demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4. use strategies to enhance language development and communication skills of individuals with exceptionalities
5.5. support a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6. support mastery and promote generalization of learning.
5.7. teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6. <u>Professional Learning and Ethical Practice</u>

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they:

6.1. use professional ethical principles and professional practice standards to guide their practice.
6.2. understand how foundational knowledge and current issues influence professional practice.
6.3. understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4. understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5. advance the profession by engaging in activities such as advocacy and mentoring
6.6. provide guidance and direction to paraeducators, tutors, and volunteers.

7. <u>Collaboration</u>

Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they:

7.1. use the theory and elements of effective collaboration.
7.2. serve as a collaborative resource to colleagues.
7.3. use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

<u>Career and Technical Education Domain</u>

1. CTE special needs coordinators manage student behavior through procedures, clear expectations, and structure.
2. CTE special needs coordinators communicate effectively with students, parents, colleagues, and community members
3. CTE special needs coordinators demonstrate working knowledge of and comply with current federal, state, and local government policies and district policies.
4. CTE special needs coordinators work with other service providers within the school and the broader community to support and promote a positive learning environment for all students.
5. CTE special needs coordinators students plan for transitions by assessing students' career interests and skills and helping them design and explore career-related experiences inside and outside of the classroom.
6. CTE special needs coordinators understand how to communicate the unique context of special needs students in career and technology centers so that sending high school understand the CTE context and CTEs understand the context of special needs populations.
7. CTE special needs coordinators recognize and support all special populations with awareness of how their status interacts with the unique educational setting of a CTE.

<u>Additional Requirements:</u> A minimum of 21 credits in special education; **AND** A minimum of a practicum, or the equivalent, in special education at the middle/secondary (grade 7-age 21) instructional level A practicum is defined as a minimum of 60 hours of supervised field experience. **AND** A minimum of two years of teaching experience in special education or Career Technical Education.

5440-14 Computer Science

The holder is authorized to teach computer science in grades 7-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Demonstrates knowledge of essential computer science concepts and skills, including:

Program and algorithm design; data structures; object-oriented program design; and high-level languages

Computer hardware architecture

Programming languages, including the definition and structure of languages and comparison of existing high-level languages

Fluency in at least two high-level languages used in current pedagogy

The function, application, capabilities, and limitations of computers

The social and ethical implications of computers and their related technology

The mathematical principles which are the basis of many computer applications, including algebra, set theory, coordinate systems and graphs, matrices, and probability and statistics

The concepts, vocabulary, and issues found in two or more of the sub-disciplines of computer science (including but not limited to: computer architecture, artificial intelligence, data and knowledge bases, ethics, graphics, human-computer interaction, networks and data communication, programming languages, and software engineering)

The specification, design, implementation, testing, modification, and debugging of software

Performance Standards:
Implements an inquiry-based computer science curriculum that integrates conceptual understanding and skill development. Specifically, the educator:
Designs and implements instructional activities for students that reinforce the topics, concepts, and skills central to computer science (listed above)

Develops appropriate assessment criteria for student-developed software based on software quality attributes (e.g., reusability, maintainability, testability, etc.)

Designs and implements activities which reinforce verbal and written technical communication skills

Recognizes and supports creative and alternative solutions

5440-38 Dance

The holder is authorized to teach dance in grades PK-6, 7-12, and PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Knowledge of how to plan, deliver, and evaluate age-appropriate instruction in dance as delineated in current national professional standards and as reflected in standards approved by the State Board of Education for students. Specifically, the educator understands:

The goals and purposes of dance arts education, including:

a) Promoting an awareness of dance as a fundamental expression of human communication and emotion and the various ways dance impacts society (e.g. culture, economy, history, religion);
b) Enriching students' lives with lifelong skills, perspectives, sensibilities, and understandings;
c) Inspiring students to become life-long learners in dance and the arts.

Dance in contemporary and past cultures in both western and non-western societies, including:

a) Various types of dance, including ballet, ballroom, ethnic, folk, jazz, and modern;
b) Dance history and philosophy, including the relationship of historical and cultural context to techniques, style, and choreography;
c) Social and political history as influenced by dance.

Elements of dance:

a) The essential elements of stagecraft, dance accompaniment, and music;
b) Basic dance literacy, including the vocabulary of dance, reading and writing about dance, and dance notation;
c) The elements of time, space, and energy and their use in the making of a dance as well as knowledge of the creative process with specific application through improvisation in dance;
d) Safe movement practices, basic anatomy, the principles of kinetics, nutrition, and healthful body maintenance;
e) Choreographic structure;
f) Dance production;

Arts advocacy and the importance of collaborating with colleagues across the curriculum to advance dance education.

Performance Standards:

Ability to implements an age-appropriate dance curriculum that enables students to engage in dance as an artistic, kinesthetic, educational, social, cultural, and theatrical experience. Specifically, the educator:

Demonstrates the ability to:

a) Create dances in a variety of dance styles with in-depth mastery of at least one dance style;
b) Perform technical skills in a variety of dance forms;
c) Critically analyze movement, dance techniques, and choreography;
d) Incorporate one's own artistic experience into dance pedagogy;
e) Use the artistic processes of creating, performing, and responding as a conceptual model to understand and appreciate dance as an art form;
f) Collaborate across the curriculum with classroom and other arts educators;
g) Effectively communicate the importance of dance education.

Develops student appreciation of dance by employing a variety of dance instructional and assessment methods, including, but not limited to:

a) Dynamic alignment;
b) Imagery;
c) Verbal and visual prompts;
d) Accurate technical and artistic demonstration;
e) Sharing effective processes of dance critique and reflection.

Selects and adapts age appropriate dance materials and theatrical accompaniments to meet the motor skill development needs of students, including those with special needs.

Applies effective choreographic process by:

a) Guiding students in the development of a movement vocabulary based on the elements of dance and movement concepts;
b) Engaging students in purposeful dance creation using the elements of dance and movement concepts and principles of choreography to communicate meaning; and
c) Fostering the use of appropriate terminology to describe, analyze, and evaluate dance;.

Organizes and teaches dance content based on national, state and local standards for students that includes:

a) Exploratory, self-directed, and collaborative learning opportunities;
b) Progression of dance skills from novice to advanced dance ability;
c) Practices to promote health and safety.

Additional Requirements: A minimum of a practicum, or the equivalent, in dance education.

5440-10 Design and Technology Education

The holder is authorized to teach Design and Technology Education in grades 5-12 in middle and high schools.

1. Knowledge

The educator will develop students' technological thinking and problem solving and promote critical thinking and analysis through innovation, creation, collaboration, sustainability, and emerging technologies. The educator will work to develop students' focus on precision, technology, design, and application through selection and use of the proper tools.

1.1. The educator demonstrates knowledge of the following spheres of design and technology education:
   1.1.1. The Nature of Technology
   1.1.2. Technology and Society
   1.1.3. Design
   1.1.4. Abilities for a Technological World
   1.1.5. The Designed World
1.2. The educator will focus on applications and habits of mind in design thinking, engineering processes, developing solutions to problems, the evolution of technology, integration and collaboration of STEAM (science, technology, engineering, arts, mathematics).
1.3. The educator will demonstrate ethical use and application of various technologies through social, economic, cultural, and political roles.
1.4. In addition to meeting proficiency in the core areas of Engineering Design and Application and STEAM Applications, the candidate will demonstrate competency in a minimum of 3 other areas of focus:
   1.4.1. Energy, Power and Transportation
   1.4.2. Communication
   1.4.3. Invention & Innovation in Manufacturing
   1.4.4. Architecture and Construction
   1.4.5. Biotechnologies
   1.4.6. New & Emerging Technologies
   1.4.7. Universal engineering principles and design
1.5. The educator will promote the effective and safe use of tools and machines, proper uses and purposeful applications of a variety of natural and synthetic materials and their appropriate application in the above areas to support students in the design and fabrication of artifacts to demonstrate knowledge and learning in identified areas.

2. <u>Performance</u>

The educator implements an inquiry-based technology education curriculum that integrates technology and STEAM concepts, problem solving skills, and content. Furthermore, the educator facilitates development of the habits of mind that support technological inquiry. The educator:

2.1. Designs and implements investigations and assessments that engage students in problem solving activities exploring the core concepts of technology in which they design and construct models, test through simulations and perform analyses that demonstrates solutions to particular problems. (Corresponds to ITEEA Content Standards for Technological Literacy 2, 8, 9. 10)
2.2. Models the skills and attitudes of technological problem solving by formulating meaningful questions. (STL 10)
2.3. Teaches students how to be responsible consumers of technology, including understanding the positive and negative consequences of individual and societal choices. (STL 5, 13)

2.4. Creates opportunities for students to develop and demonstrate leadership, communication, and teamwork skills by working collaboratively to design solutions and to present and discuss them with a variety of audiences. (STL 6, 11)
2.5. Integrates physical, mathematical, scientific, and technological tools inventions and innovations (e.g. laser engravers, CNC, rapid prototyping technologies, and design software) appropriate to students' ages and abilities and facilitate technological inquiry and problem solving concepts. (STL 12, 13)
2.6. Conveys to students how the development of technology and technological theory and understanding is a historical process with continuous creation of new knowledge and refinement or rejection of "old" knowledge through project-based learning. (STL 7, 10)
2.7. Designs and implements investigations and assessments that engage students in experimental design, data collection, data analysis, and problem solving, and that provide them with frequent interactions with the natural world as a regular part of the Design and Technology program. (STL 1, 3, 10, 13)
2.8. Conveys to students the application of STEAM, incorporating the roles and responsibilities of scientists, engineers, and mathematicians with respect to social, economic, cultural and political systems. Provides students with opportunities to actively explore the full scope of career choices available to people in the field of technology. (STL 3, 4, 5, 6, 7)
2.9. Demonstrates sensitivity to inequities in design technology education teaching and careers by incorporating specific instructional strategies that promote equity and responsibility across all technological areas. (STL 3, 4, 5, 6, 7)
2.10. Assists student in identifying complex real world problems and evaluating solutions based on prioritized criteria and trade-offs that include cost, safety, reliability, and aesthetics and model social, cultural, and environmental impacts of solutions. (STL 4, 5, 6, 7, 11)
2.11. Organizes equipment, work, and learning spaces so that project-based learning is carried out safely and in accordance with state and national safety guidelines.

Additional Requirements: A practicum in a school, community, or work-based setting that applies the design and engineering processes to solve a problem, including the manipulation of materials to make and test a prototype. **AND** A minimum of a bachelor's degree in an area related to Design and Technology Education.

5440-30 Driver and Traffic Safety Education

~~*The holder is authorized to teach driver and traffic safety education in grades 9-12.*~~

~~In order to qualify for this endorsement, the candidate shall demonstrate the following:~~

~~Knowledge Standards:~~
~~**The educator demonstrates a thorough knowledge of:**~~
1. ~~In vehicle instructional techniques~~
2. ~~The zone control system of driving~~

3. ~~Traffic safety education, including methods and materials for teaching driver and traffic safety education, and administration of a driver and traffic safety education program~~
4. ~~General traffic safety (e.g., other highway users), vehicular law, the relationship between substance abuse and operating a motor vehicle, emergency driving techniques, general first aid, and insurance and financial responsibility~~
5. ~~An area of the behavioral sciences such as educational psychology, adolescent psychology, or human development~~

~~Performance Standards:~~
~~**Specifically, the educator:**~~

1. ~~Provides students with positive attitudes toward safe driving with special emphasis on having students understand the serious responsibilities associated with safely operating a motor vehicle~~
2. ~~Provides students with the necessary skills to drive safely~~
3. ~~Plans, organizes, implements, and evaluates a driver and traffic safety education program, including procuring vehicles, performing the necessary recordkeeping, and carrying out other administrative duties associated with driver education~~

4. ~~At all times, models for students a high level of self-driving performance~~

5. ~~Maintains effective public relations with the community, including remaining aware of community needs and making the community aware of the need for driver education~~

~~*A driver education endorsement limited to behind-the-wheel instruction only shall be issued to individuals who meet Knowledge Standards 1 and 2 and Performance Standards 1, 2 and 4, as well as the Additional Requirements below.*~~

~~Additional Requirements:~~
~~Possess a valid Vermont Motor Vehicles Operator's license, or a valid operator's license from an adjacent state provided the person is a legal resident of that state, with at least five years of driving experience. Provide a certified Department of Motor Vehicles (DMV) copy of the applicant's driver's license history.~~

~~Provide evidence of a model driving safety record defined as:~~

a) ~~no more than one moving traffic conviction in the preceding one year period~~
b) ~~no more than three moving traffic convictions in the preceding three years~~
c) ~~no alcohol or drug related traffic convictions within the preceding ten years~~
d) ~~no driver's license suspension, cancellation, revocation, or denial within the preceding ten years~~

The holder is authorized to teach driver and traffic safety education in grades 9-12.
In order to qualify for this endorsement, the candidate shall demonstrate the following:
Knowledge Standards:

1. **The educator demonstrates a thorough knowledge of:**
   a) In-vehicle instructional techniques

b) The zone control system of driving entailing visual tracking and risk assessment process of driving including concepts of space management and risk management and risk prevention.

c) Traffic safety education, including methods and materials for teaching driver and traffic safety education, and administration of a driver and traffic safety education program

d) General traffic safety (e.g., other highway users), relevant state and vehicular law, the relationship between substance abuse and operating a motor vehicle, emergency driving techniques, , insurance and financial responsibility

e) The educator has the ability to recognize impairment as the result of substance misuse or otherwise.

f) An area of the behavioral sciences such as educational psychology, adolescent psychology, or human development

2. Performance Standards - Specifically, the educator:

a) Educates students with the goal to develop positive attitude toward safe driving with special emphasis on having students understand the serious responsibilities associated with safely operating a motor vehicle
b) Educates students with the goal to develop the necessary visual, vehicle control, space management and risk prevention skills to drive safely
c) Plans, organizes, implements, and evaluates a driver and traffic safety education program, including procuring vehicles, performing the necessary recordkeeping, and carrying out other administrative duties associated with driver education
d) At all times, models for students a high level of self-driving performance
e) Maintains effective public relations with the community, including remaining aware of community needs and making the community aware of the need for driver education

3. A driver education endorsement limited to behind-the-wheel instruction only shall be issued to individuals who meet Knowledge Standards 1,2 and 4 and Performance Standards 1, 2 and 4, as well as the Additional Requirements below.

Additional Requirements:
Possess a valid Vermont Motor Vehicles Operator's license, or a valid operator's license from an adjacent state provided the person is a legal resident of that state, with at least five years of driving experience. Provide a certified Department of Motor Vehicles (DMV) copy of the applicant's driver's license history.

Provide evidence of a model driving safety record defined as:
a) no more than one moving traffic conviction in the preceding one year period
b) no more than three moving traffic convictions in the preceding three years

c) no alcohol or drug related traffic convictions within the preceding ten years
d) no driver's license suspension, cancellation, revocation, or denial within the preceding ten years

5440-36 Early Childhood Education

The holder is authorized to teach young children birth through PK, PK through grade three, or birth through grade three, as specified on the endorsement.

Promoting Child Development and Learning
Educators are grounded in a child development knowledge base for the full range of students covered in this endorsement. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments and learning opportunities that are healthy, respectful, supportive, and challenging for each and every child.

Knows and understands young children's characteristics and needs, and the variation within and across developmental domains, birth to grade 3.

Knows and understands the multiple influences on early development and learning such as biological, genetic, environmental, cultural, and adverse childhood experiences.

Uses a strong base of child development knowledge to create developmentally appropriate learning opportunities and environments for each and every child.

Knows of and has the ability to support social-emotional and behavioral development leading to successful peer and adult relationships, self-regulation, and self-awareness.

Knows of and has the ability to support the development of language and communication, including expressive and receptive language, social communication, and non-verbal communication.

Knows of and has the ability to support physical development including fine and gross motor, sensorimotor, and perceptual-motor and how it affects all areas of development.

Knows of and has the ability to support cognitive development including persistence and curiosity, problem-solving, attention and memory, and perception and concepts.

Knows of and has the ability to integrate concepts of child development with an understanding of individual children's needs and interests to tailor environments and learning opportunities for each and every child.

Building Family and Community Relationships
Educators understand that successful early childhood education depends upon partnerships with children's families and communities. They value the importance and complex

characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning for the full range of students covered in this endorsement.
Knows about and understands diverse family and community characteristics

Supports and engages families and communities through respectful, reciprocal relationships

Involves families and communities in young children's development and learning

Educators have a working knowledge of family systems theory and principles of family-centered practice.

Observing, Documenting, and Assessing to Support Young Children and Families
Educators understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals for the full range of students covered in this endorsement. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Understands the goals, benefits, and uses of assessment – including its use in development and modification of appropriate goals, curriculum, and teaching strategies for young children, and done with awareness and in the context of a child's peers, culture, community, and family.

Knows and employs a variety of methods to systematically observe, record, monitor, and document young children's activities and behavior for the purpose of planning appropriate and individualized programs, environments, and interactions

Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

Knows about assessment partnerships with families and with professional colleagues to build effective learning environments; develops and implements individualized service and educational plans for young children with disabilities and helping families to secure appropriate services

Using Developmentally Effective Approaches
Educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. They know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Understands positive relationships and supportive interactions as the foundation of their work with young children

Knows and understands effective strategies and tools for early education

Uses a broad repertoire of developmentally appropriate teaching/learning

Using Content Knowledge to Build Meaningful Curriculum

Educators use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child for the full range of students covered in this endorsement. They understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines

Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Understands the importance of individualizing literacy instruction to address the needs and strengths of all learners and strategies for modifying literacy instruction to support individual needs.

Understands the basic components and the unique needs of delivering high-quality literacy and numeracy instruction to English Language Learners.

Understands the progression of student skills defined by the Vermont Early Learning Standards (which include the appropriate Common Core State Standards and Next Generation Science Standards) and competence in teaching them.

Becoming a Professional

Educators identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable,

reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies for the full range of students covered in this endorsement.
Identifies and involves oneself with the early childhood field.

Knows of and upholds ethical standards and other early childhood professional guidelines.

Engages in continuous, collaborative learning to inform practice; uses technology effectively with young children, with peers, and as a professional resource.

Integrates knowledgeable, reflective, and critical perspectives on early education.

Engages in informed advocacy for young children and the early childhood profession

Builds supportive collaborative relationships with colleagues to seek multiple perspectives and resources in educating young children.

Knows of resources and programs available in the community for the support of young children and their families.

Complies with state and federal legal and regulatory requirements pertaining to early childhood educators and programs.

Inclusion
The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC) have issued a joint position statement on early childhood inclusion. This position statement represents dispositions desired of Vermont's early childhood educators and early childhood special educators.

"Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports."

Additional Requirements: A minimum of a practicum, or the equivalent, in early childhood education at the birth-to-5 and/or 5-8 age levels, depending on the authorization sought. For the full birth through grade 3 authorization, practica at both the birth-to-5 and 5-8 age levels are required. **AND** Educators receiving the endorsement in the K-3 span must receive a passing score on the ETS Elementary Education: Multiple Subjects (5001 Series) PRAXIS II test.

5440-80 Early Childhood Special Educator

The holder is authorized to provide early childhood education, birth through preschool, and early intervention and special education services, including service coordination, case management and comprehensive evaluation services, to children from birth to age 6.

Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:

Knowledge

Theories of typical and atypical early childhood development

Biological and environmental factors that affect pre-, peri-, and postnatal development and learning

Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life

Impact of medical conditions and related care on development and learning

Impact of medical conditions on family concerns, resources, and priorities

Factors that affect the mental health and social-emotional development of infants and young children

Infants and young children develop and learn at varying rates

Impact of child's abilities, needs, and characteristics on development and learning

Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development

Impact of language delays on behavior

Skills

Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families

Develop and match learning experiences and strategies to characteristics of infants and young children

Support and facilitate family and child interactions as primary contexts for development and learning

Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations

Establish communication systems for young children that support self-advocacy

Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. For Early Childhood Special Educators this includes the following knowledge and skill standards:

Knowledge

Impact of social and physical environments on development and learning

Skills

Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments

Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments

Embed learning opportunities in everyday routines, relationships, activities, and places

Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers

Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences

Implement basic health, nutrition and safety management procedures for infants and young children

Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services

Curricular Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:

Knowledge

Concept of universal design for learning

Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children

Developmental and academic content

Skills
Apply current research to the five developmental domains, play and temperament in learning situations

Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community

Implement and evaluate preventative and reductive strategies to address challenging behaviors

Plan and implement developmentally and individually appropriate curriculum

Assessment
Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Early Childhood Special Educators this includes the following knowledge and skill standards:

Knowledge
Role of the family in the assessment process

Legal requirements that distinguish among at-risk, developmental delay and disability

Alignment of assessment with curriculum, content standards, and local, state, and federal regulations

Connection of curriculum to assessment and progress monitoring activities

Skills
Assist families in identifying their concerns, resources, and priorities

Integrate family priorities and concerns in the assessment process

Assess progress in the five developmental domains, play, and temperament

Select and administer assessment instruments in compliance with established criteria

Use informal and formal assessment to make decisions about infants and young children's development and learning

Gather information from multiple sources and environments

Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process

Participate as a team member to integrate assessment results in the development and implementation of individualized plans

Emphasize child's strengths and needs in assessment reports

Produce reports that focus on developmental domains and functional concerns

Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness

Instructional Planning & Strategies

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:

Knowledge

Understands the progression of student skills defined by the Vermont Early Learning Standards

Skills

Facilitate child-initiated development and learning

Use teacher-scaffolded and initiated instruction to complement child-initiated learning

Link development, learning experiences, and instruction to promote educational transitions

Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children

Use strategies to teach social skills and conflict resolution

Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines

Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team

Design intervention strategies incorporating information from multiple disciplines

Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction

Align individualized goals with developmental and academic content

Develop individualized plans that support development and learning as well as caregiver responsiveness

Develop an individualized plan that supports the child's independent functioning in the child's natural environments

Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

Implement the Vermont Early Learning Standards (VELS)

Professional Learning & Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. For Early Childhood Special Educators this includes the following knowledge and skill standards:

Knowledge

Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs

Trends and issues in early childhood education, early childhood special education, and early intervention

Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families

Advocacy for professional status and working conditions for those who serve infants and young children, and their families

Skills

Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures

Integrate family systems theories and principles into professional practice

Respect family choices and goals

Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds

Advocate on behalf of infants and young children and their families

Implement family services consistent with due process safeguards

Collaboration

Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. For Early Childhood Special Educators this includes the following knowledge and skill standards:

Knowledge
Structures supporting interagency collaboration, including interagency agreements, referral, and consultation

Skills
Apply models of team process in early childhood

Collaborate with caregivers, professionals, and agencies to support children's development and learning

Support families' choices and priorities in the development of goals and intervention strategies

Implement family-oriented services based on the family's identified resources, priorities, and concerns

Provide consultation in settings serving infants and young children

Involve families in evaluation of services

Participate as a team member to identify and enhance team roles, communication, and problem-solving

Employ adult learning principles in consulting and training family members and service providers

Assist the family in planning for transition

Implement processes and strategies that support transitions among settings for infants and young children

<u>Inclusion</u>
The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC) have issued a joint position statement on early childhood inclusion. This position statement represents dispositions desired of Vermont's early childhood educators and early childhood special educators.
"Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of

belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports."

Additional Requirements: Bachelor's degree with a recommendation for licensure in early childhood special education, or a minimum of 21 credits in early childhood special education **AND** A minimum of a practicum (60 hours), or the equivalent, in early childhood special education at both the infant/toddler (birth to age 2) **AND** preschool (age 3 to age 6) levels.

5440-84 Educational Speech Language Pathologist

The holder is authorized to provide speech and language services, including case management and comprehensive evaluation services, to individuals age 3 through 21. ***(Requires the clinical SLP License)***

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Qualification for the Vermont Speech Language Pathology License is a prerequisite for this endorsement. In addition, the candidate shall demonstrate the following knowledge and skills related to the practice of Speech Language Pathology in a public education setting:

Knowledge Standards:

Current state and federal laws, regulations, and procedures governing the referral, identification, evaluation, eligibility determination, educational placement, and accommodation of individuals with communication delays and disorders

The impact of receptive or expressive language delays or disorders (including hearing loss or auditory processing disorder) on the acquisition of literacy

The impact of communication delays and disorders on development across the domains and on the results of other forms of assessment (e.g., psychosocial, cognitive, or vocational)

Teaching strategies and accommodations which support the learning of individuals with communication delays and disorders, including instructional methodologies and augmentative or alternative communication systems that support language development and/or communication in all modalities

Performance Standards:

Applies appropriate screening and assessment measures to identify individuals with communication delays and disorders who are eligible for special services under federal and state regulations, using appropriate technologies as needed

Works collaboratively with teachers, parents/caregivers, and other professional personnel to design and implement, or supervise the implementation of, developmentally-appropriate educational plans for individuals with communication delays and disorders, including directly teaching, or supervising the teaching of, the communication skills essential to literacy development

Evaluates individuals' communication status and/or progress in relation to their educational plan goals and communicates information about their needs and progress clearly and effectively to parents and other school personnel, both orally and in writing

Acts as a case manager to ensure coordinated services for individuals with communication delays and disorders who are eligible for special services

Assists classroom teachers in accommodating individuals with communication delays and disorders within the regular classroom by identifying or developing educational materials or curricula, aspects of the classroom environment, teaching techniques, and/or classroom management techniques which support the educational and therapeutic needs of individuals with communication delays and disorders

Trains and supports family members and other communication partners of individuals with communication delays and disorders in techniques and/or strategies to enhance their communication effectiveness

Provides training and consulting services to teachers, administrators, and other school personnel regarding the implications of communication delays and disorders for learning, as well as modifications and/or accommodations to support the learning of these individuals

Collaborates with audiologists in the assessment of auditory processing disorders in cases in which there is evidence of speech, language and/or other cognitive-communication disorders; and provides or supervises the intervention for individuals with auditory processing disorders

Collaborates with teachers of English as a Second Language to enhance students' communication effectiveness

Trains and supervises support personnel according to American Speech Language Hearing Association (ASHA) guidelines for supervision

Additional Requirements: Clinical licensure as a Speech Language Pathologist in the state of Vermont; A minimum of a practicum in an educational setting in the diagnosis and management of individuals with communication delays and disorders under the supervision of a licensed Educational Speech Language Pathologist or ASHA certified Speech Language Pathologist.

5440-42 Educational Technology Specialist

The holder is authorized to plan and implement instruction and evaluate student learning in the use and integration of educational technologies in grades PK-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Demonstrates knowledge of topics, concepts, and skills essential to the effective integration of technology in the teaching and learning process, as delineated in current national professional standards, including:

The history and cultural significance of information technologies and the impact of information technology on learning, today's society, cultural diversity, and ecological sustainability

Ways technology can be used to support high-quality, standards-based curriculum, instruction, and assessment in all content areas, including instructional design principles that rely upon research-based learning theories to guide the use of computers and other technologies in education

Proficiency in current technologies

Strategies for troubleshooting and maintaining various hardware and software configurations

Ways assistive technologies can be used to support the learning of children with various forms of disabilities

Performance Standards:
Supports the effective integration of technology throughout all areas of the school's curriculum as delineated in Vermont's *Framework of Standards and Learning Opportunities*. Specifically, the educator:

Identifies, helps design, implements, and evaluates authoring, programming, and problem solving environments for use in the classroom

Designs and implements, and collaborates with classroom teachers to design and implement, tasks or projects that incorporate various technologies as tools to facilitate and enhance students' research, critical thinking, problem solving, analysis, collaboration, communication, and presentation skills

Assists classroom teachers and other staff to develop effective means of assessing students' learning of technology concepts and skills across the curriculum, and to assess technology's impact on the enhancement of student learning
Collaborates with classroom teachers and other staff to conduct needs-assessments that identify instructional problems for which information technologies might be appropriate components of the solution

Adapts to new technologies and helps teachers to integrate them into the educational process, as appropriate

Collaborates with special educators and student support professionals to identify and implement technologies to support the learning of students with various forms of disabilities

Applies and models the ethical use of educational technologies

Demonstrates sensitivity to inequities in technology access in schools by incorporating and modeling specific instructional strategies that promote equity
Collaborates with other school and district staff to evaluate the effectiveness of the school and/or district's implementation of its information technology plan

5440-00 Elementary Education

The holder is authorized to teach grades K-6.

In order to qualify for this endorsement, the candidate shall demonstrate that s/he meets the foundational standards identified in *Vermont's Core Teaching Standards*. The following knowledge and performance standards for the four major content areas of the elementary curriculum build on the *Core Teaching Standards* and require elementary teachers to develop and implement instruction that is both content specific and interdisciplinary, as appropriate.

English Language Arts Knowledge Standards
The educator demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective instruction, as reflected in the standards approved by the State Board of Education for students. Specifically, the educator understands:

Foundational Skills: the developmental progression of print concepts, phonological awareness, fluency, phonics and word recognition; the factors that influence fluency; the relationship between English phonemes and their graphemes; the developmental stages of spelling and morphological awareness

Development of Oral Language and Literacy: processes, principles, and dimensions of oral language acquisition and stages of second language acquisition; the relationship between oral language development and literacy development; the development of emergent and early literacy; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing

Literature, Informational Text, and Media: the quantitative and qualitative dimensions used to measure text complexity levels; text structures, genre features, and critical reading strategies for text analysis; techniques for incorporating fine and performing arts as expressions of human emotion, culture, communication, and as vehicles for enhancing learning opportunities across the curriculum

Speaking and Listening: the elements of effective verbal and non-verbal communication in a variety of settings for a variety of purposes, including grammar and usage, point of view, reasoning, and effective use of evidence and rhetoric and register

Language: the purposes of language and approaches to analyzing language; vocabulary development and its relationship to literacy acquisition; knowledge of the distinction between general academic and domain specific vocabulary; strategies to determine word meaning (i.e., contextual and morphological analysis)

Reading Comprehension: reading as the process of constructing meaning through interactions with text; factors that influence comprehension; typical elements and features of literature and informational texts (i.e., arguments, primary sources and secondary sources), and how readers' awareness of these features supports comprehension; cognitive and metacognitive strategies and instructional approaches for supporting comprehension of beginning and developing readers

Written Expression: writing as symbolic representation; the stages of early writing development; the writing process, including appropriate planning, organization and style for task, purpose and audience; the characteristics of quality writing and types of writing, including narratives, informational text (e.g., procedures and experiments) and arguments focused on domain specific content; the conventions of written English (i.e., grammar, usage, mechanics, punctuation, and spelling); methods for conducting research to build and present knowledge, the process of citing evidence from multiple sources

English Language Arts Performance Standards

The educator implements a language arts curriculum, by designing interdisciplinary units of instruction that foster interest and growth in all aspects of oral and written literacy, in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the educator:

Foundational Skills: uses a variety of explicit and interactive approaches to teach foundational skills including concepts of print, phonological awareness, fluency, phonics and word recognition; uses instructional strategies to help students apply skills in authentic reading and writing tasks

Development of Oral Language and Literacy: uses active instructional strategies to promote various dimensions of oral language development; facilitates conversation and collaboration

Literature, Informational Text, and Media: uses a wide variety of fiction and non-fiction textual materials, including digital text and student self-selected material, to increase students' motivation to read independently for information, pleasure and personal growth; uses multiple metrics to purposefully select a wide variety of quality, age-appropriate literature—including complex text—across genres, eras, perspectives, cultures, and subcultures; selects and reads quality literature and informational text aloud and applies critical thinking skills and tools of

analysis to facilitate discussions of central themes and ideas within; integrates visual information and technology with meaningful and authentic reading, writing, speaking, and listening tasks; teaches students how to analyze and judge the credibility of print and non-print communications

Speaking and Listening: models and teaches the elements of effective verbal and non-verbal communication; models and facilitates conversations and collaborations; models effective methods for delineating and presenting an argument

Language: employs effective instructional strategies for the development of general academic and domain specific vocabulary

Reading Comprehension: provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive and metacognitive strategies to understand, analyze, and interpret a variety of types of texts, including complex text; provides opportunities for students to respond to literature and informational text orally and in writing, cites evidence from text to support conclusions; models how to interpret author's purpose, style, point of view and rhetoric; distinguishes fact, opinion, and reasoned judgment in a text; makes connections between reading, writing, and literacy across content areas

Written Expression: provides multiple opportunities for beginning writers to learn that print carries meaning, to practice writing purposefully, and to apply sound-symbol relations in written tasks; promotes high quality writing using a variety of instructional strategies and topics to teach structures and composition; uses exemplars as instructional models for all types of composition (i.e., creative/narrative, informational/expository, and argumentative); models and teaches appropriate conventions of English; implements strategies to build fluency, accuracy, and automaticity in written communication; models methods of conducting short and sustained research to build and present knowledge; employs a range of instructional approaches to support writing across the content areas

Social Studies Knowledge Standards

The educator demonstrates knowledge of the historical and social science content, concepts, and skills of history, government, geography, and economics , as reflected in the standards approved by the State Board of Education for students. Specifically, the educator understands:

Major concepts and processes related to the four core disciplines within social studies and social studies inquiry, including skills related to developing questions and planning inquiries; applying disciplinary concepts and tools; evaluating sources and using evidence, including data; communicating conclusions; and understanding civic engagement

History: major developments and significant events and perspectives in U.S. and regional history and how they are relevant to life in the twenty-first century; major eras, events, and perspectives in the development of world civilization, including the establishment and spread of major world religions; cultural diversity and influences of a culture on institutions, literature,

fine and performing arts; major discoveries, and the relationship between science, engineering, technology, and social, cultural, and economic change

Government: major concepts and processes of government, including features and concepts of the social contract, citizenship, and civic responsibility in a democratic society; structures, functions, and purposes of different governments, including local, national and international; major features and processes of Vermont and U.S. government; and how to engage in the government process, and advocate for a particular cause that benefits society

Geography: major features and processes of cultural and physical geography, including physical and human environmental interactions; map reading and creation; human population trends, migrations; how people of different cultural backgrounds interact with their environment, family, neighborhoods, and communities; current events; and global interconnections

Economics: major concepts and theories of economics, including the basic principles of economic decision-making, the national and global economy, and how they relate to historical and contemporary issues.

Social Studies Performance Standards

The educator implements history and social sciences curriculum by designing interdisciplinary units of instruction that integrate social studies skills and content and enables development of the habits of mind that support inquiry within social studies. Specifically, the educator:

Models how historians, geographers, and other social scientists view, research, analyze, and interpret the world

Incorporates instructional activities that enable children to make connections among themselves, their classroom, their community, their environment, and the larger world by sharing and experiencing community-based service, by exploring content and texts that represent the varied perspectives of people currently and historically, by participating in the arts, and by reading informational texts

Recognizes common historical preconceptions; predicts likely student misconceptions and proactively plans to address and correct those misconceptions

Provides opportunities for students to examine and interpret historical and contemporary events and issues using historical, geographical, and social science research methods, tools, and technologies, including accessing and using local historical resources and data

Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources; identify webs of cause and effect; differentiate between fact, opinion, and interpretation; and develop claims with supportive evidence

Integrates strategies for identifying and analyzing central ideas, assumptions, and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry.

Mathematics Knowledge Standards

The educator demonstrates mathematical knowledge that supports the development of mathematical proficiency as characterized by conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive dispositions as reflected in the standards approved by the State Board of Education for students. Specifically, the educator understands:

Counting and Cardinality: pre-number concepts: non-quantified comparisons (less than, more than, the same), containment (e.g., 5 contains 3), 1-to-1 correspondence, cardinality, ordinality, and quantified comparisons

Number and Operations- Base Ten: the four operations of arithmetic and the arithmetic properties; the structure of place value notation in general and base ten notation and the use of these notations to order numbers, estimate, and represent order of magnitude; the basic number systems; whole numbers, integers, positive and negative rational numbers, and real numbers; additive, multiplicative, and proportional reasoning; computing fluently with multi-digit numbers and finding common factors and multiples; how to apply and extend previous understandings of numbers to the system of rational numbers

Number and Operations- Fractions: fractions as numbers; fraction equivalence and ordering; building fractions from unit fractions; decimal notation for fraction; comparing decimal fractions; using equivalent fractions as a strategy to add and subtract fractions; applying and extending previous understandings of multiplication and division of whole numbers and of fractions by fractions

Operations and Algebraic Thinking: algebraic notation and equation; order of operations, expression, equations and equality; functions and their relationship to modeling algebraic phenomena connected to a deep number sense; generating and analyzing patterns and relationships; applying and extending previous understanding of arithmetic to algebraic expressions; reasoning and solving one-variable equations and inequalities; representing and analyzing quantitative relationships between dependent and independent variables

Ratios and Proportional Relationships: ratio and rate concepts and use ratio and rate reasoning to solve problems

Geometry: composing and decomposing geometric figures; congruence and similarity; basic geometric figures in each dimension and key elements of these figures; planar coordinate geometry; transformational geometry; proof-making and proving conjectures about geometric shapes or relations; concepts of exploring and justifying formulas; solving real-world and mathematical problems involving area, perimeter, surface area and volume

Measurement and Data: describing and comparing measurable attributes; classifying and counting the number of objects in each category; the concept of a unit in terms of measurement; measuring and estimating lengths indirectly and by iterating length using non-standard and standard units; telling and writing time; representing and interpreting data; relating addition and subtraction to length; the nature and uses of data including the designing of an experiment; concepts of angle and measuring angles; converting like measurements within a given measurement

Probability and Statistics: basic concepts of probability and ways to represent them; appropriate types of representation and statistical calculations of data to inform and draw conclusions; statistical variability; summarizing and describing distributions

Mathematics Performance Standards

The educator implements a math curriculum by designing interdisciplinary units of instruction that demonstrate proficient use of mathematical practices such as: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning. Specifically the educator:

Knowledge of Student and Content: utilizes and builds upon learners' existing mathematics knowledge, skills, understandings; encourages genuine curiosity when faced with novel mathematical situations; builds an awareness of the ways mathematical language develops, how the language used in mathematics factors in learning math for all students, as well as those who are English Language Learners; creates social learning contexts that engage learners in discussions and mathematical explorations among peers to motivate and extend learning opportunities within mathematics concepts and among disciplines

Knowledge of Content and Teaching: designs, selects and adapts worthwhile mathematics tasks and sequences of examples that support a particular learning goal; understands learning trajectories related to particular topics in mathematics and uses this knowledge to understand cultural differences as it pertains to mathematics among learners, such as algorithms or learning practices familiar to different groups of learners; predicts likely student misconceptions and proactively plans strategies to detect and correct those misconceptions within the design of student learning opportunities; supports students' learning of appropriate technical language associated with mathematics; constructs and evaluates multiple representations of mathematical ideas or processes; establishes correspondences between representations and understands the purpose and value of doing so; develops learners' abilities to give clear and coherent public mathematical (i.e. oral and written) communications in a classroom setting; models effective problem solving and mathematical practices: questioning, representing, communicating, conjecturing, making connections, reasoning and proving; self-monitors and cultivates the development of such practices in learners; uses various instructional applications of technology, judiciously, in ways that are mathematically and pedagogically grounded

Knowledge of Curriculum and Assessment: articulates a theory of mathematics teaching and learning; knows learning trajectories related to mathematical topics and uses this knowledge to

sequence activities and design instructional tasks; understands the importance of careful sequencing and development of K-6 mathematical ideas, concepts, and skills; uses multiple strategies, including listening to and understanding the ways students think about mathematics; selects, uses, adapts, and determines the suitability of mathematics curricula and teaching materials for particular learning aligned with local and state curriculum standards, district textbooks and district and state assessments, and makes appropriate adjustments to address gaps

Science Knowledge Standards

The educator demonstrates scientific knowledge that supports the development of scientific proficiency in both science as a body of knowledge and science as a process. This includes the development of students' scientific thinking; the scientific inquiry process; the engineering design cycle and the skills of science and engineering within the following domains: life sciences, physical sciences, earth and space sciences and engineering as reflected in the standards approved by the State Board of Education for students. Specifically, the educator understands:

The central practices of scientists and engineers including: asking questions in sciences, and defining problems in engineering; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations in science, and designing solutions in engineering; engaging in argument from evidence; and obtaining, evaluating, and communicating information

How science is related to other ways of knowing, how science and technology affect our society; the relationship of scientific study to contemporary, historical, technological, and societal issues and how the concepts and processes of science pertain to current controversies

Crosscutting concepts across disciplines including: patterns; cause and effect: mechanism and explanation; scale, proportion, and quantity; systems and system models; energy and matter: flows, cycles and conservation; structure and function; and stability and change

***Physical Science*:** Fundamental concepts including the structure, properties, and interactions of matter; force and motion; energy; waves and their interactions with matter

***Life Science*:** Fundamental concepts including the structures and processes of molecules and organisms; ecosystems, and their interactions, energy, and dynamics; heredity, inheritance and variation of traits; biological evolution, unity and diversity

***Earth and Space Science*:** Fundamental concepts including earth's place in the universe; the solar system; earth's history; earth's materials and systems; weather and climate; earth and human activity

***Engineering and Technology*:** Fundamental concepts, and applications of science including engineering design and design solutions; the interdependence and influence of science, engineering, and technology on society and the natural world

Science Performance Standards

The educator implements science curricula by designing interdisciplinary units of instruction that integrate skills and content and enable development of the habits of mind that support effective scientific inquiry. Specifically, the educator:

Models how scientists and engineers work

Provides opportunities for students to locate appropriate resources; design and conduct inquiry-based, open-ended scientific investigations; solve specific engineering challenges; interpret findings, communicate results/solutions in words, pictures, and with graphical representations; and make conclusions based on evidence

Designs a variety of activities so that all students use inquiry to: learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge

Understands and maintains safe science practices, including but not limited to the ethical and appropriate use and care for living organisms and scientific equipment, and the safe storage, use, and disposal of chemicals

Recognizes common prescientific notions and preconceptions; predicts likely student misconceptions and proactively plans to address and correct those misconceptions

Creates a spectrum of scientific investigations for students, including simple investigations and experiments in the classroom using everyday materials, field studies outside the classroom, and student-designed investigations

Structures integrated lessons using crosscutting concepts

Additional Requirements: A minimum of a practicum, or the equivalent, in elementary education at both the primary (K-2) and upper elementary (3-6) instructional levels is required. REQUIRED TESTING: Praxis II Subject Assessment in Elementary Education – Test Code 5001 series (5002-5005).

5440-05 English

The holder is authorized to teach English language arts in grades 7-12.

In this document, the word "text" refers to a variety of media including print and non-print, multimedia, and multi-modal text.

Content Knowledge

1. Educators demonstrate knowledge of English Language Arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
    1.1. Educators are knowledgeable about text—print and non-print texts, various forms of media, multimodal texts, and classic and contemporary texts, including young adult literature—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.
    1.2. Educators interpret, analyze, and critique a range of texts, including use of literary theories (e.g. Feminism) and literary devices (e.g. symbolism).
    1.3. Educators are knowledgeable about how adolescents read various text types and know how to recommend and select texts that reflect students' cultures and interests or expose students to new perspectives.
2. Educators demonstrate knowledge of English Language Arts subject matter that specifically includes language and writing as well as knowledge of adolescents as language users.
    2.1. Educators can compose a range of formal and informal, written and digital texts taking into consideration the interrelationships among form, audience, context, and purpose.
    2.2. Educators are knowledgeable about how adolescent writers compose texts through a recursive process.
    2.3. Educators can use contemporary technologies to compose text (e.g., various digital platforms, video, etc.)
    2.4. Educators know the conventions of English language (grammar, usage, and mechanics) as they relate to various forms, audience, context, and purpose.
    2.5. Educators understand the impact of language on society and recognize that language continues to evolve.

<u>Content Pedagogy: Planning Literature and Reading Instruction in ELA</u>

3. Educators plan instruction and design assessments for the reading and study of literature and other text types that promote learning for all students.
    3.1. Educators use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, relevant, and authentic learning experiences that utilize a range of texts—across genres, periods, forms, authors, cultures, and various forms of media.
    3.2. Educators demonstrate their knowledge of English Language Arts instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
    3.3. Educators design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative literacy skills.

3.4. Educators utilize a variety of reading strategies to guide students' comprehension, fluency, analysis, and interpretation.

3.5. Educators design or knowledgeably select appropriate reading assessments to gather data about student interests, reading proficiencies, and reading processes in order to adjust and/or target instruction, flexibly group students, and match students with reading materials.

3.6. Educators can evaluate texts by qualitative and quantitative means (e.g., text features, vocabulary, levels of meaning, structure, literary elements, themes) in order to match text to readers and scaffold and plan instruction.

3.7. Educators integrate curriculum and incorporate interdisciplinary teaching methods and materials.

3.8. Educators plan instruction that facilitates the understanding of the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

3.9. Educators plan instruction that facilitates analyses of authors' structural choices for specific parts of a text (e.g., the sentence structure, features of a text, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to the text's overall structure and meaning and aesthetic impact.

3.10. Educators plan learning experiences that foster interest in reading as a way for students to understand and influence their own lives and to learn about the world, including exploring personal identity and social relationships, making ethical judgments, and critically evaluating ideas.

<u>Content Pedagogy: Planning Writing Instruction in ELA</u>

4. Educators plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

4.1. Educators use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative practices and contemporary technologies.

4.2. Educators employ a variety of instructional approaches to writing processes and strategies to support their intended purpose, audience and modalities.

4.3. Educators apply their understanding of writing as a recursive process by including multiple opportunities for students to confer, reflect, receive feedback and revise their work.

4.4. Educators develop ongoing assessments that are appropriate to the writing task and are consistent with current research and theory.

4.5. Educators provide opportunities and resources that empower students to become independent, engaged writers.

4.6. Educators design instruction in the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing.

4.7. Educators design instruction that enables students to skillfully control their rhetorical choices and language practices for a variety of audiences and purposes.
4.8. Educators design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices.

Understanding and Engaging Learners

5. Educators use data about their students' individual differences, identities, and funds of knowledge for literacy learning to guide students to think of literacy as a way to construct and discover the self, other, and world as they explore who they are as literate citizens.
   5.1. Educators value the humanities and provide opportunities for students to identify the impact the humanities have on society.
   5.2. Educators value multiple literacies (i.e. musical, critical, media) and encourage students to use their strengths to explore and represent their knowledge.
   5.3. Educators help students develop as critical evaluators and consumers of content.
   5.4. Educators encourage students to be creators and not just consumers of content.
   5.5. Educators create opportunities for self-directed and inquiry-based learning.
   5.6. Educators provide multiple pathways for students to learn and demonstrate proficiency of ELA competencies.
   5.7. Educators empower students to choose texts and genres to demonstrate proficiency of ELA competencies.
   5.8. Educators remain current on Vermont education initiatives and consider how they are applicable to ELA instruction and assessment.

Professional Knowledge and Skills

6. Educators demonstrate evolving knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
   6.1. Educators plan and implement English Language Arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
   6.2. Educators use knowledge of theories and research to plan ELA instruction responsive to students' local, national and international histories, individual identities (including race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects.
   6.3. Educators recognize the value of engaging the broader community and know when and how to link the classroom and community.
7. Educators demonstrate evolving knowledge of how theories and research in pedagogical content knowledge can enhance students opportunities to learn in English Language Arts.

7.1. Educators are prepared to engage in leadership and collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.
7.2. Educators engage in and reflect on the changing uses and modes of technology related to ELA instruction and assessment.

Additional Requirements: A major in English, Comparative Literature, Creative Writing, or the equivalent in undergraduate and/or graduate coursework; A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in an endorsement that requires competency with the Vermont Core Teaching Standards. REQUIRED TESTING: Praxis II Subject Assessment in English – Test Code 5039

5440-40 English Language Learner

The holder is authorized to provide instruction in English language development to English Language Learners (ELLs) and to support the learning of ELL students in all content areas through collaboration with teachers, administrators, and parents. The holder is authorized to teach grades PK-6, 7-12, or PK-12, as specified on the endorsement.

Language

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy in order to achieve in the content areas.

Teachers demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and teachers understand the English language system from a non-native perspective. Teachers use this knowledge to support ELLs as they acquire English language reading, writing, listening, and speaking in order to achieve in the content areas.

Teachers understand and apply theories and research in language acquisition to support target students' English language and literacy learning and content-area achievement across different age and developmental levels and diverse cultural groups.

Teachers understand theories of emergent and content literacy development and the relationship of oral language development to reading and writing development; sociolinguistic competence

Teachers understand approaches to distinguishing between language learning issues and learning disabilities

Culture

Teachers demonstrate an appreciation in, respect for, and desire to learn more about other cultures. Additionally, they share their knowledge of cultural diversity with peers to help all in the school understand how to better reach students from all backgrounds.

Knowledge

a) how race, culture and the acculturation process impact students' perceptions, learning styles, and affective needs at different age (developmental) levels;
b) the history and contributions of various cultural and ethnic groups currently in the Vermont school communities
c) the origins and nature of cultural bias and stereotyping
d) their own cultural and racial identity and how that can impact their interactions with others
e) issues that affect refugee and SLIFE students (trauma, poverty, etc.) and how they impact student learning

Skills

a) work with school staff, local community members and organizations, parents and non-ELL students to educate them about cultural diversity in their school communities
b) address prejudice and cultural bias in teaching materials, school communities and school practices
c) effectively involve linguistically and culturally diverse parents in their children's schooling
d) effectively interact with interpreters and other agencies to communicate with and support linguistically and culturally diverse families
e) actively engage ELL and non-ELL students in promoting and celebrating cultural diversity in the school community

1. <u>Planning, Implementing, and Managing Instruction</u>

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ELL and content instruction. Teachers are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

1.1. Teachers know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ELL and content curriculum.
1.2. Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ELLs' access to the core curriculum by teaching language through academic content.
1.3. Teachers are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ELL and content teaching.

2. <u>Assessment</u>

Teachers demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

2.1. Teachers demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias and cultural sensitivity, and first language impact on assessment results. They demonstrate knowledge of federal and state procedures for ELLs, special education testing, literacy assessments, and testing accommodations (as well as the necessity of communication with parents) in formal testing situations.
2.2. Teachers know and can use a variety of assessment tools and techniques. Teachers effectively collect, organize and analyze data to track growth and inform instruction. Teachers collaborate with general education teachers to adapt/create scaffolded assessment tools for ELLs and to inform future intervention and instruction.
2.3. Teachers coordinate with interpreters/translators to accurately assess students' content area skills for initial placement.

3. <u>Professionalism and Dispositions</u>

Teachers keep current with new instructional techniques, research results, advances in the ELL field, and education policy issues and demonstrate knowledge of the history of ELL teaching. They use such information to reflect on and improve their instruction and assessment practices. Teachers work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

3.1. Teachers exhibit dispositions of particular relevance to serving ELL students, including:
3.1.1. Service as a community resource and advocate for ELLs
3.1.2. Technological expertise that will enable them to facilitate evolving testing demands as well as the ability to instruct English Language Learners in the use of testing technology
3.1.3. Scheduling, organizational, collaboration, and communication skills
3.1.4. Facilitation of adult peer learning

4. **<u>Program Planning, Consultation, and Coordination</u>**
4.1. Teachers are knowledgeable about Federal and state legal requirements and guidelines relevant to the education of ELL students, and collaborate with district and school administrators and other personnel to meet these requirements (including, but not limited to, Lau guidelines, interpretation, meaningful language access).
4.2. Teachers collaborate with district and school administrators, classroom teachers, and other school personnel to develop systems and structures to ensure that ELL students have full access to academic and social opportunities.

Additional Requirements: A minimum of a practicum, or the equivalent, in English Language Learner at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in English as a Language Learner at **<u>both</u>** the PK-6 **<u>and</u>** 7-12 instructional levels is required. **AND** Passing Score on the English Language Learner PRAXIS II Test. English to Speakers of Other Languages (ESOL) Test Code: 5362.

5440-09 Family and Consumer Sciences

The holder is authorized to teach family and consumer sciences in grades 5-12 in middle and high schools.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards**:**
Demonstrates knowledge of family and consumer sciences education concepts and skills delineated in current national professional standards and in *Vermont's Framework of Standards and Learning Opportunities,* including:

Personal Development & Life Planning: Personal development, life planning, and career exploration skills, including careers related to the study of Family and Consumer Sciences

Nutrition, Wellness & Food Science: Principles of food science, food technology, and nutrition, and their relationship to growth, development, health, and wellness

Consumer & Resource Management: Principles and practices of consumer resource management relative to human, material, and environmental factors, with emphasis on financial literacy

Family & Interpersonal Relationships: Changing roles and needs of individuals in the context of relationships with others and within the family system; multiple factors influencing the well-being of families and interpersonal relationships including economic, environmental, gender, sexuality, and legal issues

Parenting & Human Development: Human growth and development, with emphasis on early childhood development; parent/guardian roles and responsibilities

Housing & Design: Historical, cultural, social, and technological factors influencing residential housing and interiors; considerations in selecting housing and interiors, including individual/family income, interests, needs and values; elements and principles of design; planning interior space design

Clothing, Textiles, & Related Arts: Historical, cultural, social, and other factors influencing fashion trends and individual apparel needs; clothing and textile characteristics, design, construction, and maintenance

Performance Standards**:**
Implements a comprehensive family and consumer sciences curriculum that integrates content and process standards and enables students to acquire the knowledge, skills, and attitudes that will assist them in their personal, family, and career lives, and to prepare those students who seek further training in family and consumer sciences related careers. Specifically, the educator:

Plans, delivers, and evaluates research-based instruction that incorporates national and state standards, and student, family, community, and societal needs

Facilitates instruction which includes the following: analysis of recurring and evolving family, workplace, and community concerns; application of scientific inquiry to test theories and gain factual knowledge on which to base judgments; and use of reasoning processes, individually and collaboratively, to take responsible and ethical action for self, others, and society

Creates activities which enable students to apply their knowledge of Family and Consumer Sciences to make informed decisions

Effectively facilitates the development of youth leadership skills by integrating programs and activities of appropriate national student organizations into instruction and assessment

Plans, organizes, and manages classroom laboratory experiences in accordance with state and national safety guidelines, with emphasis on equipment and food safety

Collaborates with colleagues, parents, and community members to maximize instructional resources and effectiveness

5440-31 Health Education

The holder is authorized to teach health education in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Demonstrates knowledge of health and health education concepts and skills delineated in current national professional standards, in *Health Education Guidelines for Curriculum and Assessment,* and in *Vermont's Framework of Standards and Learning Opportunities,* including*:*

Human development, including the typical progression of early childhood through early adolescent development (for PK-6) and/or early adolescent through adult growth and development (for 7-12), and age appropriate indicators of intellectual, physical, social and emotional health for each stage of development

Human body structure and functioning

The specific content areas of health education as defined in 16 VSA 131 and the Centers for Disease Control priority risk behaviors:

a. Personal health (social, mental, physical, and emotional health maintenance, including the development of responsible personal behaviors and healthful stress maintenance skills)
b. Nutrition (basic nutrition concepts, nutrient needs, dietary guidelines for Americans, and common nutritional problems of children and adults, including disordered eating)

c. Physical activity (the health benefits of physical activity, research on physical activity and academic performance, factors that influence participation in physical activity, and strategies for collaborating with physical education colleagues to promote physical activity)
d. Disease (etiology of diseases, including their origins, progression, diagnosis, treatment, and prevention, to include HIV/AIDS and other sexually transmitted infections)
e. Intentional and unintentional injury prevention (safety issues and violence prevention, including bullying and harassment)
f. Alcohol, tobacco, and other drugs (physiological, psychological, and sociological effects of substance use and abuse on the individual, family, and society; legal issues; and curriculum and teaching strategies for effective substance abuse prevention)
g. Family health and comprehensive sexuality education (issues of human growth and development, families, relationships, reproductive health, abstinence, premature sexual activity, contraception, adolescent pregnancy, childbirth, adoption, and abortion)
h. Community and consumer health (media literacy, advocacy, and accessing health information, products, and services)

Principles and Methods for Effective Comprehensive School Health Education

Historical development and theoretical foundations of skills-based health education programs

The impact of societal values, norms, and priorities on health education practice and a variety of strategies to deal with controversial health issues in the classroom

Research relative to health risks among school-age youth and translation of this research into the design and implementation of health education programs

Standards-Based Health Education Curriculum and Assessment

Effective, age-appropriate standards-based school health curricula
Multiple assessment techniques appropriate to health education, including performance assessments to evaluate student learning and guide instruction

School Health Program Planning

Purposes, components, and approaches to coordinating school health initiatives based on the Coordinated School Health Model, including partnerships with families, school staff, and community members to improve health literacy and health behaviors

<u>Performance Standards</u>

Implements a comprehensive, standards-based health education curriculum that enables students to acquire the knowledge, skills, and attitudes that promote lifelong wellness and healthy choice making. Specifically, the educator:

Selects and uses current, valid and reliable sources of health information, to include national, state, and local organizations/associations, publications, and educational materials/resources

Develops and/or adopts health curriculum and assessments that are age appropriate, standards-based, and derived from research on learning and human behavior

Applies active instructional strategies that align with standards-based learner outcomes and performance indicators

Implements skill-building strategies to develop students' competency in essential health-related skills, including decision-making, goal setting, interpersonal communication, self-management, accessing information, and advocacy

Selects, designs, and uses a variety of standards-based assessment techniques to assess student understanding and performance, provide feedback, communicate student progress, and improve instruction
Creates a classroom climate that promotes respect for self and others, including psychological and emotional safety, as well as respect for privacy and confidentiality

Evaluates and applies research concerning best practices in health education

Collaborates with colleagues, families, and community within a Coordinated School Health Program to improve academic achievement and quality of life through health literacy and positive health behaviors

Additional Requirements: Current certificates in full or compression only cardiopulmonary resuscitation (CPR) and the use of an Automated External Defibrillator (AED). A minimum of a practicum, or the equivalent, in health education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in health education at **both** the PK-6 and 7-12 instructional levels is required. REQUIRED TESTING: Praxis II Subject Assessment: Health - Test Code 5551.

5440-81 Intensive Special Education Teacher

The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 with intensive special needs, as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals with intensive special needs.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they:

1.1. understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2. use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
1.3. demonstrate a dedication to helping students achieve college and career readiness

For Intensive Needs Special Educators this includes the following knowledge standards:

1.1. **Knowledge**
1.1.1. Medical aspects and implications for learning for students with intensive needs
1.1.2. Core and associated characteristics of students with intensive needs
1.1.3. Co-existing conditions and ranges that exist at a higher rate than in the general population
1.1.4. Sensory challenges of students with intensive needs
1.1.5. Speech, language, and communication of students with intensive needs
1.1.6. Adaptive behavior needs of students with intensive needs
1.1.7. Impact of theory of mind, central coherence, and executive function on learning and behavior
1.1.8. Impact of neurological differences on learning and behavior
1.1.9. Impact of self-regulation on learning and behavior

2. <u>Learning Environments</u>

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Specifically, they:

2.1. collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2. use motivational and instructional interventions to support individuals with exceptionalities how to adapt to different environments.
2.3. know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

For Intensive Needs Special Educators this includes the following skill standards:

2.1. **Skills**
2.1.1. Plan instruction for independent functional life skills and adaptive behavior
2.1.2. Plan and implement instruction and related services for students with intensive needs that is both age-respectful and ability-appropriate
2.1.3. Use specialized instruction to enhance social participation across environments
2.1.4. Plan systematic instruction based on learner characteristics, interests, and ongoing assessment
2.1.5. Understand that social needs extend beyond the classroom and students with intensive special needs may need more focused efforts to engage socially with the school community and beyond through extracurricular and other out of classroom activities

3. Curricular Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they:

3.1. understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2. understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3. support general and specialized curricula to make them accessible to individuals with exceptionalities.
3.4. have knowledge of current student learning standards and relevant state and national education initiatives.
3.5. consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction.

For Intensive Needs Special Educators this includes the following knowledge and skill standards:

3.1. **Knowledge**

3.1.1. Evidence-based career/vocational transition programs for students with intensive needs

3.2. **Skills**

3.2.1. Provide pragmatic language instruction that facilitates social skills

3.2.2. Provide students with intensive needs strategies to avoid and repair miscommunications

3.2.3. Plan instruction for independent functional life skills and adaptive behavior

3.2.4. Plan and implement academic instruction and related services for students with intensive needs that is aligned to grade level content, age-respectful, and entry-level appropriate to a student's ability

3.2.5. Use specialized instruction to enhance social participation across environments

3.2.6. Plan systematic instruction based on learner characteristics, interests, and ongoing assessments

4. Assessment

Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they:

4.1. select and use technically sound formal and informal assessments that minimize bias.
4.2. use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3. collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4. engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

For Intensive Needs Special Educators this includes the following knowledge and skill standards:

4.1. **Knowledge**

4.1.1. Specialized terminology used in the assessment of students with intensive needs

4.1.2. Assessments of environmental conditions that promote maximum performance of students with intensive needs

4.1.3. Components of assessment for the core areas for students with intensive needs

4.1.4. Individual strengths, skills and learning styles

4.2. **Skills**

4.2.1. Select, adapt and use assessment tools and methods to accommodate the abilities and needs of students with intensive needs

4.2.2. Develop strategies for monitoring and analyzing challenging behavior and its communicative intent

4.2.3. Conduct functional behavior assessments that lead to development of behavior support plans

5. <u>Instructional Planning & Strategies</u>

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they:

5.1. consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2. use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3. demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4. use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5. support a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6. support mastery and promote generalization of learning.

5.7. teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

For Intensive Needs Special Educators this includes the following knowledge and skill standards:

5.1. **Knowledge**

5.1.1. Specialized curriculum designed to meet the needs of students with intensive needs

5.1.2. Evidence-based career/vocational transition programs for students with intensive needs

5.2. **Skills**

5.2.1. Match levels of support to changing needs of the individual

5.2.2. Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for students with intensive needs

5.2.3. Provide specialized instruction for spoken language, reading and writing for students with intensive needs

5.2.4. Provide specialized instruction in mathematics

5.2.5. Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context

5.2.6. Consistently use of proactive strategies and positive behavioral supports

5.2.7. Involve students with intensive needs in the transition planning process

5.2.8. Plan for transition needs including linkages to supports and agencies focusing on lifelong needs

5.2.9. Provide instruction in community-based settings

5.2.10. Structure the physical environment to provide optimal learning for students with intensive needs

5.2.11. Provide instruction in self-regulation

5.2.12. Utilize student strengths to reinforce and maintain social skills

5.2.13. Plan instruction for independent functional life skills and adaptive behavior

5.2.14. Plan and implement instruction and related services for students with intensive needs that is both age-respectful and ability-appropriate

5.2.15. Use specialized instruction to enhance social participation across environments

5.2.16. Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

6. <u>Professional Learning & Ethical Practice</u>

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they:

6.1. use professional ethical principles and professional practice standards to guide their practice.

6.2. understand how foundational knowledge and current issues influence professional practice.

6.3. understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4. understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5. advance the profession by engaging in activities such as advocacy and mentoring

6.6. provide guidance and direction to paraeducators, tutors, and volunteers.

For Intensive Needs Special Educators this includes the following knowledge standards:

6.1. **Knowledge**

6.1.1. Definitions and issues related to the identification of students with intensive needs
6.1.2. Continuum of placement and services available for students with intensive needs
6.1.3. Historical foundations and classic studies of intensive needs
6.1.4. Trends and practices in the field of intensive needs
6.1.5. Theories of behavior problems of students with intensive needs
6.1.6. Perspectives held by students with intensive needs
6.1.7. Concepts of self-determination, self-advocacy, community and family support and impact in the lives of students with intensive needs
6.1.8. Enactment of least dangerous assumptions model that creates inclusive classrooms that presume competence and encourage high expectations for all students

7. Collaboration

Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they:

7.1. use the theory and elements of effective collaboration.
7.2. serve as a collaborative resource to colleagues.
7.3. use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

For Intensive Needs Special Educators this includes the following knowledge and skill standards:

7.1. **Knowledge**
7.1.1. Services, networks, and organizations for individuals, professionals, and families with intensive needs
7.1.2. Parent involvement occurs on multiple levels (IEP, physical and emotional support, advocacy, medical). ISEs need to understand how to aid and educate families in all of the roles that parents play in support of their children
7.2. **Skills**
7.2.1. Collaborate with team members to plan transition to adulthood that encourages full community participation

Additional Requirements:

Completion of a bachelor's level teacher preparation program in the education of students with severe and multiple disabilities, or a minimum of 30 credits in the education of students with severe and multiple disabilities **AND** A minimum of a practicum, or the equivalent, in the teaching of students with severe and multiple disabilities.

5440-16 Junior ROTC Instructor

The holder is authorized to provide junior Reserve Officer Training Corps instruction to students in grades 9-12 who are enrolled in junior ROTC programs.

Requirements: Current certification as a Junior Reserve Officer Training Corps Instructor by the federal Department of Defense.

5440-61 School Librarian

The holder is authorized to provide library media services and instruction in grades PK-12.

1. **Teaching for Learning**

School librarians promote dynamic and innovative curriculum and pedagogy.

- 1.1. Knowledge of learners and learning
  - 1.1.1. Possess knowledge of learning styles, stages of human growth and development, and cultural influences on learning
  - 1.1.2. Assess learner needs and design instruction that reflects evidence-based practices
  - 1.1.3. Support the learning of all members of the learning community, including those with diverse learning styles and special physical and intellectual needs
  - 1.1.4. Demonstrate cultural competence as they personalize learning and help all students move towards proficiency
- 1.2. Effective and knowledgeable teacher
  - 1.2.1. Use best practices to design and implement quality instruction that engages all learners
  - 1.2.2. Use a variety of instructional strategies and assessment tools to design and develop authentic learning experiences and assessments in partnership with classroom teachers and other educators
  - 1.2.3. Document and communicate the impact of collaborative instruction on student achievement
- 1.3. Instructional partner
  - 1.3.1. Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators
  - 1.3.2. Participate in curriculum development, engage in the school improvement processes, and design professional learning opportunities.
- 1.4. Integration of learning standards and transferrable skills
  - 1.4.1. Collaborate with other teachers to plan and implement instruction of the current AASL standards, transferrable skills, and state student curriculum standards
  - 1.4.2. Employ strategies to integrate multiple literacies with content curriculum
  - 1.4.3. Integrate the use of technologies for effective and creative teaching and to support students inquiry and evaluation of their learning

2. **Literacy and Reading**

School Librarians promote literacy and reading for all students through modeling and knowledge.

- 2.1. Literature--Demonstrate a deep knowledge of a wide range of children's, young adult, and professional literature in multiple formats and languages to support

reading for information, reading for pleasure, reading for critical thinking, and reading for lifelong learning

2.2. Personal Reading and Engagement--Employ a variety of strategies to encourage engagement with literature in and out of school in order to develop habits of creative expression, critical thinking, and lifelong learning

2.3. Respect for Diversity--Demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of all students and their communities

2.4. Literacy Strategies--Collaborate with classroom teachers to reinforce a wide variety of instructional reading strategies to help students create meaning from text

3. **Information and Knowledge**

School Librarians curate physical, digital, and virtual collections that promote ethical and equitable access to knowledge and information.

3.1. Behaviors of efficient and ethical information-seeking, evaluation, and use

3.1.1. Identify and provide support for the diverse information needs of students

3.1.2. Model multiple strategies for students, teachers, and administrators to inquire, evaluate, select, synthesize, and ethically use appropriate information

3.1.3. Collaborate with students, teachers, and administrators to efficiently access, interpret, and communicate information

3.2. Access to information

3.2.1. Support flexible, open access for library services

3.2.2. Develop solutions for addressing physical, social, and intellectual barriers to equitable access to resources and services

3.2.3. Facilitate access to information in multiple formats

3.2.4. Model and communicate professional principles including intellectual freedom, intellectual ownership, privacy, and the legal and ethical codes of the profession

3.3. Information technology

3.3.1. Demonstrate ability to design and adapt curricula that engage students in authentic, relevant, and personalized learning experiences through the use of digital tools and resources

3.3.2. Model and facilitate the effective use of tools to locate, analyze, evaluate, use, and reflect on information resources to support research, learning, creation, and communication in a digital society

3.4. Research and knowledge creation

3.4.1. Use evidence-based, action research to collect data

3.4.2. Interpret and use data to create and share new knowledge to improve practice in school libraries.

3.4.3. Model knowledge creation from evidence-based inquiry for students, teachers, and administrators

4. **Advocacy and Leadership**

School Librarians advocate for dynamic school library programs and positive learning environments that focus on student learning.

- 4.1. Networking
  - 4.1.1. Establish connections with other libraries
  - 4.1.2. Cooperate with library colleagues to facilitate access to information
- 4.2. Professional learning
  - 4.2.1. Participate in professional growth and leadership opportunities
  - 4.2.2. Maintain active membership in professional associations
  - 4.2.3. Seek knowledge of relevant and current professional practices and emergent technologies
- 4.3. Leadership
  - 4.3.1. Communicate the role and relationship of the school library program's impact on student learning
  - 4.3.2. Communicate ways in which the library program can enhance school improvement efforts
- 4.4. Advocacy
  - 4.4.1. Advocate for the school library program to stakeholders within and outside the school community
  - 4.4.2. Define and promote the role of the school librarian to allow teachers and administrators to take full advantage of the knowledge and skills librarians bring to the school

5. **Program Management and Administration**

School Librarians develop, manage, advocate for, and administer high quality library programs.

- 5.1. Collections
  - 5.1.1. Evaluate and select resources to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators
  - 5.1.2. Organize and curate school library collections to serve their users
- 5.2. Professional Ethics
  - 5.2.1. Practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility
  - 5.2.2. Educate the school community on the ethical use of information and ideas.
- 5.3. Personnel, Funding, and Facilities
  - 5.3.1. Apply best practices related to planning, budgeting, and evaluating human, information, physical, and virtual resources
  - 5.3.2. Design and organize library learning spaces to enhance the use of information resources and services and to ensure equitable access for all users
  - 5.3.3. Develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries

5.4. Strategic Planning and Assessment

5.4.1. Communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission

5.4.2. Make effective use of data and information to evaluate and reflect on how the library program addresses the needs of their diverse communities.

Additional Requirements:

A minimum of 18 credits in library and information science. A minimum of a practicum, or the equivalent, in school library media services and instruction divided equally between a PK-6 and 7-12 setting.

5440-11 Mathematics

The holder is authorized to teach mathematics in grades 7-12.

1. Content Knowledge--Effective teachers of secondary mathematics know, understand, teach and communicate their mathematical knowledge with the breadth of understanding that reflects proficiency within and among the mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics) as outlined in the *NCTM NCATE Mathematics Content for Secondary*.

2. Mathematical Practices--Effective teachers of secondary mathematics:

2.1. Demonstrate proficiency in using problem-solving as a vehicle for understanding mathematics by:

2.1.1. Developing conceptual understanding of mathematical concepts through problem-solving

2.1.2. Making sense of a wide variety of problems and persevering in solving them

2.1.3. Applying various strategies to solve problems arising in mathematics and other contexts

2.1.4. Formulating and testing conjectures to generalize mathematical phenomena

2.2. Demonstrate proficiency in processes for doing mathematics by:

2.2.1. Reasoning abstractly, reflectively, and quantitatively with attention to units

2.2.2. Constructing and critiquing viable arguments and proofs

2.2.3. Representing and modeling generalizations using mathematics

2.2.4. Recognizing structure and expressing regularity in patterns of mathematical reasoning

2.2.5. Using multiple representations to model and describe mathematics

2.2.6. Organizing mathematical thinking and communicating ideas through appropriate mathematical vocabulary and symbols for multiple audiences

2.2.7. Formulating, representing, analyzing, and interpreting mathematical models derived from real-world contexts and mathematical problems.

2.3. Demonstrate an understanding of making mathematical connections by:

2.3.1. Showing the interconnectedness of mathematical ideas and how they build on one another

2.3.2. Applying mathematical connections among mathematical ideas and across various content areas and real-world contexts

3. Content Pedagogy--Effective teachers of secondary mathematics:

3.1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.

3.2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

3.3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

3.4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

3.5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

3.6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

3.7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

For further exploration of Content Pedagogy, please see "Mathematical Teaching Practices" (from NCTM's *Principles to Actions: Ensuring Mathematical Success for All).*

4. Mathematical Learning Environment--Effective teachers of secondary mathematics:

4.1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a growth mindset toward mathematical processes and learning.

4.2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences with connections between math and the real world.

4.3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

4.4. Demonstrate an understanding of how race, class, and gender can affect students' experiences with mathematics teaching and learning; actively combat stereotypes to avoid replication of historic patterns; and demonstrate a commitment to equitable treatment of and high expectations for all students.

4.5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific

technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and integrate tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.

4.6. Flexibly assess evidence of student mathematical proficiency for learning that takes place outside of the school, the school day, or the classroom.

5. Impact on Student Learning--Effective teachers of secondary mathematics:

5.1. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

5.2. Promote personalization for each student, allowing students to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.

5.3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence, including authentic performance tasks and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

5.4. Convey how the development of mathematical theory and understanding is a historical process with continuous creation of new knowledge and the refinement or previous knowledge.

5.5. Convey roles and responsibilities of mathematicians with respect to social, economic, cultural and political systems.

6. Professional Knowledge and Skills--Effective teachers of secondary mathematics:

6.1. Take an active role in their professional growth and maintain a current understanding of changes in the content and pedagogy of mathematics and learning theory by participating in professional learning experiences that directly relate to the learning and teaching of mathematics.

6.2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge learning; involve colleagues, other school professionals, families, and various stakeholders; and advance their learning as a reflective practitioner.

6.3. Demonstrate knowledge of misconceptions typically held by adolescents and effective methods for intervening to correct such misconceptions.

6.4. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

Additional Requirements**:**

A major in mathematics, or the equivalent in undergraduate and/or graduate coursework in mathematics (at least 30 hours of which at least 9 must be at the advanced undergraduate level or higher). A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in

an endorsement requiring competencies with the Core Teaching Standards. REQUIRED TESTING: Praxis II Subject Assessment: Mathematics - Test Code 5161.

5440-19 Middle Grades

The holder is authorized to teach one or more of the following content areas – English Language Arts, Mathematics, Science, or Social Studies – in grades 5-9, as specified on the endorsement.

The middle grades standards interpret "all young adolescents" to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, family composition, regional or geographic origin, and those with exceptional learning needs.

1. **Young Adolescent Growth and Development**
   1.1. Growth and Development
   Middle grades teachers demonstrate a comprehensive knowledge of the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all.
   1.2. Diversity
   Middle grades teachers employ middle grades practices that celebrate and are responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
   Aligned with Learner and Learning Category of Vermont Core Teaching Standards

2. **Curriculum**
   2.1. Student Learning Standards:
   Middle grades teachers use their knowledge of student learning standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curricula for every learner.
   2.2. Integrated Nature of Knowledge:
   2.2.1. Middle grades teachers help learners make connections among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and innovative curricula.
   2.2.2. Middle grades teachers create learning opportunities within and across their disciplinary fields that enhance students' transferable skills.
   2.2.3. Middle grades teachers integrate student voice into learning while strengthening students' informational, critical, technological, quantitative, multicultural, and media literacies.
   Aligned with Content Category of Vermont Core Teaching Standards

3. **Philosophy and School Organization**

3.1. Middle grades teachers understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools.
3.2. Middle grades teachers create and support democratic classrooms in which student voice and student-centered pedagogy empower students with agency and choice in their learning.
3.3. Middle grades teacher effectively employ practices such as interdisciplinary teaming, advisory programs, flexible grouping, flexible block schedules, personalized schedules, and common teacher planning time.
3.4. Middle grades teachers implement the elements of a middle grades philosophy regardless of grade configuration of the building.
3.5. Middle grades teachers understand the differential needs of students, including familiarity with and access to technology.

Aligned with Content Category of Vermont Core Teaching Standards

4. **Instruction and Assessment**

4.1. Instructional Strategies

4.1.1. Middle grades teachers engage students in challenging proficiency-based instruction that is personalized to be flexible, differentiated, ongoing, and targeted towards the specific needs of every student.
4.1.2. Middle grades teachers use instructional strategies and technologies to help students identify, explore, and promote local and global issues of personal significance in order to engage students in their learning.
4.1.3. Middle grades teachers emphasize critical thinking, problem solving, evaluation of information, and organizational skills in addition to disciplinary content.
4.1.4. Middle grades teachers help students use strategies to identify, set, and achieve personalized learning goals.

4.2. Assessment and Data-informed Instruction

4.2.1. Middle grades teachers collaborate with each other and with students to define proficiency and determine progress toward achieving it.
4.2.2. Middle grades teachers measure students' prior learning through a comprehensive and balanced-assessment system and adjust instruction and help students design their personalized learning plans.

4.3. Engagement

4.3.1. Middle grades teachers demonstrate their ability to motivate and engage all students and facilitate their learning through the establishment of equitable, caring, and productive learning environments and developmentally responsive materials and resources (e.g., technology, manipulative materials, contemporary media, personalized learning plans).
4.3.2. Middle grades teachers adopt a student-centered pedagogy that includes anytime, anywhere learning and provides multiple pathways for students to demonstrate proficiency including portfolios, performances, exhibitions, and projects

Aligned with Instructional Practice Category of Vermont Core Teaching Standards

5. **Professional Roles**

5.1. Advocacy and Developmentally Responsive Practices
Middle grades teachers advocate for developmentally responsive schooling practices and policies for every student.

5.2. Family Engagement

5.2.1. Middle grades teachers understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning.

5.2.2. Middle grades teachers communicate and collaborate with all family members to build positive, collaborative relationships with families from diverse cultures and backgrounds.

5.2.3. Middle grades teachers employ technology so that teachers and families can enhance communication, collaboration, decision-making, and the ability of students to work at home.

5.2.4. Middle grades teachers understand that access to and familiarity with technology differ widely for families.

5.2.5. Middle grades teachers help families understand the systems used to support personalized learning (*e.g.*, learning management systems, personalized learning plans, portfolios).

5.3. Community Involvement
Middle grades teacher's partner with the local and global community to bring the community into the classroom and the classroom into the community.

5.4. Dispositions and Professional Behaviors

5.4.1. Middle grades teacher's model high standards of ethical behavior and professional competence.

5.4.2. Middle grades teachers are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their practice.

Additional Requirements: A minimum of a practicum, or the equivalent, at the middle grades level (5-9) in science, social studies, math, or English.

5440-19A Middle Grades: English

Knowledge Standards – English Language Arts:

Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective literacy instruction, as delineated in current national professional standards and reflected in *Vermont's Framework of Standards and Learning Opportunities*. Specifically, the educator understands and/or knows:

Development of Oral Language and Literacy – Processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in language and literacy development; the elements of effective verbal and non-verbal communication

Literature and Media – A wide variety of quality, age-appropriate literature and non-print media (i.e., film, video) across genres, eras, cultures, and subcultures; literary elements and strategies for textual analysis

Language and Word Study – The purposes of language and approaches to analyzing language; etymology of the English language; the pronunciation of English phonemes and their graphemes; the developmental progression of phonological awareness; vocabulary development and its relationship to literacy acquisition; the developmental stages of spelling and morphological analysis

Reading Comprehension and Fluency – Reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency

Written Expression – The composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios and benchmarks and standards for various age/grade levels

Assessment and Adaptation of Literacy Instruction – The importance of individualizing the literacy program to address the needs and strengths of learners; a variety of valid and efficient language arts assessments appropriate for different purposes; the observable characteristics of a variety of reading and writing difficulties; strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELLs)

<u>Performance Standards – English Language Arts:</u>
Implements a language arts curriculum that fosters interest and growth in all aspects of oral and written literacy in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the educator:

Literacy Development through Literature and Media –

Uses a wide variety of fiction and non-fiction textual materials, including some of students' own selection, to increase students' motivation to read independently for information, pleasure and personal growth

Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature and non-print media

Uses active instructional strategies to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation

Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications

Models, fosters, and teaches active listening in order to enable thoughtful, equitable, and respectful classroom discourse

Implements strategies to include parents as partners in the literacy development of their children

Models and teaches the elements of effective verbal and non-verbal communication

Language and Word Study –
Teaches students to use syntactic, semantic, and graphophonemic cues to identify and spell words

Employs effective instructional strategies for the development of a broad, independent vocabulary

Reading Comprehension and Fluency –
Provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive strategies to understand, analyze, and interpret a variety of types of texts

Employs a range of instructional approaches to support comprehension across the content areas

Uses instructional strategies to build or strengthen fluency

Written Expression –
Organizes and implements a writing portfolio program that promotes high-quality writing by including a variety of instructional strategies and topics to teach purposes, structures, and composition
Uses required writing rubrics and benchmarks for assessing student writing, and teaches students to use these to analyze their own writing

Models and teaches appropriate grammar, usage, and mechanics

Assessment and Adaptation of Literacy Instruction –
Uses a variety of valid assessment strategies to regularly evaluate students' progress in all of the individual dimensions of literacy development

Uses the results of literacy assessments to adjust and/or target instruction, to flexibly group students, when needed, and to appropriately match students with reading material

Additional Requirements: A minor in English or Comparative Literature, or the equivalent in undergraduate and/or graduate coursework. REQUIRED TESTING Praxis II Subject Assessment: Middle Grades English - Test Code 5047. Also accepted for MG English testing - Praxis II Subject Assessment in English – Test Code 5039.

5440-19B Middle Grades: Mathematics

1. Content Knowledge--Effective teachers of middle grades mathematics know, understand, teach and communicate their mathematical knowledge with the breadth of understanding that reflects proficiency within and among the mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as outlined in the *NCTM NCATE Mathematics Content for Middle Grades*.

2. Mathematical Practices--Effective teachers of middle grades mathematics:
   - 2.1. Demonstrate proficiency in using problem-solving as a vehicle for understanding mathematics by:
     - 2.1.1. Developing conceptual understanding of mathematical concepts through problem-solving
     - 2.1.2. Making sense of a wide variety of problems and persevere in solving them
     - 2.1.3. Applying various strategies to solve problems arising in mathematics and other contexts
     - 2.1.4. Formulating and testing conjectures to generalize mathematical phenomena
   - 2.2. Demonstrate proficiency in processes for doing mathematics by:
     - 2.2.1. Reasoning abstractly, reflectively, and quantitatively with attention to units
     - 2.2.2. Constructing and critiquing viable arguments and proofs
     - 2.2.3. Representing and modeling generalizations using mathematics
     - 2.2.4. Recognizing structure and expressing regularity in patterns of mathematical reasoning
     - 2.2.5. Using multiple representations to model and describe mathematics
     - 2.2.6. Organizing mathematical thinking and communicating ideas through appropriate mathematical vocabulary and symbols for multiple audiences
     - 2.2.7. Formulating, representing, analyzing, and interpreting mathematical models derived from real-world contexts or mathematical problems.
   - 2.3. Demonstrate an understanding of making mathematical connections by:
     - 2.3.1. Showing the interconnectedness of mathematical ideas and how they build on one another
     - 2.3.2. Applying mathematical connections among mathematical ideas and across various content areas and real-world contexts

3. Content Pedagogy--Effective teachers of middle grades mathematics:
   - 3.1. Apply knowledge of curriculum standards for middle grades mathematics and their relationship to student learning within and across mathematical domains.
   - 3.2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.
   - 3.3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

3.4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

3.5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

3.6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

3.7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

4. Mathematical Learning Environment--Effective teachers of middle grades mathematics:

4.1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a growth mindset toward mathematical processes and learning.

4.2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences with connections between math and the real world.

4.3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

4.4. Demonstrate an understanding of how race, class, and gender can affect students' experiences with mathematics teaching and learning; actively combat stereotypes to avoid replication of historic patterns; and demonstrate a commitment to equitable treatment of and high expectations for all students.

4.5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and integrate tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.

4.6. Flexibly assess evidence of student mathematical proficiency for learning that takes place outside of the school, the school day, or the classroom.

5. Impact on Student Learning--Effective teachers of middle grades mathematics:

5.1. Verify that middle grades students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive

disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

5.2. Promote personalization for each student, allowing students to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.

5.3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence, including authentic performance tasks and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

5.4. Convey how the development of mathematical theory and understanding is a historical process with continuous creation of new knowledge and the refinement or previous knowledge.

5.5. Convey roles and responsibilities of mathematicians with respect to social, economic, cultural and political systems.

6. Professional Knowledge and Skills--Effective teachers of middle grades mathematics:

6.1. Take an active role in their professional growth and maintain a current understanding of changes in the content and pedagogy of mathematics and learning theory by participating in professional learning experiences that directly relate to the learning and teaching of mathematics

6.2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge learning; involve colleagues, other school professionals, families, and various stakeholders; and advance their learning as a reflective practitioner.

6.3. Demonstrate knowledge of misconceptions typically held by adolescents and effective methods for intervening to correct such misconceptions.

6.4. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

Additional Requirements:

A minor in mathematics, or the equivalent in undergraduate and/or graduate coursework (at least 18 hours of which at least 6 must be at the advanced undergraduate level or higher). A minimum of a practicum, or the equivalent, at the middle level (5-9) in an endorsement requiring competency with the Core Teaching Standards. REQUIRED TESTING Praxis II Subject Assessment: Middle Grades Math - Test Code 5169. Also accepted for MG Math testing – Praxis II Subject Assessment: Mathematics - Test Code 5161.

5440-19C Middle Grades: Science

Knowledge Standards – Science:

Demonstrates knowledge of scientific content, concepts, and skills delineated in current national professional standards and in *Vermont's Framework of Standards and Learning Opportunities*, including:

Scientific method, investigatory processes and procedures, the nature of theory, roles and responsibilities of scientists, history of science

Typical scientific misconceptions or naïve ideas held by early adolescents

Life Sciences – Cell structure and function; anatomy and physiology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy and organization in living systems; behavior of organisms

Physical Sciences – The structure of atoms; structure and properties of matter; chemical reactions; motion and forces; conservation of energy and increase in disorder; interactions of energy and matter

Earth, Environmental, and Atmospheric Sciences – The Earth as an integrated system of chemical, physical and biological processes interconnecting the geosphere, hydrosphere, atmosphere, and biosphere; the origins and evolution of the Earth, solar system, and universe, and forces effecting and shaping them over time

Living and Non-Living Systems – The concept of living and non-living systems as collections of interrelated parts and interconnected systems; continuity and change in living and non-living systems from the micro to the macro scale; how personal and collective actions can affect the sustainability of interrelated systems

Performance Standards -- Science:

Implements a science curriculum that integrates scientific inquiry skills and science content, and enables conceptual development and development of the habits of mind that support scientific inquiry. Specifically, the educator:

Anticipates and elicits the naïve scientific ideas, emerging concepts, and/or misconceptions that students are likely to have prior to instruction

Models the skills and habits of mind inherent in scientific inquiry

Asks scientific questions that engage students and helps them to formulate meaningful scientific questions of their own

Designs and implements investigations and assessments that engage students in experimental design, data collection, data analysis, and problem solving, and that provide them with frequent interactions with the natural world as a regular part of the science program

Creates opportunities for students to collaboratively design and implement scientific investigations, and to present and discuss the results of their investigations

Organizes equipment, work, and learning spaces so that scientific investigations are carried out safely in accordance with state and national safety guidelines

Teaches forms of scientific communication including how to write clear, well-organized science reports; how to read sources of scientific information; and how to understand and use representation and scientific notation

Integrates physical, mathematical, scientific, and technological tools appropriate to students' ages and abilities in order to facilitate scientific inquiry

Conveys to students how the development of scientific theory and understanding is a historical process with continuous creation of new knowledge and refinement or rejection of "old" knowledge

Conveys to students the roles and responsibilities of scientists with respect to social, economic, cultural, and political systems, and provides them with opportunities to actively explore the full scope of career choices available to people in the sciences

Demonstrates sensitivity to inequities in science teaching and careers by incorporating specific instructional strategies that promote equity

Additional Requirements:
A minor in biology, chemistry, physics, or earth/environmental/atmospheric sciences, or a combination thereof, or the equivalent in undergraduate and/or graduate coursework.
REQUIRED TESTING Praxis II Subject Assessment: Middle Grades Science - Test Code 5440
Also accepted for MG Science testing – Praxis II Subject Assessment: General Science - Test Code 5435.

5440-19D Middle Grades: Social Studies

Knowledge Standards – Social Studies:
Demonstrates knowledge of historical and social science content, concepts, and skills delineated in current national professional standards and in Vermont's Framework of Standards and Learning Opportunities, including:

Methods of historical and social science investigation and analysis, including criteria for critical evaluation of evidence and data, and use of primary sources and varied perspectives to interpret historical events and analyze public issues

The development of students' historical thinking, including common misconceptions in the historical thinking of students

History – Multiple perspectives on significant eras, developments, and turning points in ancient and modern history; causes and effects in human society; forces of historical and cultural continuity and change

Cultural Geography – An understanding of the world in spatial terms, the physical and human characteristics of places and regions, human systems, and the interaction of environment and society

Diversity, Unity, Identity, and Interdependence – Culture, including cultural identity, expressions, and universals; the origins of conflict; consequences of discrimination, stereotyping, and prejudice on individuals and groups

Citizenship – Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of the concepts of equality, justice, freedom, human, and civil rights

Economics – Forms of economic systems; consequences of economic systems on people and environments

Performance Standards – Social Studies:
Implements a history and social sciences curriculum that integrates historical and social science content, concepts, and inquiry skills, and enables students to view and analyze communities, societies and/or cultures, and events as apprentice historians and social scientists, to interpret social issues, and to participate purposefully toward the common good in society. Specifically, the educator:

Chooses developmentally-appropriate activities to teach historical/social science concepts and processes

Models how historians, geographers, and other social scientists view, analyze, and interpret the world
Provides opportunities for students to examine and interpret historical and contemporary events and issues through active learning strategies such as research, role-play, debate, and discussion

Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local resources

Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources of all types, identify webs of cause and effect, and differentiate between fact, opinion, and interpretation

Provides opportunities for students to use historical, geographical, and social science research methods, tools, and technologies

Teaches students how to read and understand historical narratives, issue analyses, and persuasive essays, and how to write well-crafted pieces in these genres, including preparing portfolio pieces

Models respect for students' diverse opinions and backgrounds in all classroom interactions, and teaches students how to engage in civil discussions about controversial issues

Additional Requirements: A minor in history, political science, economics, geography, or a combination thereof, or the equivalent in undergraduate and/or graduate coursework. (Coursework in cultural anthropology and non-Western area studies may be counted toward geography.) REQUIRED TESTING Praxis II Subject Assessment: Middle Grades Social Studies - Test Code 5089. Also accepted for MG Social Studies testing - Praxis II Subject Assessment: Social Studies - Test Code 5086.

5440-06 Modern and Classical Languages

~~*The holder is authorized to teach a modern (including American Sign Language) and/or classical language(s) in grades PK-6, 7-12, or PK-12, as specified on the endorsement.*~~

~~In order to qualify for this endorsement, the candidate shall demonstrate the following:~~

~~Knowledge Standards:~~
~~**Demonstrates knowledge of foreign language and language education concepts and skills delineated in current national professional standards and in Vermont's *Framework of Standards and Learning Opportunities*, including:**~~

~~Proficiency in speaking, reading, writing, and aural comprehension in the target language(s)~~

~~For American Sign Language:~~
~~Proficiency in receptive and expressive language~~

~~The structure, phonetic system, and different socio-linguistic levels of the target language(s)~~

~~The application of concepts of phonology, syntax, morphology, and pragmatics to the teaching of American Sign Language~~

~~The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)~~

~~Knowledge of the history, social structure, artistic, and literary contributions of the Deaf culture~~

~~The ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture in American Sign Language-speaking communities~~

~~The individual and societal advantages of foreign language learning~~

~~The developmental process of second language acquisition at the early childhood/elementary and/or middle/secondary levels~~

~~Research-based instructional methods and strategies that develop foreign language communication skills as a process and articulate continuous sequences of instruction across the early childhood/elementary and/or middle/secondary instructional levels~~

~~Performance Standards:~~
~~**Implements a foreign language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national professional standards and in Vermont's *Framework of Standards and Learning Opportunities*. Specifically, the educator:**~~

~~Applies knowledge of research-based methods and strategies for teaching foreign languages and cultures to the design of developmentally-appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds~~

~~Uses authentic documents and materials (such as music, art, food, literature, or newspapers) in order to develop students' understanding and appreciation of the target culture's history, geographical regions, values, and customs~~

~~Selects and incorporates instructional media appropriate to foreign language learning, including authentic print and electronic materials from the target culture~~

~~Focuses teaching on the development of cross-cultural and linguistic competence through critical thinking and communicative activities~~

~~Integrates classroom curricular themes with the foreign language curriculum (early childhood/elementary)~~

~~Advocates for all students to learn a foreign language and culture at the earliest possible age~~
~~Additional Requirements:~~

~~A major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.) A minimum of a practicum, or the equivalent, in modern and classical languages at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in modern and classical languages at both the PK-6 and 7-12 instructional levels is required.~~

~~REQUIRED TESTING: Praxis II subject assessments in the Target Language.~~
~~French – Test Code 5174 Spanish – Test Code 5195~~
~~German – Test Code 5183 Latin – Test Code 0600~~
~~Chinese – Test Code 5665 American Sign Language – Test Code 0632~~

The holder is authorized to teach a modern (including American Sign Language) and/or classical language(s) in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:
   1.1. Demonstrate knowledge of target language. Demonstrate knowledge of the current national standards related to modern and classical languages/ASL (i.e. The 5 C's of American Council of the Teaching of Foreign Languages, American Classical League, American Sign Language Teachers Association).

   1.2. Demonstrates knowledge of the following:

      1.2.1. Proficiency in speaking, reading, writing, and listening comprehension in the target language(s)
      1.2.2. The structure, phonetic system, and different socio-linguistic levels of the target language(s)
      1.2.3. The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)
      1.2.4. The individual and societal advantages of learning another language
      1.2.5. The developmental process of second language acquisition (SLA) at the early childhood/elementary and/or middle/secondary levels
      1.2.6. Research-based instructional methods and strategies that develop target language communication skills as they relate to the continuum of instruction and the endorsement level.

2. For American Sign Language, in addition to the above:
   2.1. Proficiency in receptive and expressive language
   2.2. The application of concepts of phonology, syntax, morphology, and pragmatics to the teaching of American Sign Language
   2.3. Knowledge of the history, social structure, artistic, and literary contributions of the Deaf culture
   2.4. The ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture in American Sign Language-speaking communities

3. Performance Standards:
   3.1. Implements target language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national standards (i.e. The 5 C's of American Council for the Teaching of Foreign Languages (ACTFL), American Classical League ACL, American Sign Language Teachers Association ASLTA)

      3.1.1. Specifically, the educator:

3.1.1.1. Applies knowledge of research-based methods and strategies to design ~~of~~ developmentally-appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds

3.1.1.2. Uses appropriate technologies to enhance instruction and learning.

3.1.1.3. Incorporates authentic materials and media (e.g. music, art, food, film, literature, ~~or~~ print or online resources) in order to develop students' understanding and appreciation of the target language and its cultures' history, geographical regions, values, and customs

3.1.1.4. Designs instruction to develop linguistic and cross-cultural competence, and interdisciplinary connections through critical thinking, problem solving and communication.

3.1.1.5. Designs a variety of learning activities that incorporate all modes of communication (interpretive, interpersonal and presentational).

3.1.1.6. Integrates classroom curricular themes with the target language curriculum (early childhood/elementary)

3.1.1.7. Advocates for all students to acquire foreign language skills and cultural knowledge at the earliest possible age

Additional Requirements: A major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.)

A minimum of a practicum, or the equivalent, in modern and classical languages at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in modern and classical languages at both the PK-6 and 7-12 instructional levels is required.

REQUIRED TESTING: Praxis II subject assessments in the Target Language.

French – Test Code 5174	Spanish – Test Code 5195
German – Test Code 5183	Latin – Test Code 0600
Chinese – Test Code 5665	American Sign Language – Test Code 0632

5440-12 Music

The holder is authorized to teach music in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of music and music education concepts and skills delineated in current national professional standards and in Vermont's *Framework of Standards and Learning Opportunities*, including:

The processes and stages of children's and/or adolescents' musical and aesthetic development

The historical development and role of music in contemporary and past cultures

Music theory, including an understanding of composition, arranging, and improvising, as well as music as a fundamental expression of human emotion and form of communication

Philosophies and methods of music education (e.g., Dalcroze, Gordon, Kodaly, Orff, Suzuki)

Principles, purposes, and design of assessments in music, including the concepts of critical response and self-assessment

The five elements of music (i.e., melody, harmony, rhythm, tempo, and timbre) and the two elements of musical analysis (i.e., instrumentation and vocal analysis)

Sight-reading and sight-singing skills

Expertise in one or more of the following areas as demonstrated by public performance: vocal, instrumental, and/or music composition

Ability to perform simple accompaniments in a second performance area

Basic command of a range of wind, string, brass, and percussion instruments

Performance Standards:
Implements a music curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of music through making, studying, interpreting, and evaluating music. Specifically, the educator:

Demonstrates comprehensive performance and musicianship skills and specialized knowledge in general, choral, or instrumental music, as they provide students with quality, sequential instruction in music

Applies effective techniques for conducting and rehearsing with small and large groups
Selects a developmentally-appropriate music repertoire for study and performance

Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place

Creates, selects, and adapts a variety of resources, materials, and technologies that support students as they learn through and about music

Models the use of the vocabulary of music to describe and respond to musical works

Creates opportunities for students to learn tolerance and respect for others through instruction in multicultural music

Uses a variety of appropriate methods, including student self-assessment, to assess students' musical development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum

Adapts materials, tasks, etc. to ensure the full access of all students, including special needs students, to a rich music education

Integrates classroom curricular themes with the music curriculum (early childhood/elementary)

Advocates for a rich music education for all students at the earliest possible age

Additional Requirements: A major in music, or the equivalent in undergraduate and/or graduate coursework. A minimum of a practicum, or the equivalent, in music education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in music education at both the PK-6 and 7-12 instructional levels is required. REQUIRED TESTING: Praxis II Subject Assessment Music - Test Code 5114.

5440 – 25 Online Teaching Specialist

The holder is authorized to teach students from a distance who are enrolled in online coursework. This endorsement is an add-on endorsement only and is limited to holders of PK-12 teaching endorsements. The holder's area of online instruction and instructional level shall be indicated on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Demonstrates knowledge of how to plan, deliver, and evaluate online instruction as delineated in current national professional standards and as reflected in Vermont's Framework of Standards, Grade Level Expectations, and Common Core State Standards. Specifically, the educator understands and/or knows:

Technology Skills- A range of technologies relevant to the online learning environment both existing and emerging, that effectively support student learning and engagement in the online environment

Teaching in an Online Environment- Best practices of effective online instruction and strategies that promote creativity and innovation in virtual environments

Legal and Ethical Practice- Legal and ethical online behavior related to technology use

Accommodating Students with Special Needs- How to adapt curriculum, instruction, and assessments to accommodate students with special needs in the online environment

Online Assessments- How to design, develop, and implement online assessments to accurately measure student learning and how to evaluate relevant data

Performance Standards:
Implements a comprehensive, standards-based curriculum in subject area of educator's endorsement that incorporates technology standards and enables students to acquire content knowledge and skills. Specifically, the educator:

Uses a range of technologies relevant to online learning environments to support student learning that are appropriate to students' ages and abilities

Establishes clear expectations, employs effective, prompt communication, and provides regular feedback to students online

Creates personalized, online learning environments for students that encourage active learning, real- world application, interaction, participation, and collaboration

Models and manages safe, legal, and ethical online behavior

Adapts curriculum and instruction to meet diverse student needs in the online environment, including accommodating students with special needs

Organizes materials, instruction, and procedures to meet standards-based learning goals

Creates and implements a variety of assessments in online learning environments in ways that ensure academic integrity of the instruments and procedures and that accurately demonstrate student learning

Models collaborative knowledge construction and reflection by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Additional Requirements: A minor, or the equivalent, in online instruction. A minimum of a practicum, or the equivalent, in online instruction in the area of the instructor's teaching endorsement at the K-12 level.

5440-08 Physical Education

The holder is authorized to teach physical education in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment. In order for students to achieve these goals, physical educators should have knowledge and skills in the following domains:

1. Scientific and Theoretical Knowledge--*Physical educators know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Physical educators will:*
   - 1.1. Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical domains and age-appropriate indicators of physical development
   - 1.2. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically literate individuals. In a variety of educational settings, they will describe and apply:
     - 1.2.1. physiological and biomechanical concepts related to skillful movement, physical activity and fitness
     - 1.2.2. motor development theory
     - 1.2.3. psychological and/or behavioral theory
   - 1.3. Identify historical, philosophical and social perspective of physical education issues and legislation.
   - 1.4. Understand the core tenets of Physical Literacy and demonstrate the scientific and theoretical knowledge, skill-based competence, planning and implementation, and instructional delivery and management to help students achieve physical literacy.
   - 1.5. Recognize and understand the effects of age, gender, class, and size upon physical activity preferences and participation and create safe spaces for all students to become physically literate.
   - 1.6. Adopt strategies for modifying instruction in order to be sensitive to students' diverse physical abilities, skills, learning styles, and prior experiences.
   - 1.7. Adopt techniques for designing, implementing, adapting, and extending physical education learning experiences to meet the needs of all students.

2. Planning, Implementation, and Assessment--*Physical educators plan, implement, and assess developmentally appropriate, standards-based learning experiences aligned with state and national standards to address the diverse needs of all students. Physical educators will:*
   - 2.1. Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs.

2.2. Develop and implement measurable, developmentally appropriate, performance-based lessons with content, goals and objectives aligned with state learning standards.
2.3. Plan for and manage resources to provide active, fair, equitable, and flexible learning experiences.
2.4. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
2.5. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
2.6. Select or create appropriate assessments that will measure student achievement of goals and objectives.
2.7. Use appropriate assessments to evaluate student learning before, during, and after instruction.
2.8. Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

3. Instructional Delivery and Management--*Physical educators use effective pedagogical skills and strategies to facilitate development of physical literacy in response to unique and diverse needs. Physical educators will:*
   3.1. Demonstrate effective verbal and non-verbal communication skills across a variety of personalized instructional pathways (EQS 2120.2).
   3.2. Demonstrate how to connect cross-content concepts and uses differing perspectives and strategies to engage learners in acquisition of transferable skills (e.g. clear and effective communication, creative and practical problem solving, responsible and involved citizen) (EQS 2120.6).
   3.3. Provides multiple effective instructional strategies and feedback (peer, self-evaluation, and teacher feedback) for skill acquisition, student learning, and motivation within a multi-tiered system of supports (EQS 2120.1) (EQS 2120.2)..
   3.4. Creates and adapts a dynamic environment that supports individual and group learning by encouraging positive social interactions and active engagement in learning and self-motivation (EQS 2120.2).
   3.5. Implements rules, routines, transitions, and positive behavior management strategies to create and maintain a safe, inclusive, and effective learning environment.
   3.6. Employs technological tools that facilitate learning and assessment of physical education and engage students in practical application of technological tools in the monitoring and improvement of their own Physical Literacy.
4. Professionalism and Leadership--*Physical educators demonstrate dispositions essential to becoming effective professionals. Physical educators will:*
   4.1. Demonstrates dispositions/behaviors that all students can become physically literate individuals.
   4.2. Demonstrate behaviors that are consistent with the professional best practice as established by SHAPE AMERICA.
5. Skill-Based and Fitness-Based Competence-- *Physical educators are physically literate individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as defined in state standards. Physical educators will:*

5.1. Demonstrate personal competence in motor skills performance for a variety of physical activities and movement patterns.
5.2. Demonstrate performance concepts related to skillful movement in a variety of physical activities.
5.3. Document and reflect upon their own personal fitness and develop a plan to achieve their fitness goals.

Additional Requirements:
A minimum of a practicum, or the equivalent, in physical education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in physical education at both the PK-6 and 7-12 instructional levels is required. Current certificates in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), and first aid. REQUIRED TESTING: Praxis II Subject Assessment Physical Education - Test Code 5095.

5440-78 Reading/English Language Arts Coordinator

The holder is authorized to provide leadership in the implementation of reading instruction and assessment practices that are informed by research, including coordination and management of all aspects of the school's or district's reading program and guidance of professional development in the area of reading, in order to help all students achieve standards. This endorsement is limited to those who hold or who are eligible to hold the Reading/English Language Arts Specialist endorsement.
In order to qualify for this endorsement, the candidate shall demonstrate the following:

The Reading/English Language Arts Coordinator must be eligible to hold the Reading/English Language Arts Specialist endorsement through demonstration of each of the knowledge and performance standards required for that endorsement. In addition, the Reading/English Language Arts Coordinator understands concepts and demonstrates skills essential to systemic leadership of reading instruction and assessment, including:

Knowledge Standards:
Research design and program evaluation

Principles and models of effective needs- and standards-based staff development programs

Planning and administration of a program of reading instruction and assessment, including purposes of and eligibility criteria for the various federal and state supplemental and intervention programs designed to help students with reading and writing problems

Federal, state, and local laws, regulations, and policies related to reading instruction and assessment

Performance Standards:
Curriculum, Instruction, and Assessment:

Collaborates with teachers and administrators to develop and implement a school- or district-wide program of literacy instruction and assessment that is research- and standards-based and aligned with other school and/or district improvement efforts

Selects materials, technologies, and tools to support the school's or district's literacy program

Implements literacy support programs to enhance literacy development throughout the school community

Communicates information about school- or district-wide literacy program and progress to administrators, other staff members, school board members, parents, and the community, including delineating expectations for students and best practices in instruction and assessment at different grade levels

Professional Development:
Designs and implements an effective needs- and standards-based staff development program that is focused on the core areas of effective classroom pedagogy – content, context, methodology, and assessment

Research and Program Evaluation:
Develops and implements comprehensive program evaluation processes to evaluate student and staff progress toward the goals of the literacy instruction and assessment program

Collaborates with administrators and teachers to use program evaluation results to inform on-going curriculum, instruction, and assessment, and professional development planning

Obtains and interprets literacy research that includes a range of methodologies (e.g., ethnographic, descriptive, experimental, historical), and conducts and supports classroom-level research projects

Additional Requirements: A Master's degree. A minimum of 21 credits in reading/English language arts. A minimum of a practicum, or the equivalent, in reading instruction and assessment. REQUIRED TESTING: Praxis II Subject Assessment in Reading Specialist is required - Test Code: 5301.

5440-76 Reading/English Language Arts Specialist

The holder is authorized to function as a school-wide resource to support teachers to implement reading instruction and assessment practices that are informed by research, and to provide instruction in reading to students in grades PK-12. This endorsement is limited to those who hold or who are eligible to hold endorsements in early childhood, elementary education, middle grades, the secondary content areas, special education, or English as a Second Language.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of major theories and research-based principles and processes underlying language and literacy development, the components of effective literacy instruction and assessment at the student and school levels, a variety of literacy difficulties and intervention strategies, and strategies for facilitating best practice school-wide, as delineated in current national professional standards. Specifically, the educator understands and/or knows:

Foundations:

Reading Comprehension and Fluency:

Reading as the complex cognitive process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the text, and the context of the reading situation

Components of reading comprehension, including strategies, vocabulary, and background/conceptual knowledge; ways that readers demonstrate comprehension; the distinction among independent, instructional, and frustration levels for individual students

Components of fluency, and appropriate ranges of reading fluency rates at different grade levels

Individual and textual factors that influence comprehension

The particular features of narrative and expository text across genres; and how readers' awareness of these features supports comprehension

Development of early and emergent literacy, including "concepts of print"

Literature and Media:

A wide variety of quality, age-appropriate literature across genres, eras, cultures, and subcultures, including texts that support a range of reading abilities (e.g., decodable texts, leveled books) and resources for selecting and reviewing new materials

Critical theories of children's literature

Literary elements and strategies for analysis of literature and non-textual media

Language Development:

The phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relationship to the reading and writing process

Processes, principles, and dimensions of oral language acquisition and the relationship between oral language development and literacy development

Components of phonological processing

The development of the phonological skills essential to fluent decoding

The impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing

Role of metacognition in reading, writing, listening, speaking, and representing visually

Elements of effective verbal and non-verbal communication

The process of second language acquisition, benefits and challenges second language acquisition poses to students' reading and writing development, and distinctions between language learning issues and learning disabilities

Word Study:
Written language as a symbolic system based on the alphabet and orthography/spelling

The pronunciation of English phonemes and their graphemes

The developmental stages of spelling and morphological analysis

Speech to print correspondence at the sound, syllable pattern, and morphological levels, including predictability and patterns in English spelling, and grammatical endings and prefixes, suffixes, and roots

The differences among approaches to teaching phonics

Vocabulary development and its relationship to literacy acquisition

Relationships among phonology, decoding, orthography, fluency, vocabulary, and comprehension

Written Expression:
The writing development continuum from pre-writers through adults

Dimensions of quality writing, types of writing, the composing processes that writers use, and planning strategies most appropriate for particular kinds of writing

The conventions of written English

Uses of writing portfolios and approaches to assessing student writing, including appropriate benchmarks and standards for various ages/grade levels

Individual Differences and Individualized Instruction:

The characteristics of and multiple causes of reading and writing difficulties, including how environmental/contextual and physiological/neurological factors can influence language, reading, and writing development

How contextual factors in the school can influence student learning and reading

A variety of individual and group instructional approaches, interventions, and supplemental programs to address specific difficulties in language, reading, and writing skills

Assessment:
Indicators of proficiency or difficulty in the various component areas of reading

Purposes for assessment in English language arts, including screening, diagnosis, evaluation of outcomes, guidance of instruction, and progress monitoring, and a range of valid and reliable assessment tools appropriate to each purpose

Ability to administer and interpret formal and informal assessments appropriate for different purposes

The importance of a feasible, comprehensive, and ongoing reading/language arts assessment program to evaluate student and school achievement of standards, and a variety of potential approaches to accomplish this

Consultation and Collaboration:
Principles and practices of effective collaboration and consultation in learning environments

Purposes of and eligibility criteria for various local supplemental and intervention programs designed to help students with reading and writing difficulties

Appropriate roles and responsibilities of paraeducators and their supervision

Research and Evaluation:
How to interpret, analyze, and apply research findings to instructional practice

Strategies for classroom-based literacy research

Appropriate criteria for determining the effectiveness of reading programs, including comprehensive programs, supplemental, and intervention programs

Performance Standards:
The Reading/English Language Arts Specialist provides individualized and small group reading and writing support and instruction to students based upon their needs; collaborates with other educators to plan individualized programs for students with reading or writing disabilities; and assists with school-wide implementation of best practices in reading instruction and assessment, including selection of materials, application of research to

practice, provision of professional development in the area of reading, and evaluation of the effectiveness of the school's literacy program. Specifically, the educator:

INDIVIDUALIZED instruction:
Based on student needs, supports students both in and out of their regular classrooms by explicitly and systematically teaching one or more of the components of literacy

Uses a wide variety of teacher and student-selected texts, including authentic and extended texts, appropriate to individual students' reading levels, in order to increase students' skills, sense of self-efficacy as readers, and motivation to read

Appropriately selects from a variety of active and engaging individual and/or small group instructional approaches, supplementary programs, or interventions, and adjusts pace and degree of explicit instruction, in order to meet the needs of individual students

Uses remedial and tutorial programs which have been validated by research

Assessment:
Uses the results of literacy assessments to target instruction, to flexibly group students for small groups when needed, to appropriately match students with reading material, and to assess curriculum-specific learning outcomes as they relate to the students learning and program effectiveness

Uses a range of progress monitoring tools to regularly evaluate individual students' progress, and adjusts approaches, interventions, and supplementary instruction, depending on student progress

Consultation and Collaboration:
Helps to develop individual educational plans for students with learning disabilities related to literacy

Implements and evaluates systemic strategies to include parents as partners in the literacy development of their children and adolescents

Collaborates with classroom teachers to support their implementation of research-based best practices in all aspects of literacy instruction and assessment, including modeling or co-teaching of specific instructional approaches when appropriate; joint problem solving; and/or assistance with the acquisition of resources

Facilitates the review and selection of instructional materials for literacy instruction, including those that are technology based

Research and Evaluation:

Interprets research findings related to the improvement of reading instruction and assessment and communicates these findings to colleagues and the wider community in order to improve classroom practice

Communicates information about school-wide literacy program and progress to administrators, other staff members, school board members, parents, and the community

Assists with the program evaluation process to gauge the effectiveness of the school's literacy curriculum using a variety of appropriate indicators of effectiveness

Facilitates and supports classroom-level research in literacy instruction

Additional Requirements: A minimum of 18 credits in reading/English language arts
A minimum of a practicum, or the equivalent, in reading instruction and assessment.
REQUIRED TESTING: Praxis II Subject Assessment in Reading Specialist is required - Test Code: 5301.

5440-64 School Counselor

The holder is authorized to provide school counseling services in grades PK-12.

1. School Counseling Programs

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

1.1. **Knowledge**

1.1.1. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model

1.1.2. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the information, opportunity, and achievement gaps

1.1.3. Leadership principles and theories

1.1.4. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student

1.1.5. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student

1.1.6. Legal, ethical and professional issues in pre-K–12 schools

1.1.7. Developmental theory, learning theories, multicultural competency theory, social justice advocacy theory, counseling theories, and career counseling theories

1.1.8. The continuum of mental health services, including prevention and intervention strategies to enhance student success

1.2. Abilities and Skills

1.2.1. Plans, organizes, implements and evaluates a school counseling program

1.2.2. Serves as a leader in the school, district/supervisory union, and community

1.2.3. Advocates for student success at the student, school and public arena levels of intervention
1.2.4. Acts as a systems change agent to create an environment promoting and supporting student success

1.3. Awareness

1.3.1. Students from traditionally under-represented groups face systemic inequities that need to be identified and interrupted
1.3.2. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
1.3.3. School counselors are cultural beings with internalized biases that need to be identified and interrupted
1.3.4. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

2. Foundations

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

2.1. **Knowledge**

2.1.1. Beliefs and vision of a school counseling program that align with school improvement and student success initiatives at the school, district, and state level and reflect the structure and governance of the American educational system
2.1.2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
2.1.3. Learning theories
2.1.4. History and purpose of school counseling, including traditional and transformed roles of school counselors
2.1.5. Human development theories and developmental issues affecting student success
2.1.6. District, state and national student standards and competencies, including ASCA Mindsets and Behaviors for Student Success and other student standards that may complement and inform the comprehensive school counseling program
2.1.7. The domains of academic achievement, career planning and personal/social development
2.1.8. Multicultural and Social Justice Advocacy Competencies
2.1.9. Macro-systemic forces that marginalize students from traditionally under-represented groups such as: classism, abilityism, Heteronormativity, color-blind modern racism, cis-normativity, sexism and sizeism.

2.2. Abilities and Skills

2.2.1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
2.2.2. Develops a school counseling mission statement aligning with the school, district and state mission
2.2.3. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor

2.3. Awareness

2.3.1. Has an impact on every student rather than a series of services provided only to students in need

2.3.2. Is an integral component of student success and the overall mission of the school and school district

2.3.3. Promotes and supports academic achievement, career planning and personal/social development for every student

3. Management

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

3.1. Knowledge

3.1.1. Leadership principles, including sources of power and authority and formal and informal leadership

3.1.2. Organization theory to facilitate advocacy, collaboration and systemic change

3.1.3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards

3.1.4. Time management, including long- and short-term management using tools such as schedules and calendars

3.1.5. Data-driven decision making

3.1.6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

3.2. Abilities and Skills

3.2.1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan

3.2.2. Familiarity and understanding of the value of a diverse advisory council

3.2.3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement

3.2.4. Assesses use of time in direct and indirect student services and program management and school support

3.2.5. Develops calendars to ensure the effective implementation of the school counseling program

3.2.6. Designs and implements action plans support activities aligning with school and school counseling program goals and conduct self-appraisals

3.3. Awareness

3.3.1. A school counseling program/department must be managed like other programs and departments in a school

3.3.2. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor

3.3.3. Management of a school counseling program must be done in collaboration with administrators

4. Delivery

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

4.1. Knowledge

4.1.1. The distinction between direct and indirect student services

4.1.2. The concept of a school counseling core curriculum

4.1.3. Counseling theories and techniques that work in school, such as solution-focused brief counseling, cognitive behavioral theory, narrative theory, play theory and interventions, person-centered counseling, group work theory and family systems

4.1.4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons

4.1.5. Classroom management

4.1.6. Principles of career planning and college admissions, including financial aid and athletic eligibility

4.1.7. Principles of working with students from traditionally under-represented social locations, i.e. students of color, New Americans, English language learners, students with a (dis)ability, lesbian, gay, or bisexual (LGB) students, students from non-dominant religious traditions, gender non-conforming students, and students from poor and working class families.

4.1.8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program

4.1.9. Responsive services (counseling and crisis response) including grief and bereavement

4.2. Abilities and Skills

4.2.1. Implements the school counseling core curriculum

4.2.2. Facilitates individual student planning

4.2.3. Provides responsive services

4.2.4. Understands how to make referrals to appropriate professionals when necessary

4.2.5. Shares strategies that support student achievement with parents, teachers, other educators and community organizations

4.2.6. Partners with parents, teachers, administrators and education stakeholders for student achievement and success

4.2.7. Engages in broaching conversations with students and families from traditionally under-represented groups, i.e. students of color, New Americans, students with (dis)abilities, transgender students, Lesbian, Gay, or Bixesual (LGB) students, and students who identity as poor or working class.

4.3. Awareness

4.3.1. School counseling is one component in the continuum of care that should be available to all students

4.3.2. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need

4.3.3. School counselors engage in developmental counseling and short-term responsive counseling

4.3.4. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

4.3.5. School counselors have an integral role in interrupting societal inequities that marginalize students from traditionally under-represented groups.

5. Accountability

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

5.1. Knowledge

5.1.1. Basic concepts of results-based school counseling and accountability issues

5.1.2. Basic research sampling, methodology and analysis concepts to understand research outcomes

5.1.3. Use of data to evaluate program effectiveness and to determine program needs

5.1.4. Culturally sensitive school counseling program assessments and results reports

5.2. Abilities and Skills

5.2.1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs

5.2.2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program

5.3. Awareness

5.3.1. School counseling programs should achieve demonstrable results

5.3.2. School counselors should be accountable for the results of the school counseling program

5.3.3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results

5.3.4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance

5.3.5. School counselors use data to identify systemic barriers for students from traditionally under-represented groups.

Additional Requirements: Master's degree, with a concentration in school counseling or the equivalent. **AND** A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at both the elementary (PK-6) AND the middle/secondary level (7-12), under the supervision of a licensed school counselor.

5440-65 School Nurse

~~*The holder is authorized to provide school health services in grades PK-12 and to collaborate with teachers and administrators to integrate health and wellness knowledge and skills throughout the school and curriculum.*~~

~~In order to qualify for this endorsement the candidate shall demonstrate the following:~~

~~Knowledge Standards:~~

~~**Demonstrates knowledge in general nursing and school nursing concepts and skills delineated in current national professional nursing and school nursing standards and health concepts and skills delineated in *Vermont's Framework of Standards and Learning Opportunities*, including:**~~

~~Pediatric, community health, emergency, adult, and mental health nursing~~

~~Current state and federal laws, regulations, and procedures governing identification, referral, healthcare, privacy issues, placement, and accommodation of students~~

~~Learning theory as it applies to health behavior~~

~~Health promotion strategies for individuals, families, communities, and health risk factors, including the Centers for Disease Control's Priority Risk Behaviors[3]~~

~~Family, interpersonal relationships, cultural, psychological, sociological, emotional, and environmental factors that influence health behaviors~~

~~Family and group dynamics~~

~~Effective organization, management, communication, and leadership skills~~

~~The process and skills for problem solving, decision making, and conflict resolution~~

~~The Vital Results for personal development in *Vermont's Framework of Standards and Learning Opportunities*~~

~~Professional and ethical issues in general nursing and school nursing~~

~~The Vermont *Standards of Practice: School Health Services*~~

~~Purposes, elements, and requirements of the Coordinated School Health Program (CSHP) model~~

~~Performance Standards:~~
~~**School nurses strengthen and facilitate the educational process by improving and protecting the health status of students and staff; identifying, assisting, overseeing, and collaborating with other school personnel in the removal or modification of health-related barriers to the learning of individual students; and collaborating with other school personnel to promote health education and a healthy learning environment for students and staff. Specifically, the school nurse:**~~

~~*Provision of Health Services:*~~
~~Organizes, provides, and/or oversees the provision of health assessments for individual students and referrals for health management or treatment~~

~~Develops, provides, and/or oversees direct health services and/or health counseling to assist students, families, and staff in making informed decisions on choices related to health~~

~~Develops, provides, and/or oversees implementation of student healthcare plans, health management protocols, and policies for all students with health need, and recommends modifications to the school program~~

~~Interprets and/or oversees the interpretation of a student's health status to parents/guardians and school personnel~~

~~Identifies or assists in identification, refers, and follows through on child abuse and neglect as required by law~~

~~Identifies and refers students for psychosocial and substance abuse issues and evaluates interventions~~

~~*Preventative Health:*~~
~~Maintains, evaluates, interprets, and/or oversees the review of individual student health records~~

~~Develops, implements, and/or oversees the implementation of procedures and protocols for the prevention and management of injuries and acute and chronic illness~~

~~Promotes and assists in the control of communicable diseases through development and/or implementation of early detection and preventative immunization programs, surveillance and follow up of contagious diseases, and reporting, as appropriate, to the Vermont Department of Health~~

~~Provides health information to individuals, school-related groups, student classes, and community organizations~~

~~*Collaboration with Other School and Community Personnel:*~~

~~Participates as the health professional member on a variety of teams, including the child education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students~~

~~Acts as the case manager of 504 Plans for students with health issues~~

~~Coordinates and/or collaborates with other school and community personnel to ensure a safe and health-promoting school environment and program for students and staff~~

~~Coordinates and/or collaborates with other school and community personnel to develop, support, implement, and evaluate a Coordinated School Health Program (CSHP)~~

~~Serves as a resource to other teachers and administrators in health education and as a member of the health curriculum committee~~

~~Coordinates school health activities and serves as a liaison on health issues between parents/guardians, the school, and the community~~

~~Acts as a resource person in promoting health careers~~

~~Develops protocols for, trains, and oversees those school personnel delegated to carrying out health service activities in accordance with Vermont *Standards of Practice: School Health Services*~~

~~Collaborates in the development of school policies concerning health issues and develops procedures concerning health issues in accordance with school policies~~

~~Additional Requirements: Bachelor's or Master's degree from a nursing program accredited by the National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE). A current license as a Registered Nurse (RN) in the state of Vermont. Current certificates in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), and first aid. Four years of clinical nursing experience beyond nursing education. Completion of an educational orientation program provided through the Agency of Education and based on the requirements for delivery of health services as defined in the Vermont *School Quality Standards* and the Vermont manual titled *Standards of Practice: School Health Services.*~~

The holder is authorized to provide school health services in grades PK-12 and to collaborate with teachers and administrators to integrate health and wellness knowledge and skills throughout the school and curriculum based on knowledge of pediatric, community health, emergency, adult, and mental health nursing.

1. Standards of Practice
   - 1.1. The school nurse demonstrates knowledge in general nursing and school nursing concepts and skills delineated in
     - 1.1.1. The Standards of Practice School Health Services Manual (Authors: Vermont Agency of Education and Vermont Department of Health, September 2015)
     - 1.1.2. Framework for 21st Century School Nursing Practice (Author: National Association of School Nurses, 2015)
     - 1.1.3. School Nursing: Scope and Standards of Practice 2nd Ed. (Authors: American Nurses Association (ANA) and National Association of School Nurses (NASN), 2011).

   - 1.2. The school nurse develops protocols, training, supervision and evaluation for delegated activities. The school nurse evaluates the health needs of students and the school environment through the prescribed nursing process of Assessment, Diagnosis, Outcome Identification, Planning, Implementation and Evaluation (NASN, 2011). The school nurse works to develop and maintain communication within the school, local health agencies and providers. The school nurse incorporates school health services into the Whole School, Whole Community, Whole Child (WSCC) Model (CDC, October

2015) and aligns these services with goals with the Local Education Agency's Continuous School Improvement plans. The school nurse cultivates a relationship between the school and the community's health network to coordinate care. The school nurse reports suspected child abuse and/or neglect as required by law.

~~1.1.~~1.3. Standards of Practice include: Clinical Competence • Clinical Guidelines • Code of Ethics • Critical Thinking • Evidence-based Practice • NASN Position Statements • Nurse Practice Act • Knowledge of and adherence to current state and federal laws, regulations, and procedures governing identification, referral, healthcare, privacy issues, placement, and accommodation of students.

2. Leadership

~~1.2.~~2.1. School nurses lead in the development of policies, programs, and procedures for the provision of school health services at an individual or district level, relying on student-centered, evidence-based practice and performance data to inform care. Integrating ethical provisions into all areas of practice, the school nurse leads in delivery of care that preserves and protects student and family autonomy, dignity, privacy, and other rights sensitive to diversity in the school setting.

2.2. As an advocate for the individual student, the school nurse provides skills and education that encourage self-empowerment, problem solving, effective communication, and collaboration with others. Promoting the concept of self-management is an important aspect of the school nurse role and enables the student to manage his/her condition and to make life decisions. The school nurse advocates for safety by participating in the development of school safety plans to address bullying, school violence, and the full range of emergency incidents that may occur at school.

2.3. At the policy development and implementation level, the school nurse provides system-level leadership and acts as a change agent, promoting education and healthcare reform.

2.4. Leadership includes: Advocacy • Change Agents • Lifelong Learner • Models of Practice • Technology • Policy Development and Implementation • Professionalism • Systems-level Leadership • Acts as a resource person in promoting health careers.

3. Community/Public Health

3.1. School nursing is grounded in community/public health. The goal of community/public health moves beyond the individual to focus on community health promotion and disease prevention and is one of the primary roles of the school nurse. School nurses employ cultural competency in delivering effective care in culturally diverse communities.

3.2. The school nurse employs primary prevention by providing health education that promotes physical and mental health and informs healthcare decisions, prevents

disease, and enhances school performance. Addressing such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self-care, and the school nurse uses teaching methods that are appropriate to the student's developmental level, learning needs, readiness, and ability to learn. Screenings, referrals, and follow-up are secondary prevention strategies that school nurses utilize to detect and treat health-related issues in their early stage. School nurses provide tertiary prevention by addressing diagnosed health conditions and concerns.

3.3. The school nurse provides a safe and healthy school environment through control of infectious disease, which includes, preventative immunization programs utilization of school-wide infection control measures, and disease surveillance and reporting to the Vermont Department of Health.

3.4. Community and Public Health includes: Access to Care • Cultural Competency • Disease Prevention • Environmental Health • Health Equity • Health Promotion • Outreach • Population-based Care • Risk Reduction • Screenings/Referral/ Follow-up • Social Determinants of Health • Family and Group Dynamics.

4. Care Coordination

4.1. School nurse strengthens and facilitates the educational process by improving and protecting the health status of students and staff; identifying, assisting, overseeing, and collaborating with other school personnel in the removal or modification of health-related barriers to the learning of individual students; and collaborating with other school personnel to promote health education and a healthy learning environment for students and staff. The school nurse coordinates student health care between the medical home, family, and school. The school nurse participates as the health professional member on a variety of teams, including the child 3 education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students. The school nurse acts as the case manager of 504 Plans for students with health issues. The school nurse develops, provides, and/or oversees implementation of student Individualized Healthcare Plans, health management protocols, and policies for all students with health needs, and recommends modifications to the school program.

4.2. The school nurse delivers quality health care and nursing interventions for actual and potential health problems. The school nurse provides for the direct care needs of the student, including medication administration and routine treatments and procedures. The school nurse provides education of school staff for the successful management of a child with a chronic condition or special healthcare needs.

~~1.3.~~4.3. The school nurse delegates healthcare tasks to unlicensed assistive personnel in order to support the health and safety needs of students in accordance with Administrative Rules of the Vermont Board of Nursing.

4.4. Care Coordination includes: Case Management • Chronic Disease Management • Collaborative Communication • Direct Care • Education • Interdisciplinary Teams • Motivational Interviewing/ Counseling • Student-Centered Care • Student Self-empowerment • Transition Planning

5. Quality Improvement
   5.1. The school nurse uses the nursing process: assessment, identification of the issue, development of a plan of action, implementation of the plan, and evaluation of the outcome. The school nurse collects data and utilizes evidence based practice in order to facilitate continuous quality improvement.
   5.2. Quality Improvement includes: • Documentation/Data Collection • Evaluation • Meaningful Health/ Academic Outcomes • Research • Uniform Data Set.

Additional Requirements: Bachelors or Master's degree from a nursing program accredited by the National League for Nursing or the Commission on Collegiate Nursing Education (CCNE).

A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.

6000 hours of clinical nursing experience beyond nursing education OR 2016 or more current national certification from the National Board for the Certification for School Nurses.

OR: A bachelor's degree or higher in a health-related field relevant to school nursing, including or in addition to a total of six (6) credits for undergraduate or graduate courses in any combination of the following subjects: Management of primary health care problems of children and/ or adolescents; Health assessment of children and/or adolescents; Public health/community health/epidemiology/school nursing; Nursing Informatics.

A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation

6000 hours of clinical nursing experience beyond nursing education

OR: A baccalaureate degree from a regionally accredited or state-approved institution and successful completion of a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought, may be licensed by completing an alternate preparation process approved by the Standards Board.

A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.

6000 hours of clinical nursing experience beyond nursing education

Current certificates in cardiopulmonary resuscitation (CPR) with Automated External Defibrillator (AED) for health care providers with in-person skill session.

Completion of an educational orientation program provided through the Vermont Department of Health and based on the requirements for delivery of health services as defined in the Agency of Education Manual of Rules and Practices, Series 2000 – Education Quality Standards.

5440-65A Associate School Nurse – The 65A Endorsement will sunset upon passage of these rules (X/XX/2017). The endorsement is renewable for current license holders.

The holder is authorized to provide school health services in grades PK-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of general nursing and school nursing concepts and skills delineated in current national nursing and school nursing standards and health concepts and skills delineated in *Vermont's Framework of Standards and Learning Opportunities*, including:

Pediatric, community health, emergency, adult, and mental health nursing

Current state and federal laws, regulations, and procedures governing identification, referral, healthcare, privacy issues, placement, and accommodation of students

Health promotion strategies for the individual and health risk factors, including the Centers for Disease Control's Priority Risk Behaviors[3]

Interpersonal relationships, cultural, psychological, sociological, emotional, and environmental factors that influence health behaviors

Effective organization, time management, and communication skills

Problem solving and decision making skills

The Vital Results for personal development in *Vermont's Framework of Standards and Learning Opportunities*

Professional and ethical issues in general nursing and school nursing

The Vermont *Standards of Practice: School Health Services*

Purposes of the Coordinated School Health Program

Performance Standards:

The associate school nurse improves and protects the health status of students and staff by identifying and participating in the removal or modification of health related barriers to the learning of individual students. Specifically, the associate school nurse:

Provision of Health Services:
Provides health assessments for individual students and initiates referrals to other school personnel and community health resources for health management or treatment as necessary

Provides direct health services and/or health counseling to assist students, families, and staff in making informed decisions on choices related to health

Develops, provides, and/or oversees implementation of student health care plans, management protocols, and policies to meet health needs of students and recommends modifications to the school program

Interprets the student's health status to parents/guardians and school personnel

Identifies or assists in identification, referral, and follow through on child abuse and neglect as required by law

Identifies and refers students for psychosocial and substance abuse issues and evaluates interventions

Preventative Health:
Maintains, evaluates, and interprets individual student health records

Develops and implements procedures and protocols for the prevention and management of injury and acute and chronic illness

Promotes and assists in the control of communicable diseases through development and/or implementation of early detection programs and preventative immunizations, surveillance and follow up of contagious diseases, and reporting, as appropriate, to the Vermont Department of Health

Provides health information to individuals

Involvement with Other School and Community Personnel:
Contributes as needed as the health professional on a variety of teams, including the child education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students

Joins with other school and community personnel to ensure a safe and health-promoting school environment and program for students and staff

Participates in a Coordinated School Health Program (CSHP)

Serves as a liaison on health issues among home, school, and community

Develops protocols for, trains, and oversees those school personnel delegated to carrying out health service activities in accordance with Vermont *Standards of Practice: School Health Services*

Develops procedures concerning health issues in accordance with school policies

Additional Requirements: Associate's Degree/Diploma from a nursing program accredited by the National League for Nursing (NLN). A current license as a Registered Nurse (RN) in the state of Vermont. Current certificates in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), and first aid. Four years of clinical nursing experience that must include community health and pediatric nursing. Completion of an approved educational orientation program provided through the Agency of Education and based on the requirements for delivery of health services as defined in the Vermont *School Quality Standards* and the Vermont manual titled *Standards of Practice; School Health Services.*

5440-66 School Psychologist

The holder is authorized to provide school psychological services grades PK-12.

A Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all of the Knowledge and Performance Standards and all Additional Requirements for licensure as a School Psychologist in Vermont. NCSP status does not supersede the requirement to have a passing score on the PRAXIS Core exam. The following delineates the knowledge, skills and services available from school psychologists:

1. Practices That Permeate All Aspects of Service Delivery
   1.1. Data-Based Decision Making and Accountability
   School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
   1.2. Consultation and Collaboration
   School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

2. Direct and Indirect Services for Children, Families, and Schools
   2.1. Student-Level Services
      2.1.1. Interventions and Instructional Support to Develop Academic Skills
      School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
      2.1.2. Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social– emotional functioning and mental health.

2.2. Systems-Level Services

2.2.1.School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

2.2.2.Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

2.2.3.Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

3. Foundations of School Psychological Service Delivery

3.1. Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

3.2. Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

3.3. Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Additional Requirements: A Specialist-level degree with a minimum of 60 graduate semester hours or a Doctoral degree from a National Association of School Psychologists (NASP) approved program or its equivalent. **OR** A Doctoral degree in School Psychology or Clinical Psychology in an American Psychological Association (APA) accredited program or its equivalent. **AND** Individuals will have completed an internship or equivalent field-based supervised with at least 1,200 clock hours, 600 of which must be in a school setting, or other appropriate educational setting with students, under the supervision of a licensed or certified School Psychologist who has a minimum of three years of post-degree experience; **AND**

Passing Score on the School Psychologist PRAXIS II Test Code - 5402. Note: passage of the PRAXIS II examination is not required if the applicant has a NASP or APA accredited doctoral degree in school psychology.

5440-54 School Social Worker

The holder is authorized to provide school social work services to students and their families in grades PK-12.

1. Ethics and Values

School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve

2. Qualifications

School social workers shall meet the provisions for professional practice set by NASW and possess knowledge and understanding basic to the social work profession as well as the education system.

3. Assessment

School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

4. Intervention

School social workers shall understand and use evidence-informed practices in their interventions.

5. Decision Making and Practice Evaluation

School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

6. Record Keeping

School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

7. Workload Management

School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

8. Cultural Responsiveness

School social workers are dedicated to ensuring students and their families are provided services within the context of multicultural understanding and responsiveness.

9. Interdisciplinary Leadership and Collaboration

School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

10. Advocacy

School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Additional Requirements:

A Master's degree in social work from an accredited program, or the equivalent **AND** Supervised internship experience (600 clock hours) in social work with a minimum of 60 hours of experience in school social work in each an elementary (PK-6) AND a middle/secondary (7-12) setting, under the supervision of a licensed school social worker, or the school-based equivalent.

5440-13 Science

The holder is authorized to teach science in grades 7-12.

1. The Learner and Learning

1.1. Learning Environments

Effective science educators are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with Vermont state science standards. Instructional plans reflect the nature of science and three-dimensional learning that integrates Disciplinary Core Ideas, Science and Science and Engineering Practices, and Crosscutting Concepts. Instructional plans reflect the nature and social context of science, and inquiry. Educators design and select learning activities, instructional settings, and resources--including science-specific technology--to achieve those goals.

1.1.1. Educators use a variety of instructional strategies that demonstrate knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology--to allow all students to learn. These strategies are inclusive and motivating for all students.

1.1.2. Educators create a knowledge-building culture that encourages intellectual risk-taking and provides a safe environment for students to propose solutions and explore the accuracy of their explanations.

1.1.3. Educators develop learning opportunities where students construct explanations for observed phenomena and find evidence to support these explanations or design solutions to engineering problems.

1.1.4. Educators provide students with equitable opportunities to develop their scientific understandings of the Vermont state science standards.

1.2. Physical Safety

Effective science educators can demonstrate and maintain safety procedures, chemical safety, and the ethical treatment of living organisms.

1.2.1. Design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all instructional materials.

1.2.2. Design and demonstrate activities that show an ability to implement emergency procedures and the maintenance of safety equipment, policies, and procedures that comply with established state and/or national guidelines. Educators ensure safe activities appropriate for the abilities of all students.

1.2.3. Design and demonstrate activities that show ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

2. **Content Knowledge and Skills**

2.1. Educators demonstrate understanding of the major concepts, principles, theories, laws, and interrelationships of the major fields of science and the supporting roles of science-specific technology.

2.1.1. Physical Science

2.1.1.1. Matter and Its Interactions

2.1.1.2. Motion and Stability: Forces and Interactions

2.1.1.3. Energy and Waves

2.1.2. Life Science

2.1.2.1. From Molecules to Organisms: Structures and Processes

2.1.2.2. Ecosystems: Interactions, Energy, and Dynamics

2.1.2.3. Heredity: Inheritance and Variation of Traits

2.1.2.4. Biological Evolution: Unity and Diversity

2.1.3. Earth & Space Sciences

2.1.3.1. Earth's Place in the Universe

2.1.3.2. Earth's Systems

2.1.3.3. Earth and Human Activity

2.1.4. Engineering Design Process (N.B., This does not refer to engineering content, but an understanding of how to integrate engineering design processes across science disciplines.)

3. **Instructional Practice**

Effective science educators understand how students learn and develop scientific knowledge. They strive to develop students' deep understanding of core scientific principles rather than a cursory understanding of discrete facts. Educators integrate Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to develop this knowledge for all students.

3.1. Pedagogical Content Knowledge

3.1.1. Educators provide opportunities for students to engage in scientific thinking that involves collecting and interpreting data to evaluate their

understandings and develop scientific explanations. Applications of science-specific technology are included in the lessons where appropriate.

3.1.2. Educators create opportunities for students to collaboratively design and implement scientific investigations, present and discuss the results of their investigations, construct explanations, and solve engineering problems.

3.1.3. Educators design instruction and assessment strategies that elicit misconceptions and cause students to confront and question their emergent scientific ideas. Educators leverage student misconceptions to personalize future instruction.

3.2. Three-dimensional Learning

3.2.1. Instruction addresses Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts concurrently around an identified scientific idea or engineering problem.

3.2.2. Educators design learning opportunities where students explore a Disciplinary Core Idea through Science and Engineering Principles and make connections to the Crosscutting Concepts.

3.3. Assessment

Effective science educators:

3.3.1. Plan fair and equitable assessment strategies that integrate three-dimensional learning to analyze student learning and evaluate how the learning goals are met.

3.3.2. Design formative, interim, and summative assessment strategies to continuously evaluate preconceptions and ideas that students hold and how these ideas evolve.

3.3.3. Scaffold student learning to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

Additional Requirements: A major in biology, chemistry, physics, or earth/ environmental/ atmospheric sciences, or the equivalent in undergraduate and/or graduate coursework. For the full endorsement, a candidate must have at least one course that addresses each content knowledge area; a single class could potentially address multiple areas. A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in an endorsement requiring competency with the Core Teaching Standards.

Required Testing: Praxis II Subject Assessment: General Science - Test Code 5435. Candidates must achieve a passing score on the General Science test AND one Science subject specific test.

Biology - Test Code 5235	Chemistry - Test Code 5245
Physics - Test Code 5265	Earth Science - Test Code 5571

5440-15 Social Studies

The holder is authorized to teach history and the social sciences in grades 7-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Demonstrates knowledge of historical and social science content, concepts, and skills delineated in current national professional standards and in *Vermont's Framework of Standards and Learning Opportunities*, including:

Methods of historical and social science investigation and analysis, including criteria for critical evaluation of evidence and data, and use of primary sources and varied perspectives to interpret historical events and analyze public issues

The development of students' historical thinking, including common misconceptions in the historical thinking of students

History – Multiple perspectives on significant eras, developments, and turning points in ancient and modern history; causes and effects in human society; forces of historical and cultural continuity and change

Cultural Geography – An understanding of the world in spatial terms, the physical and human characteristics of places and regions, human systems, the interaction of environment and society

Diversity, Unity, Identity, and Interdependence – Culture, including cultural identity, expressions, and universals; the origins of conflict; consequences of discrimination, stereotyping, and prejudice on individuals and groups

Citizenship – Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of the concepts of equality, justice, freedom, and human and civil rights

Economics – Forms of economic systems, consequences of economic systems on people and environments, government's role in economic policy, concepts of economic interdependence, and principles of micro and macro economics

Performance Standards:
Implements a history and social sciences curriculum that integrates historical and social science content, concepts, and inquiry skills, and enables students to view and analyze communities, societies and/or cultures, and events as apprentice historians and social scientists, to interpret social issues, and to participate purposefully toward the common good in society. Specifically, the educator:

Chooses developmentally-appropriate activities to teach historical/social science concepts and processes

Models how historians, geographers, and other social scientists view, analyze, and interpret the world

Provides opportunities for students to examine and interpret historical and contemporary events and issues through active learning strategies such as research, role-play, debate, and discussion

Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local resources
Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources of all types, identify webs of cause and effect, and differentiate among fact, opinion, and interpretation

Provides opportunities for students to use historical, geographical, and social science research methods, tools, and technologies

Teaches students how to read and understand historical narratives, issue analyses, and persuasive essays, and how to write well-crafted pieces in these genres, including preparing portfolio pieces

Models respect for students' diverse opinions and backgrounds in all classroom interactions, and teaches students how to engage in civil discussions about controversial issues

Additional Requirements: A major in history, political science, economics, or geography, or the equivalent in undergraduate and/or graduate coursework (Coursework in cultural anthropology and non-Western area studies may be counted toward geography credits.)
A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in science, social studies, math, or English. REQUIRED TESTING: Praxis II Subject Assessment: Social Studies - Test Code 5086.

5440-82 Special Educator

The holder is authorized to provide specialized instruction and intervention services, including case management, in any public education setting, to students in grades K-8 and/or grade 7 through age 21, as specified on the endorsement. The holder may also provide comprehensive evaluation and Individual Education Program (IEP) development services with professional and technical assistance from a Consulting Teacher or Director of Special Education. The holder may provide instruction to students who are visually impaired, Deaf, or who have intensive special needs as those terms are defined in federal regulations pertaining to special education eligibility, in consultation with a Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, or Intensive Special Education Teacher.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. Specifically, they:

1.1. understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2. use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
1.3. demonstrate a dedication to helping students achieve college and career readiness

2. Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Specifically, they:

2.1. collaborate with academic teams and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2. use motivational and instructional interventions to support individuals with exceptionalities how to adapt to different environments.
2.3. know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

3. Curriculum Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. Specifically, they:

3.1. understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2. understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3. support general and specialized curricula to make them accessible to individuals with exceptionalities.
3.4. have knowledge of current student learning standards and relevant state and national education initiatives.
3.5. consider needs of students based on their demonstrated proficiencies and help students achieve those needs through personalized instruction.
3.6. have the requisite content knowledge to help students access the Common Core State Standards.
3.7. understands how the Common Core State Standards are constructed and can be used as a resource to design and implement high quality instruction

4. Assessment

Special Educators use multiple methods of assessment and data-sources in making educational decisions. Specifically, they:

4.1. select and use technically sound formal and informal assessments that minimize bias.
4.2. use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3. collaborate with colleagues and families using multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4. engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. Instructional Planning and Strategies

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Specifically, they:

5.1. consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2. use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3. demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4. use strategies to enhance language development and communication skills of individuals with exceptionalities
5.5. support a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6. support mastery and promote generalization of learning.
5.7. teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
5.8. design and implement targeted intervention that align with the universal core program at the grade level at which a student is enrolled.

6. Professional Learning and Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Specifically, they:

6.1. use professional ethical principles and professional practice standards to guide their practice.
6.2. understand how foundational knowledge and current issues influence professional practice.
6.3. understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4. understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5. advance the profession by engaging in activities such as advocacy and mentoring
6.6. provide guidance and direction to paraeducators, tutors, and volunteers.

7. Collaboration

Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally

responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Specifically, they:

7.1. use the theory and elements of effective collaboration.
7.2. serve as a collaborative resource to colleagues.
7.3. use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
7.4. engage classroom teachers in innovative practice to ensure students with disabilities have full access to the universal core program.

Additional Requirements: A minimum of a bachelor's degree with a recommendation for licensure in special education, or a minimum of 21 credits in special education **AND** A minimum of a practicum (60 hours), or the equivalent, in special education at the elementary/middle (grades K-8) or middle/secondary (grade 7-age 21) instructional level. For the full grade K-age 21 endorsement, a minimum of a practicum (60 hours), or the equivalent, in special education at both the elementary/middle (grades K-8) and middle/secondary (grade 7-age 21) instructional levels is required.

5440-85 Special Education Consulting Teacher

The holder is authorized to provide comprehensive special education services, in any public education setting, to students in grades K-8 and/or grade 7 through age 21, as specified on the endorsement, and to provide leadership in the implementation of best practices in special education. The holder may provide instruction to students who are visually impaired, Deaf, or who have intensive special needs, as those terms are defined in federal regulations pertaining to special education eligibility, in consultation with a Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, or Intensive Special Education Teacher.

1. Assessment

Consulting teachers use valid and reliable assessment practices to minimize bias.

1.1. Consulting teachers minimize bias in assessment.
1.2. Consulting teachers design and implement assessments to evaluate the effectiveness of practices and programs.

2. Curricular Content Knowledge

Consulting teachers use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

2.1. Consulting teachers align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
2.2. Consulting teachers broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3. Consulting teachers use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities

3. Program Services and Outcomes

Consulting teachers facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

- 3.1. Consulting teachers design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- 3.2. Consulting teachers use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
- 3.3. Consulting teachers apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- 3.4. Consulting teachers use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
- 3.5. Consulting teachers evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

4. Research and Inquiry

Consulting teachers conduct, evaluate, and use inquiry to guide professional practice.

- 4.1. Consulting teachers evaluate research and inquiry to identify effective practices.
- 4.2. Consulting teachers use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
- 4.3. Consulting teachers foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

5. Leadership and Policy

Consulting teachers provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

- 5.1. Consulting teachers model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
- 5.2. Consulting teachers support and use linguistically and culturally responsive practices.
- 5.3. Consulting teachers create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 5.4. Consulting teachers advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- 5.5. Consulting teachers advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

6. Professional and Ethical Practice

Consulting teachers use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

6.1. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs consulting teacher leadership.
6.2. Consulting teachers model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
6.3. Consulting teachers model and promote respect for all individuals and facilitate ethical professional practice.
6.4. Consulting teachers actively participate in professional development and learning communities to increase professional knowledge and expertise.
6.5. Consulting teachers plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
6.6. Consulting teachers actively facilitate and participate in the preparation and induction of prospective special educators.
6.7. Consulting teachers actively promote the advancement of the profession.

7. Collaboration

Consulting teachers collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

7.1. Consulting teachers use culturally responsive practices to enhance collaboration.
7.2. Consulting teachers use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
7.3. Consulting teachers collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.
7.4. Consulting teachers engage classroom teachers in innovative practice to ensure students with disabilities have full access to the universal core program.

Additional Requirements: Master's degree, in special education or the equivalent **AND** Two years of teaching experience **AND** A minimum of a practicum (60 hours), or the equivalent, in special education at the elementary/middle (grades K-8) or middle/secondary (grade 7-age 21) instructional level. For the full K-age 21 endorsement, a minimum of a practicum (60 hours), or the equivalent, in special education at both the elementary/middle (grades K-8) and middle/secondary (grade 7-age 21) instructional levels is required.

5440-67 Teacher of the Visually Impaired

The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 who are visually impaired as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals with visual impairments.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. For Teachers of the Visually Impaired this includes the following knowledge and skill standards:

- 1.1. Knowledge
  - 1.1.1. Development of the human visual system
  - 1.1.2. Development of secondary senses when vision is impaired
  - 1.1.3. Effects of visual impairment on development
  - 1.1.4. Impact of visual impairment on learning and experience
  - 1.1.5. Psychosocial aspects of visual impairment and cultural identity
  - 1.1.6. Effects of visual impairment on receptive and expressive literacy and communication
  - 1.1.7. Understanding and application of Expanded Core Curriculum
- 1.2. Skills
  - 1.2.1. Select and develop teaching strategies addressing age, visual impairment and visual prognosis
  - 1.2.2. Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem
  - 1.2.3. Select, adapt and use instructional strategies to address the impact of additional exceptionalities

2. Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. For Teachers of the Visually Impaired this includes the following knowledge and skill standards:

- 2.1. Knowledge
  - 2.1.1. Classroom organization to accommodate materials, equipment, & technology for vision loss and other disabilities
  - 2.1.2. Importance of role models with visual impairments
- 2.2. Skills
  - 2.2.1. Design multi-sensory learning environments that encourage active participation in group and individual activities
  - 2.2.2. Provide access to incidental learning experience
  - 2.2.3. Understanding of the full continuum of placements available, including instruction in regular classes, special classes, special schools, home, hospital, and residential settings

3. Curricular Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. For Teachers of the Visually Impaired this includes the following knowledge and skill standards:

- 3.1. Knowledge

3.1.1. Relationship among assessment, development of individualized education program, 504 plan, and placement as they affect vision-related services

3.2. Skills

3.2.1. Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments

3.2.2. Obtain and organize specialized materials to implement instructional goals

4. Assessment

Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Teachers of the Visually Impaired this includes the following knowledge and skill standards:

4.1. Knowledge

4.1.1. Specialized terminology used in assessing individuals with visual impairments

4.1.2. Alternative assessment techniques for individuals with visual impairments

4.1.3. Basic terminology related to the function of the human visual system.

4.2. Skills

4.2.1. Administer and interpret assessments specific to people with visual impairments, including, but not limited not, learning media, functional vision, and Braille literacy assessments and provide recommendations based on results

4.2.2. Use functional evaluations related to the expanded core curriculum

4.2.3. Select, adapt, and use assessment information when tests are not validated on individuals with visual impairments

4.2.4. Participate in the standardization process for local and state assessments

4.2.5. Interpret and apply background information and family history related to the individual's visual status

5. Instructional Planning & Strategies

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. For Teachers of the Visually Impaired this includes the following knowledge and skill standards:

5.1. Knowledge

5.1.1. Engage in local, state, and national discussions surrounding best practices for teaching students with visual impairments and seek appropriate professional development in order to help students learn new concepts

5.1.2. Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices

5.1.3. Strategies for teaching organization and study skills

5.1.4. Strategies for teaching tactual perceptual skills including, but not limited to, Braille and tactile graphics

5.1.5. Strategies for teaching adapted physical and recreational skills

5.1.6. Strategies for teaching social, daily living, and functional life skills

5.1.7. Strategies for teaching career-vocational skills and providing vocational counseling maximizing Vermont's initiatives in personalized learning and flexible pathways

5.1.8. Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills
5.1.9. Techniques for teaching human sexuality
5.1.10. Strategies for responding to and understanding the implications of non-verbal communication
5.1.11. Strategies for teaching listening and compensatory auditory skills
5.1.12. Strategies for teaching concept development

5.2. Skills
5.2.1. Select and use assistive technologies and other resources to accomplish instructional objectives
5.2.2. Teach communication through technology and adaptations specific to visual impairments
5.2.3. Integrate the individualized health care plan into daily programming
5.2.4. Select and adapt materials in Braille, accessible print, and other formats
5.2.5. Teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials
5.2.6. Teach the use of adaptive math and science equipment (for example, abacus, talking calculator, tactile graphics, and adapted science equipment)
5.2.7. Prepare individuals for sighted guide and pre-cane orientation and mobility instruction
5.2.8. Teach literacy skills to individuals who have vision loss as well as other disabilities

6. Professional Learning & Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. For Teachers of the Visually Impaired this includes the following knowledge and skill standards:

6.1. Knowledge
6.1.1. Access rights to specialized equipment and materials for individuals with visual impairments
6.1.2. Historical foundations of education of individuals with visual impairments
6.1.3. Incidence and prevalence for individuals with visual impairments
6.1.4. Basic terminology related to the function of the human visual system

6.2. Skills
6.2.1. Use strategies to address the effects of visual impairment on the family while remaining aware of culturally specific responses to the impairment and the reciprocal impact on the individuals' self-esteem and level of self-determination
6.2.2. Select, adapt and use instructional strategies to address the impact of additional exceptionalities
6.2.3. Articulate an instructional and professional philosophy that responds to the specific implications of visual impairment within the general curriculum drawing on specialized knowledge within the continuum of instructional options
6.2.4. Participate in the activities of professional organizations in the field of visual impairment

6.2.5. Advocate for educational policy related to visual impairment
6.2.6. Educate the wider school community on opportunities and challenges facing students with visual impairments

7. Collaboration

Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. For Teachers of the Visually Impaired this includes the following knowledge and skill standards:

7.1. Knowledge
7.1.1. Strategies for assisting families and other team members in transition planning
7.1.2. Knowledge of services, networks, publications, and organizations for individuals with visual impairments

7.2. Skills
7.2.1. Structure and supervise the activities of Para educators and others who work with individuals with visual impairments
7.2.2. Collaborate with all appropriate school staff, including regular education, special education teachers, and families to provide consultative support with the general and expanded common curriculum

Additional Requirements: Completion of a bachelor's level teacher preparation program in the education of the visually impaired, or a minimum of 30 credits in the education of the visually impaired **AND** A minimum of a practicum, or the equivalent, in the teaching of students who are visually impaired. Competency with the Core Teaching Standards.

5440-68 Teacher of the Deaf and Hard of Hearing

The holder is authorized to provide comprehensive special education services, in any public education setting, to individuals age 3 through 21 who are Deaf or hard of hearing as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals who are Deaf or hard of hearing.

1. Learner Development and Individual Learning Differences

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge standards:

1.1. Knowledge
1.1.1. Cognitive and language development of individuals who are deaf and hard of hearing.

1.1.2. Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.
1.1.3. Influence of experience and educational placement on all developmental domains.
1.1.4. Influence of cultural identity and language on all developmental domains.
1.1.5. Components of linguistic and non-linguistic communication
1.1.6. Importance of early intervention to language development.
1.1.7. Effects of sensory input on the development of language and learning.
1.1.8. Spoken and visual communication modes.
1.1.9. Current theories of the development of spoken language and signed languages.

2. Learning Environments

Special Educators create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:

2.1. Knowledge
2.1.1. Influence of family communication and culture on all developmental domains.
2.2. Skills
2.2.1. Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
2.2.2. Provide access to incidental language experiences.
2.2.3. Prepare individuals who are deaf or hard of hearing to use interpreters.
2.2.4. Manage assistive technology for individuals who are deaf or hard of hearing.
2.2.5. Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs

3. Curricular Content Knowledge

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following skill standards:

3.1. Skills
3.1.1. Plan and implement transitions across service continuums.
3.1.2. Integrate language instruction into academic areas.

4. Assessment

Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:

4.1. Knowledge
4.1.1. Specialized terminology used in assessing individuals who are deaf or hard of hearing.

4.2. Skills

4.2.1. Administer assessment tools using the individuals preferred mode and language of communication.

4.2.2. Develop specialized assessment procedures that allow for alternative forms of expressive communication.

4.2.3. Collect and analyze spoken, signed, or written communication samples.

5. Instructional Planning & Strategies

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:

5.1. Knowledge

5.1.1. Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing

5.2. Skills

5.2.1. Apply strategies to facilitate cognitive and communicative development.

5.2.2. Implement strategies for stimulating and using residual hearing.

5.2.3. Facilitate independent communication in all contexts.

5.2.4. Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.

5.2.5. Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of hearing.

5.2.6. Develop successful inclusion experiences.

5.2.7. Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.

5.2.8. Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or American Sign Language.

5.2.9. Apply first and second language teaching strategies to the instruction of the individual.

5.2.10. Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

6. Professional Learning & Ethical Practice

Special Educators use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:

6.1. Knowledge

6.1.1. Model programs for individuals who are deaf or hard of hearing.

6.1.2. Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.

6.1.3. Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.

6.1.4. Knowledge of professional organizations in the field of deaf education.
6.1.5. Incidence and prevalence figures for individuals who are deaf and hard of hearing.
6.1.6. Sociocultural, historical, and political forces unique to deaf education.
6.1.7. Etiologies of hearing loss that can result in additional learning challenges.

6.2. Skills
6.2.1. Communicate proficiently in spoken language or American Sign Language.
6.2.2. Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.
6.2.3. Explain historical foundations and research evidence upon which educational practice is based.
6.2.4. Develop and enrich cultural competence relative to the Deaf community.

7. Collaboration

Special Educators collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. For Teachers of the Deaf and Hard of Hearing this includes the following knowledge and skill standards:

7.1. Knowledge
7.1.1. Services, organizations, and networks that support individuals who are deaf or hard of hearing.

7.2. Skills
7.2.1. Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

Additional Requirements: Completion of a bachelor's level teacher preparation program in Deaf education and 30 credits in a related field (e.g., education, speech and language, communication, psychology, audiology, or an academic content area), or a Master's degree in deaf education **AND** A minimum of a practicum, or the equivalent, in the teaching of students who are Deaf or hard of hearing.

5440-37 Theater Arts

The holder is authorized to teach theater arts in grades PK-6, 7-12, and PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Knowledge of how to plan, deliver, and evaluate instruction in theater as delineated in national professional standards and as reflected in standards approved by the State Board of Education for students. Specifically, the educator understands:

The goals and purposes of theater arts education, including:

a) Promoting an awareness of theater as a fundamental and collaborative expression of human communication and emotion and the various ways theater impacts society (e.g. culture, economy, history, religion)
b) How theater and dramatic media (e.g. film) can enrich students' lives with lifelong communication skills, perspectives, sensibilities, and understandings
c) Inspiring students to appreciate the dramatic arts and become life-long supporters of the arts.
d) Developing students' ability to perceive and respond to the world with an aesthetic awareness of how meaning is made and stories are told.

Dramatic Literature: A variety of styles and forms of dramatic literature from Greek classics to contemporary works and media, including non-western forms.
Creative Process: How to foster the creative process using a variety of techniques and the essential acts of imagining, interpreting, researching, collaborating, analyzing, expressive risk taking, and creative choice making, intrinsic to each sub-discipline below.

Theater History: The cultural context and social meaning of dramatic works, including performance , playing spaces, audience, and production styles; and the impact society, world events, and theatrical artists and authors, who represent diverse perspectives, have had on the evolution of theater, film, television and electronic media productions.

Acting: Theories of acting, including acting styles and techniques, character creation, and improvisation; the fundamentals of speech, such as articulation and production; the audition, rehearsal, and performance processes;

Directing: Theories of directing; making directorial and/or performance choices for a variety of styles and media; staging and blocking; analyzing and evaluating dramatic texts for artistic merit; and theatrical production and management that complies with legal and ethical standards and safety codes and regulations.

Technical Theater: Fundamentals of technical theater and design, including set design, properties, costuming, make-up, lighting, sound and video.

<u>Performance Standards:</u>
Ability to implement a theater curriculum that enables students to experience theater and other dramatic media as an artistic, kinesthetic, educational, social, and cultural experience. Specifically, the educator:

Demonstrates the ability to teach, demonstrate, and/or practice the following:
a) Dramatic literature;; as well as the fundamentals of speech and movement for a variety of media;
b) Skills associated styles and techniques of acting, directing, and technical theatre, with in-depth mastery in at least one area;

c) A comprehensive theater curriculum within the school context including planning, direction and production in compliance with legal and ethical standards and safety codes and regulations;
d) Effective processes of theater critique and reflection; and
e) The importance of theater education.

Motivates students and develop their appreciation of the dramatic arts and media.

Develops students' unique capabilities to express themselves artistically through script writing, acting, designing, directing, and production of a variety of dramatic forms.

Directs students in the safe and proper use of current technologies and multimedia to amplify and augment performances and productions.

Collaborates across the curriculum with classroom and other arts educators using a variety of techniques (e.g. creative dramatics)for theater arts integration to both draw out creativity and achieve interdisciplinary learning goals in a variety of settings and content areas.

Scaffolds and adapts the curriculum and experiences to meet the developmental level , needs and abilities of students

Additional Requirements: A minimum of a practicum, or the equivalent, in theater education.

5440-60 Work Based Learning Coordinator

The holder is authorized to establish and coordinate experiential learning opportunities between industry and other community employers and secondary institutions in order to reinforce a student's program of study, career interests, and goals.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:
Knowledge of how to create, promote, and maintain work-based learning programs, including how to develop and evaluate work-based learning partnerships, work sites, and learning plans or training agreements that are in alignment with Vermont's Work-Based Learning Gold Standards and relevant state student standards.

Knowledge of how learners grow and develop, how they vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and how to design, implement, adapt, and assess developmentally appropriate and challenging work-based learning experiences.

Knowledge of local, state and federal wage, hour, and safety laws, especially those related to child labor, training, and risk management policies.

Knowledge of how to access information about the values of diverse cultures and communities and how to address gender equity issues in the creation of experiential learning opportunities.

Knowledge of local economic development and labor markets; post-secondary career and educational opportunities; business, industry, and community organizations and resources; current and trending workplace practices, including pre-employment screening.
Familiarity with relevant technology and electronic resources to support and document student performance in work-based learning experiences.

Performance Standards:
Ability to plan, implement, and evaluate work-based learning programs including the ability to:

a) Provide individual student support services and facilitate development of activities related to career awareness, exploration and preparation.
b) Match and place students to appropriate work-based activities, ensure necessary accommodations and equitable access in order to meet students' unique learning needs
c) Evaluate student progress by collecting and sharing feedback from work-based mentor on student performance in order to address deficient areas.
d) Develop and maintain work-based learning partnerships and safe, closely supervised work site learning environments in accordance with Vermont's Work-Based Learning Gold Standards.
e) Develop formal work-based learning plans for students in partnership with the student, family, academic teachers and special educators (as applicable), and work site supervisor that include goals, guidelines, and assessments in order to ensure meaningful work-based learning experiences (in accordance with Vermont State School Board Rule 2120.2--"Flexible Pathways").
f) Maintain program regulatory compliance with local, state and federal wage, hour, and safety laws, especially those related to child labor, training, and risk management policies.
g) Engage in ongoing professional learning and collaboration, particularly in relation to regional, state, and national occupational trends.

5500 CODE OF PROFESSIONAL ETHICS AND RULES OF PROFESSIONAL CONDUCT FOR VERMONT EDUCATORS

5510 Code of Professional Ethics

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

We, as professional educators, respect the dignity and individuality of every human being. We are committed to, and model for our learners, the lifelong pursuit of learning and academic excellence.

We are dedicated to effective scholarly practice, further enhanced by collaboration with colleagues and with those in the greater educational community. Furthermore, we are dedicated to compassionate service on behalf of our learners and their families, and we 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 these rules of conduct as the foundation for professional practice for all Vermont educators to honor and follow.

5520 Rules of Professional Conduct

What follows is a statement of fundamental principles which all Vermont educators should follow, each of which is accompanied by an enumeration of examples of unprofessional conduct which could subject an educator to licensing action.

5521 Principle I. A professional educator abides by all federal, state and local laws and regulations. Unprofessional conduct includes all conduct listed in 16 V.S.A. § 1698(1).

5522 Principle II. A professional educator maintains a professional relationship with all learners, both inside and outside the classroom, and makes reasonable efforts to protect learners from conditions which are harmful to their health and safety. Unprofessional conduct includes, but is not limited to:

a) Committing any act of child abuse, including physical and/or emotional abuse;
b) Committing any act of cruelty to children, or any act of child endangerment;
c) Committing any sexual act with, or soliciting any sexual act from, any minor, or any elementary or secondary learner regardless of age;
d) Committing any act of harassment as defined by state or federal law or regulation;
e) Soliciting, encouraging or participating in a romantic or sexual relationship (whether written, verbal or physical) with a learner, the educator knows or should know is a learner, in the absence of countervailing facts;
f) Using patently offensive language including, but not limited to, improper sexual comments;
g) Taking patently offensive pictures (digital, photographic or video) of learners;
h) Patently improper contact with any minor, or with any elementary or secondary learner regardless of age, using any means including electronic media;
i) Furnishing alcohol or illegal or unauthorized drugs to any learner, or allowing or encouraging a learner to consume alcohol or illegal or unauthorized drugs.

5523 Principle III. A professional educator refrains during the course of professional practice from the use of alcohol or drugs not prescribed for the educator's use. Unprofessional conduct includes, but is not limited to:

a) Unlawful possession of a drug so as to evidence moral unfitness to practice as an educator;
b) Possessing, using or being under the influence of alcohol or drugs, not prescribed for the educator's use, when on school premises or at a school sponsored activity where learners are present or may reasonably be expected to be present. (16 V.S.A. § 1698(1A)).

5524 Principle IV. A professional educator exemplifies honesty and integrity in the course of professional practice. Unprofessional conduct includes, but is not limited to:
a) Falsifying, fraudulently altering or deliberately misrepresenting professional qualifications, degrees, academic awards and/or related employment history, when applying for employment and/or licensure;
b) Failure to notify the state, at the time of application for licensure, of past criminal convictions, or of revocations or suspensions of a certificate or license by Vermont or any other jurisdiction;
c) Deliberately falsifying, deliberately misrepresenting, or deliberately omitting when requested, information regarding the evaluation of learners and/or personnel;
d) Deliberately improper administration of state or federal mandated standardized tests (including, without limitation, changing a learner's test answers, copying or teaching identified test items, and reading a test to learners without authorization);
e) Falsifying, or deliberately misrepresenting, information submitted to the Agency of Education in the course of an official educational inquiry and/or investigation.

5525 Principle V. A professional educator entrusted with public funds and/or property honors that trust with a high level of honesty, accuracy and responsibility. Unprofessional conduct includes, but is not limited to:
a) Misusing, failure to account for, or unauthorized use of, public or school-related funds or property;
b) Using any school equipment for the purpose of gaining access to pornography.

5526 Principle VI. A professional educator maintains integrity with learners, colleagues, parents, and others regarding gifts and other favors. Unprofessional conduct includes, but is not limited to:
a) Soliciting or accepting gifts or other favors for personal use or gain where there may be an actual or apparent conflict of interest.

5527 Principle VII. A professional educator complies with state and federal laws and regulations, relating to the confidentiality of learner and employee records, unless disclosure is required or permitted by law. Unprofessional conduct includes, but is not limited to:
a) Sharing of confidential information concerning learner academic or disciplinary records, health and medical information, family status and/or income, and assessment/testing results, with unauthorized individuals or entities;
b) Sharing of confidential information by an administrator about employees with unauthorized individuals or entities.

5528 Principle VIII. A professional educator fulfills all of his or her obligations to learners. Unprofessional conduct includes, but is not limited to, the failure to provide appropriate supervision of learners at school or school-sponsored activities, or the failure to ensure the safety and well-being of learners.

5529 Principle IX. A professional educator complies with obligations to report alleged unprofessional conduct. Unprofessional conduct of an administrator includes, but is not limited to:

a) The failure of a superintendent who has reasonable cause to believe an educator has engaged in unprofessional conduct to submit a written report to the Secretary;
b) The failure of a principal who submits to the Secretary a report of alleged unprofessional conduct to submit it to his or her superintendent as well.

5530 Principle X. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, and in professional rights and responsibilities. Unprofessional conduct includes, but is not limited to:

a) Conduct that unreasonably impairs a colleague's ability to teach or perform his or her professional duties, including acts of harassment or interfering with the free participation of colleagues in professional associations;
b) Taking, sharing or disseminating inappropriate pictures (digital, photographic or video) of colleagues.

Application Notes:

1. The foregoing Code of Professional Ethics is adopted in accordance with 16 V.S.A. § 1694(5).
2. Nothing in these Rules can, or is intended to, vary the definition of "unprofessional conduct" which is contained in 16 V.S.A. § 1698. Rather, these Rules enumerate a non-exclusive list of conduct which, if proven in a particular case, might constitute unprofessional conduct.

5600 ADMINISTRATIVE BODIES

5610 The Vermont Standards Board for Professional Educators (Standards Board)

5610.1 Employment Status Change

A member whose employment status changes during his or her term on the board shall remain on the Standards Board for the duration of the term for which he or she was appointed.

5610.3 Allowable Expenses

Standards Board members shall be eligible for reimbursement by the Vermont Agency of Education for allowable expenses as defined by 32 VSA §1010.

Institutions which employ educator members shall be reimbursed for the cost of substitutes.

Members of the Standards Board shall receive a per diem in addition to their expenses.

5610.4 Policy Agenda and Annual Report

The Standards Board may develop an annual policy agenda in consultation with the Secretary and the State Board of Education which includes ongoing work and new issues for study.

The Standards Board may submit an annual report to the Secretary and the State Board of Education.

5610.5 Duties

The duties of the Standards Board, in addition to those duties specified in 16 V.S.A. Chapter 51 include:

1. defining high quality, practical professional learning that includes, but is not limited to, linking school practitioners and higher education;
2. examining issues in educator preparation, licensure and relicensure;
3. developing relicensing policies and procedures for the Office and local and regional standards boards;
4. approving local and regional standards boards' plans of operation and amendments to the plans;
5. monitoring, promoting, and supporting the effective operations of the local and regional standards boards and local and regional relicensing procedures.

5620 Local Standards Board (LSB)

5621 Establishment and Maintenance

5621.1 A local standards board shall be established and maintained for each of the supervisory unions/districts and the Corrections Education Program.

5621.2. A supervisory union/district may form more than one local standards board or be part of a collaborative board with other supervisory union/districts. Such formations are subject to the approval of the Standards Board.

5621.3 Educational entities, other than supervisory union/districts, that employ licensed educators may establish a local standards board, or a collaborative board, subject

to approval by the Standards Board. Such boards shall be subject to all conditions that apply to local standards boards in supervisory unions/districts.

5621.4 Each supervisory union/district, through its superintendent, shall be responsible for facilitating and supporting the local standards board development and operation.

5621.5 Educational entities other than supervisory unions/districts that choose to have a local standards board shall designate a person to be responsible for facilitating and supporting the development and operation of the board.

5622 Primary Purpose

A local standards board shall be established and maintained for the primary purpose of recommending teachers for relicensure. Such recommendations shall be based on the following: verified professional learning activities, these rules, standards defined by the Standards Board, and procedures set forth in a local plan of operation that has been approved by the Standards Board. Current teachers who also hold administrator endorsements shall renew those endorsements through the local standards board.

5623 Membership

Membership of the LSB shall be composed of not less than five licensed educators. At least a majority of the membership shall be licensed teachers selected by licensed teachers.

5624 Plan of Operation

5624.1 Each local standards board shall develop its own plan for operation according to guidelines, policies and procedures established by the Standards Board.

5624.2 The plan of operation shall indicate that an annual report will be submitted to the Standards Board, or its designee, on or before a date to be determined by the Standards Board.

5624.3 The plan of operation shall be subject to approval by the Standards Board, or its designee.

5624.4 The plan of operation may be amended according to procedures defined in said plan. All amendments shall be subject to approval by the Standards Board, or its designee.

5625 Reciprocity of Professional Learning

Verified professional learning activities have reciprocity with local standards boards throughout the state and with the Office when the educator is not under the jurisdiction of a local standards board.

5626 Transfers

Educators transferring from one Vermont supervisory union/district, or other educational entity with a local standards board, to another shall be responsible for transferring their professional learning records to the new local or regional standards board within six (6) months of employment.

5627 Volunteer Service

For the purposes of 1 V.S.A. §310(3), a local standards board is an administrative body and is not a board, council or commission, nor a committee or subcommittee of a board, council or commission of a political subdivision of the state. Further, for the purposes of 3 V.S.A. §1101(b)(4), a member of a local standards board is a volunteer for the Standards Board and provides services at the request of and under the direction and control of the Standards Board.

5630 Regional Standards Board (RSB)

5631 Establishment and Maintenance

A regional standards board shall be established and maintained in each of the five (5) regions in the state. Unless otherwise determined by the Standards Board or its designee, the five regions shall be those that correspond to the existing Superintendent regions.

Supervisory union/districts in each region, through their superintendents, shall be responsible for facilitating and supporting the regional standards board development and operation.

5632 Primary Purpose

A regional standards board shall be established and maintained for the primary purpose of recommending administrators for relicensure. Such recommendations shall be based on the following: verified professional learning activities, these rules, standards defined by the Standards Board, and procedures set forth in a regional plan of operation that has been approved regionally and by the Standards Board.

Current administrators who also hold endorsements in fields other than administration shall renew those endorsements through the regional standards board.

5633 Determination of Administrator Status

For relicensing purposes an educator shall be considered an administrator and utilize the services of a regional standards board when the majority of his or her employed time in a school, school district, or supervisory union is devoted to direct responsibility for

the evaluation and discipline of personnel, the development and management of the curriculum of the school, or supervision or internal management of a school system or school program. When a question arises as to the appropriate standards board to handle an educator relicensing request, the endorsement under which the educator practices for the majority of the time shall determine the appropriate board.

5634 Membership

The membership of a regional standards board shall include a majority of licensed administrators.

5635 Plan of Operation

5635.1 Each regional board shall develop its own plan for operation according to guidelines, policies, and procedures established by the Standards Board.
5635.2 The plan of operation shall provide that an annual report will be submitted to the Standards Board or its designee on or before a date to be determined by the Standards Board or its designee.
5635.3 The plan of operation shall be subject to approval by the Standards Board or its designee.
5635.4 The plan of operation may be amended according to procedures defined in said plan. All amendments shall be subject to approval by the Standards Board or its designee.

5636 Reciprocity of Professional Learning

Verified professional learning activities have reciprocity with regional standards boards throughout the state and with the Office when the educator is not under the jurisdiction of a regional standards board.

5637 Transfers

Administrators transferring from one supervisory union/district, or other educational entity with a regional standards board, to another, shall be responsible for transferring their professional learning records to the new regional standards board within six (6) months of employment.

5638 Volunteer Service

For the purposes of 1 V.S.A. §310(3), a regional standards board is an administrative body and is not a board, council or commission, nor a committee or subcommittee of a board, council or commission, of a political subdivision of the state. Further, for the purposes of 3 V.S.A. §1101(b) (4), a member of a regional standards board is a volunteer for the Standards Board and provides services at the request of and under the direction and control of the Standards Board.

5700 LICENSE SURRENDER, NEGOTIATED SETTLEMENT, REINSTATEMENT AFTER SUSPENSION OR REVOCATION, REPRIMANDS, AND POSTING OF LICENSING ACTIONS

5710 Requirements for Reinstatement/Re-application after Suspension or Revocation

a) In addition to the requirements of Sections 5430 through 5435.6, a license or endorsement that has been suspended or revoked may be reinstated or reapplication granted if:
   i. the period of the suspension has passed and any and all conditions that may have been placed on reinstatement/re-application have been satisfied.
   ii. the educator whose license has been revoked demonstrates, by clear and convincing evidence, that he/she has been rehabilitated.

b) A license or endorsement, including one that is limited in time, level or scope may be issued subject to terms deemed necessary for ensuring compliance with licensing requirements and professional standards if the license has been suspended or revoked.

5711 Negotiated Settlement

A negotiated settlement of a licensing action may be entered into between the educator and the Secretary at any stage of the investigation or proceedings.

5712 Surrender of License

At any stage of investigation or proceedings, an educator may surrender a license or endorsement. A surrendered license or endorsement shall be considered to have the same force and effect as a revocation and any re-application or request for reinstatement shall be dealt with in accordance with Section 5710 of these rules.

5713 Private Reprimands

The existence of a private reprimand and the grounds for the reprimand shall be public information within the meaning of 1 V.S.A. § 317 et seq. but the identity of the Licensee, including any information that would lead to the identification of the Licensee, shall be confidential.

5714 Public Reprimands

The existence of a public reprimand shall be public information within the meaning of 1 V.S.A. § 317 et seq. and the details of the reprimand itself shall be subject to disclosure.

5715 Posting of Licensing Actions on Agency Website

All private reprimands shall be reported on the Agency of Education website and shall include only the grounds for such disciplinary action, absent any information that would lead to the identification of the Licensee.

All public reprimands, suspensions and revocations shall be reported on the Agency of Education website and shall include:

a) Name of Licensee;
b) Business address at time of action;
c) School where incident occurred or where licensee was employed;
d) License type / endorsement(s);
e) Grounds;
f) Disciplinary Action; and
g) Date of Action.

5800 ADMINISTRATIVE PROVISIONS

5840 Access to License Records

Any person, who makes a request for information shall be informed of the license status of any individual subject to licensure. All other access to licensing records shall be in accordance with the provisions of 1 V.S.A. § 315-320 and 16 V.S.A. § 1708. Public records and documents, as that term is defined in 1 V.S.A. § 315, shall be made available to the public upon request unless the information is otherwise exempt from disclosure under 1 V.S.A. § 317. This includes public records or documents relating to the final disposition of disciplinary complaints that result from the filing of disciplinary charges by the Secretary. The suspension or revocation of a license shall be reported to the National Association of State Directors of Teacher Education and Certification (NASDTEC) after the period of time for appeal has expired except as provided otherwise. Access to licensing records by Agency employees is limited to those with work-related needs.

5900 APPROVAL OF EDUCATOR PREPARATION PROGRAMS

5910 Approval Process Statement of Purpose

Approval by the Standards Board authorizes an institution or educational organization with an educator preparation program, to recommend a person who satisfactorily completes the approved program as eligible for licensure and/or endorsement.
The institution, or educational organization's recommendation of a candidate for licensure and/or additional endorsement shall be indicated by a statement on the candidate's transcript, or a method approved by the Standards Board, or its designee; indicating that the candidate is being recommended for licensure and/or endorsement by the program provider, and shall indicate the endorsement title, sub-endorsement title, if any, and grade levels of the recommendation.

5911 Approval includes evaluation of two distinct types of portfolios developed through guidelines adopted by the Standards Board:

5911.1 The institution or educational organization shall complete a self-study resulting in the preparation of an Institutional Portfolio which is a program assessment and planning report, that documents the effectiveness of the program provider at assuring that it recommends qualified educators, and that also details plans for continuous improvement and plans for meeting current and evolving standards of best practice in educator preparation.

5911.2 An individual Level I Licensure Portfolio shall be maintained by each candidate seeking initial licensure and shall contain appropriate and sufficient documentation of the individual's competence.

5912 Sections 5920-5950 of these rules govern the implementation of the program approval process. The Standards Board may adopt policies, standards, and guidelines for further clarification of this process.

5920 Approval Criteria

5921 The institution, or educational organization, must demonstrate that its administrative procedures for operating and maintaining approved programs ensure:

5921.1 Consistency with licensing rules, the Core Teaching and Leadership Standards for Vermont Educators, requirements for endorsements, and the program approval granted by the Standards Board;

5921.2 Maintenance and transmittal of records is accurate and timely;

5921.3 Notification to the Office, in advance, of any significant change affecting an approved program or administrative procedures:

5921.4 A program that meets the requirements of Sections 5922 and 5923 of these rules.

5922 A teacher preparation program or alternate route shall be approved if all of the following criteria are met:

5922.1 Provider ensures that candidates have the necessary content and pedagogical knowledge to help all students learn and to create learning experiences that make the content area accessible and meaningful for learners.

5922.2 Provider uses valid and reliable methods to systematically evaluate candidates' knowledge and performance competencies, to monitor candidates' progress, and to acquire data that is used in making programmatic improvements. This includes follow-up studies of graduates and those who have hired recent graduates.

5922.3 Provider and its PK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning.

5922.4 Provider ensures that programs and candidates have the resources to meet Vermont's Core Teaching and/ or Core Leadership Standards as well as the endorsement requirements.

5923 An administrator preparation program shall be approved if all of the following criteria are met:

5923.1 Provider ensures that candidates have the necessary content and pedagogical knowledge as detailed in Vermont's Core Leadership Standards.

5923.2 Provider uses valid and reliable methods to systematically evaluate candidates' knowledge and performance competencies, to monitor candidates' progress, and to acquire data that is used in making programmatic improvements. This includes follow-up studies of graduates and those who have hired recent graduates.

5923.3 Provider and its PK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective leadership and take responsibility for student learning.

5923.4 Provider ensures that programs and candidates have the resources to meet Vermont's Core Leadership Standards as well as the endorsement requirements.

5924 Student Teaching Requirements

5924.1 Definition. For the purposes of this rule, "student teaching" means a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure, including an internship, or other concentrated field experience, however named, in which the candidate shall gradually assume the full professional roles and responsibilities of an educator in the initial endorsement area sought.

5924.2 Except as otherwise provided, all candidates for student teaching shall meet the following qualifications:

a. academic competence as attested by an overall 3.0 grade point average (on a 4 point scale), and a 3.0 grade point average in the field of major studies as defined by the institution, or written certification of intellectual competence by an academic dean; institutions that use alternate grading systems have the responsibility of demonstrating how their assessment is commensurate to a 3.0 grade point average.

b. through related course work, completion of a minimum of sixty (60) clock hours of supervised field experience (i.e. practicum), which need not be consecutive and may accumulate to sixty (60) hours.

5924.3 The placement of student teachers is the responsibility of the teacher preparation program and shall meet the following requirements:

a) a minimum of thirteen (13) consecutive weeks of supervised, concentrated field experience required for initial licensure (e.g., student teaching, internship, or other concentrated field experience however named), in which

the candidate shall gradually assume the full professional roles and responsibilities of an educator in the initial endorsement area sought;

b) the assignment shall be with a licensed educator in an appropriate setting as determined by the school district and training teacher preparation program.

c) Exceptions shall be documented and submitted to the Standards Board or its designee for approval; a written agreement with the school in which the student teacher is placed outlines the responsibilities of each party;

d) cooperating educators have been trained by the teacher preparation program in the strategies and methods being taught in the educator preparation program;

e) the placement process and student teacher expectations are incorporated in a student teaching handbook.

5924.4 The supervision and evaluation of student teachers by the teacher preparation program's faculty shall meet the following requirements:

a) supervision shall be provided by qualified faculty from the teacher preparation program's staff including adjunct faculty. An individual shall not serve simultaneously as the cooperating educator and as the supervisor from the institution's faculty.

b) the teacher preparation program's supervisors shall observe and advise the student teacher at least once every ten (10) teaching days.

c) the teacher preparation programs supervisors shall not be assigned more student teachers than can be adequately supervised and supported.

d) a specific student teaching evaluation process shall be detailed in the student teaching handbook, including collection of data on the candidate's performance, a process for feedback to the candidate, and use of the data to provide additional assistance.

5924.5 The supervision and evaluation of school counselors by the counseling preparation program's faculty shall comply with VSBPE policy on supervision and meet the following requirements:

a) supervision shall be provided by qualified faculty from the counseling preparation program's staff including adjunct faculty. An individual shall not serve simultaneously as the cooperating educator and as the supervisor from the institution's faculty.

b) the counseling preparation program's supervisors shall advise the counseling intern at least once every ten (10) teaching days.

c) the counseling preparation program's supervisors shall not be assigned more counseling interns than can be adequately supervised and supported.

d) a specific counseling candidate evaluation process shall be detailed in a handbook, including collection of data on the candidate's performance, a process for feedback to the candidate, and use of the data to provide additional assistance.

5924.6 To successfully complete a student teaching or school counseling placement, a candidate shall achieve at least a grade of "B." Prior to issuing a candidate's grade, the educator preparation program shall consider the evaluation by the cooperating educator. Institutions that use alternate grading systems have the responsibility of demonstrating how their assessment is commensurate to a "B."

5924.7 To earn a recommendation from an education preparation program, upon completion of the program a candidate shall achieve an overall 3.0 grade point average and 3.0 grade point average in the field of major study as defined by the institution.

5930 Review Process for Program Approval

5931 All licensure programs must be approved by the Standards Board (ROPA) or another accrediting body named by the Standards Board. Unless otherwise specified by the Standards Board, program approval shall be for seven (7) years. Said approval, or conditional approval, shall continue until such time as the Standards Board acts otherwise.

5932 An institution or educational organization that wishes to initiate, add, or reactivate an educator preparation program that is not currently approved, shall submit, in advance, a written request for approval to the Standards Board. Approval of new or reactivated programs shall be limited to a two-year conditional approval. An institution or educational organization that wishes to revise an approved program to meet new standards shall follow the above procedure.

5933 An institution or educational organization shall notify the Standards Board in advance if it intends to significantly alter or discontinue a currently approved program; in accordance with the VSBPE's "Policy on Closing an Approved Educator Preparation Program".

5934 Each review shall include an evaluation by a review team appointed by the Standards Board. The review team shall:

5934.1 Include, but not be limited to: one member of the Standards Board, one educator preparation professional and two at-large members. The Standards Board, at its discretion, may alter the composition of the team. The review team chair shall be appointed by the Standards Board.

5934.2 Conduct both off-site and on-site evaluation that includes review of the Institutional Portfolio and individual Level I Teaching Licensure Portfolios. At the conclusion of the evaluation, a summary of the off-site and on-site review team's evaluation shall be presented in an Exit Report with the institution's president and/or designees.

5936 Reports and Responses

5936.1 The review team shall submit, in writing, a draft report of its findings, which include commendations and recommendations, to the institution. The institution may respond to any factual errors.

5936.2 The review team shall submit, in writing, a final report to the Chair of the Standards Board and the report shall be sent to the president of the institution or educational organization. The report shall include a recommendation for action by the Standards Board.

5936.3 The institution or educational organization shall respond, in writing, to the Chair of the Standards Board regarding the contents of the report. The response shall include plans to address the stipulations and concerns specified in the report of the review team.

5936.4 The Chair of the Standards Board shall schedule a meeting of the Standards Board, or committee thereof, at which the chair of the review team, or his/her designee, shall present the report. Before the Standards Board takes action, the institution or educational organization shall receive notice and shall be offered an opportunity for a hearing.

5936.5 The Standards Board shall establish time frames for reports and responses.

5940 Action by the Vermont Standards Board for Professional Educators

5941 Action by the Standards Board shall be on a program by program basis. However, a finding that an institution or educational organization's administrative procedures for operating and maintaining approved programs are insufficient shall apply to all programs.

5941.1 After review of each educator preparation program offered or proposed by a program provider, the Standards Board may take one of the following actions:

a) grant full approval;
b) grant conditional approval for a specified time period; or
c) grant provisional approval;
d) deny approval.

5941.2 Notwithstanding Section 5931 of these rules, approval of all proposed new programs shall be limited to provisional approval.

5942 Action Subsequent to Full or Conditional Program Approval

5942.1 Follow-up Review of Approved Programs

a) notwithstanding Section 5931, the Standards Board may review any approved program during its approval period when there is concern about its continued compliance with program approval requirements.
b) notwithstanding Section 5931, the Standards Board may review programs with conditional approval at any time during the conditional approval period

when there is concern about its continued compliance with program approval requirements.

c) follow-up review by the Standards Board may be based on written documentation submitted by the institution and may include a report submitted by one or more individuals assigned by the Standards Board to review the program(s) in question. The review may also include an on-site evaluation.

5942.2 After a follow-up review, the Standards Board may find that:

a) a program that meets requirements shall remain fully approved or a conditionally approved program that has satisfied conditions shall be granted full approval until the next scheduled approval review.

b) a program that does not meet the requirements of its approval may have its approval suspended, revoked, or continued for a specified time period with conditions attached.

5942.3 Before the Standards Board takes action, the institution or educational organization shall receive notice and be offered an opportunity for a hearing.

5950 VSBPE Waiver Rule

5951 The VSBPE may consider waiving its established rules under the following circumstances:

a) When strict application and/or enforcement of the existing VSBPE rules would create an unintended consequence, the result of which would be contrary to the intent of the VSBPE's rules as a whole; or

b) When strict application and/or enforcement of the VSBPE's existing rules would create an undue hardship for a licensee, an applicant, an educator preparation program, or a school district.

5952 The VSBPE shall only waive its rules under extraordinary circumstances, and under circumstances in which the interests of all affected learners are protected. In considering a waiver request, the decision of the VSBPE shall be final. This rule shall not apply to the consideration of particular waiver requests which are currently, or may be in the future, covered by separate, and more specific, rules regarding waivers (such as any such rule pertaining to Praxis testing).