

POLICY N1

Policy on Low Performing Programs

1) PROGRAM COMPLETERS' ACADEMIC BACKGROUND

- a) Program Completers' licensure portfolios meet all performance standards.
- b) The majority of program completers (>80%) in the cohort meets state passing scores on the Praxis ~~Core~~.
- c) The majority of program completers (>60%) in the cohort meets state passing scores on any required Praxis II tests as applicable.
- d) All candidates for licensure as secondary teachers have a major or equivalent in their endorsement area.
- e) All program completers have an overall average of B or better in the major of their endorsement area or equivalent, and in student teaching.

2) PROGRAM'S STATE APPROVAL STATUS

- a) The program shows progress towards meeting the Results-Oriented Program Approval (ROPA) ~~S~~standards and the goals of its ROPA ~~Seven~~Five Year Plan at the time of its full-program review.
- b) Program has addressed the concerns and stipulations ~~of the ROPA review team~~ as indicated in the Visiting Team Report in the Two-Year Report following a full-program review.

The necessary data for this assessment is generated by the state's Title II Institutional Reports (e.g., program completer test scores) or as part of the Results-Oriented Program Approval process.

According to the Vermont plan for this effort, the ~~Agency~~Department of Education, in collaboration with the Vermont Standards Board for Professional Educators (VSBPE), identifies any program that does not meet the criteria. Such a program is identified as "at risk." The ~~Department~~Agency will work with "at risk" institutions to develop a Technical Assistance Plan that specifies goals and action steps for improvement of the "at risk" program. The ~~Agency~~Department will provide support to assist the program in meeting its goals.

The VSBPE will monitor the progress of the institution and program and determine on an annual basis whether to continue the program's "at risk" designation. The maximum number of years a program can be designated "at risk" is three years. After three years the VSBPE will designate the program as "low performing" and withdraw state approval.

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Adopted: 12/16/09

POLICY N3

**Policy ~~o~~On Follow-Up Visits For Teacher Education Programs Who Have Been Granted
Limited or Conditional Approval**

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

Adopted: 10/30/92

POLICY N4

Policy ~~on~~ ~~the~~ Approval ~~of~~ Alternate Route Programs

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

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

Adopted: 1/22/08

POLICY N5

Policy on the Selection and Training of Members of Visiting Teams for Educator Preparation Programs and Alternate Route Approval Visits

It is the policy of the Vermont Standards Board for Professional Educators (hereinafter "Standards Board") to attract the most qualified individuals to serve on Results Oriented Program Approval (ROPA) review teams for educator preparation and alternate route programs. At the same time, it is essential to the operations and credibility of the ROPA process that a visiting team be independent and impartial and that its recommendations be made solely on the merits of the institution visited. Public confidence in the integrity of the Standards Board and the ROPA process may be lessened whenever a conflict, or perceived conflict, exists between private interests of a visiting team member and his or her official responsibilities.

Review Team Selection Procedures

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

- B. The ~~Professional Standards Office~~ ROPA Consultant and the VSBPE work to create review teams that are balanced in terms of expertise, content knowledge, and instructional level. The size of the team depends on the number of licensing areas to be evaluated and is comprised of specialists in the endorsement area(s) being sought. The team will include:
 - A Chair who will be a member of the professional teacher education community from out-of-state*
 - One member of the VSBPE
 - One member of the professional teacher education community from Vermont
 - One-Three members at large, preferably including an active teacher or administrator in the endorsement area.

1. The number of team members may be modified at the discretion of the VSBPE. An individual team member may fit multiple criteria; e.g. a review team member could be both a VSBPE member and an active administrator, fulfilling two separate commitments. There is a minimum of three Review Team members for all visits.

*For full program reviews the Chair must be a: *member of the professional teacher-education community from out-of-state whose travel expenses for visits and training will be directly paid by the site under review OR*

2-member of the professional teacher-education community from Vermont with visiting experience on a regional or national accrediting body whose travel expenses for visits and training will be directly paid by the AOE.

C. Upon the ~~Licensing and Professional Standards~~ Office's satisfaction that the team contains persons who are qualified to serve and would not present any actual or perceived conflict of interest, the institution to be visited shall be notified of the names of proposed visiting team members. The institution will respond in writing that they either

1. Accept the team as suggested or
2. May request in writing that one or more members be removed from the team and a substitution be made either because of a lack of qualifications, conflict of interest, perceived conflict of interest, or concerns regarding the overall makeup of the team. The underlying reasons for the request shall be included in the written request.

a) Upon receipt of such request, the ~~ROPA Consultant~~~~Office of Professional Standards~~ shall notify the prospective ROPA member or members identified by the institution of the request for removal from the team and of the underlying reasons therefore.

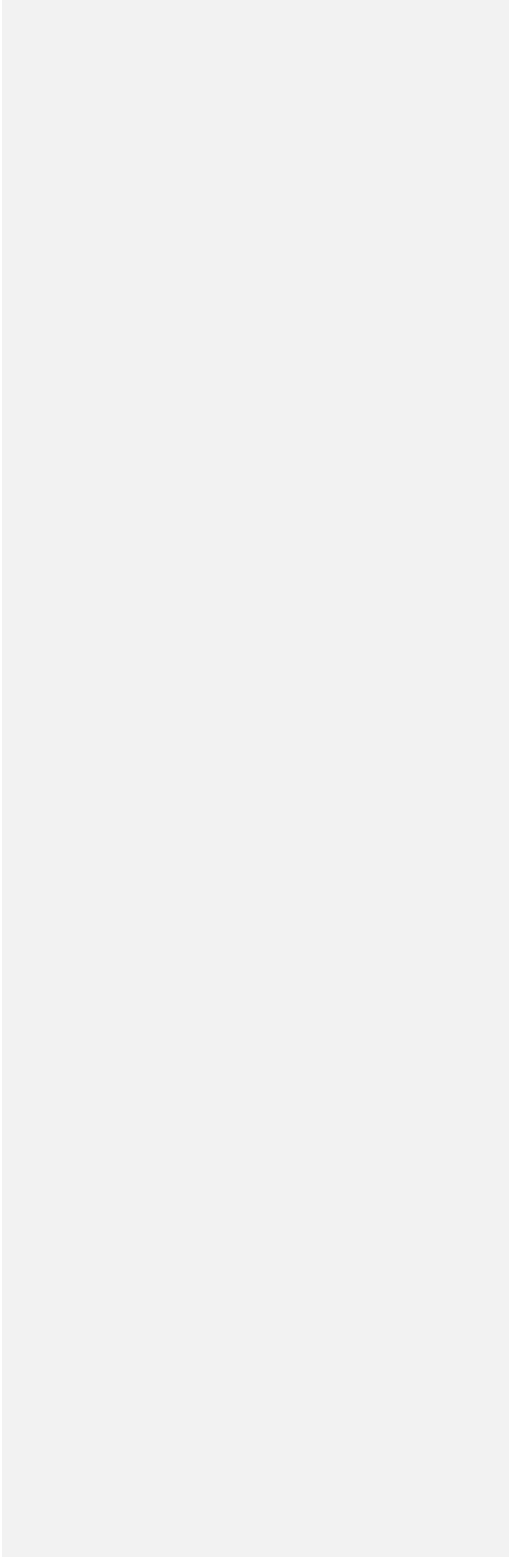
b) The ~~ROPA Consultant~~~~Office of Professional Standards~~ will submit a revised visitation team to the institution. If, after two revised submissions, consensus between ~~the Office~~~~Professional Standards~~ and the institution is not achieved, the matter will be presented to the Standards Board for adjudication.

D. The Office ~~of Professional Standards~~ shall present the final visitation team to the Program Approval Committee of the Standards Board for ~~r~~Review and ~~a~~Approval. The Program Approval Committee will then submit the team proposal to the full Board for approval.

II. Training of the Review Team

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All team members will be trained ~~on~~ the ~~Core Teaching and/or Leadership~~ROPA Standards, the specific endorsement requirements, and the ROPA process for reviewing programs in advance of the on-site visit.

Adopted: 3/21/94; Revised: 12/18/08; 5/13/15

POLICY N6

**Policy ~~on~~ ~~the~~ Use ~~of~~
Results ~~of~~ Program Approval Visits**

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

Adopted: 2/9/95

POLICY N7

Policy ~~a~~And Procedures ~~o~~On Implementing Recommendations For Licensure ~~t~~Through Approved Programs

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

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

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~~In 1995, A~~after consultation with representation from educator preparation institutions and the Licensing Office, the procedures of the recommending institution and the Licensing Office ~~werehave been~~ delineated.

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Procedures for the recommending institution will include:

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

~~Recommended~~ Recommended Procedures for the Licensing Office will include:

- creating applications and providing them to the institutions;
- processing applications when all information, including transcripts, is complete;
- only accepting transcripts that have the official recommendation stamp. The wording on the official stamp shall be the same at each institution.

- setting up a file for each individual recommended for licensure;
- checking criminal records, oath, child support and tax forms;
- issuing the license to the educator;
- reviewing a sampling of applications for accuracy, including but not limited to, program of preparation, student teaching, degrees conferred.

Adopted: 6/1/95

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POLICY N8

Policy on Interpretation of The Major in the Liberal Arts or Sciences

Licensing regulations require that, with a few specified exceptions, all candidates for licensure shall hold a baccalaureate degree from an accredited institution and shall have successfully completed a major, or its equivalent, in the liberal arts or sciences, or in the content area of the endorsement sought. The equivalent of a major is defined in the regulations as "at least thirty (30) credit hours in the specified major field from accredited/approved institution(s), at least nine (9) of which shall be advanced undergraduate courses or higher." An interdisciplinary major is defined as "a planned program of study, approved by the institution, which includes courses in no more than three disciplines in the liberal arts or sciences and at least eighteen (18) hours in one of those disciplines."

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

I. All baccalaureate candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:

- A major listed on their transcript; or
- Thirty credit hours that fulfill the definition of the equivalent of a major or interdisciplinary major as defined above.

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II. All post-baccalaureate and master's candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:

- A major listed on their transcript; or
- Thirty credit hours that fulfill the definition of the equivalent of a major or interdisciplinary major as defined above; or
- Documentation and evaluation of equivalent learning experiences.
- A combination of "b" and "c".

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III. Evaluation and documentation of the major or the equivalent of a major is the responsibility of the recommending institution or process. Each institution with an approved program, the Peer Review process, or any other alternate processes for becoming licensed

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specified in section 5300 of the licensing regulations shall define its own process for students to document, and for the institution or process to evaluate, the major in the liberal arts or sciences, coursework equivalent to the major in the liberal arts or sciences as defined above, or equivalent learning experiences. Each institution shall document its process in its Institutional Portfolio for program approval.

Adopted: 5/3/96; Revised: 12/18/08

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POLICY N9

Policy ~~o~~n Alternative ~~f~~To Student Teaching In Approved Programs

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

1. Verification of the equivalent of ~~thirteen~~~~twelve~~ (13~~2~~) consecutive weeks of teaching experience in an educational setting.
2. Supervision by a qualified person (i.e. a certified educator or a professional, who carries a credential or license appropriate to the occupation, in the field). The qualifications are determined by a resume review.
3. Documentation of sustained supervised experience in the knowledge and performance standards as well as any additional requirements in the endorsement area or field.
4. Documentation of sustained supervised experience at the instructional level for which licensure is sought.

Responsibility for determining an alternative experience rests with the institution.

Adopted 6/4/96; Revised 4/12/06

POLICY N10

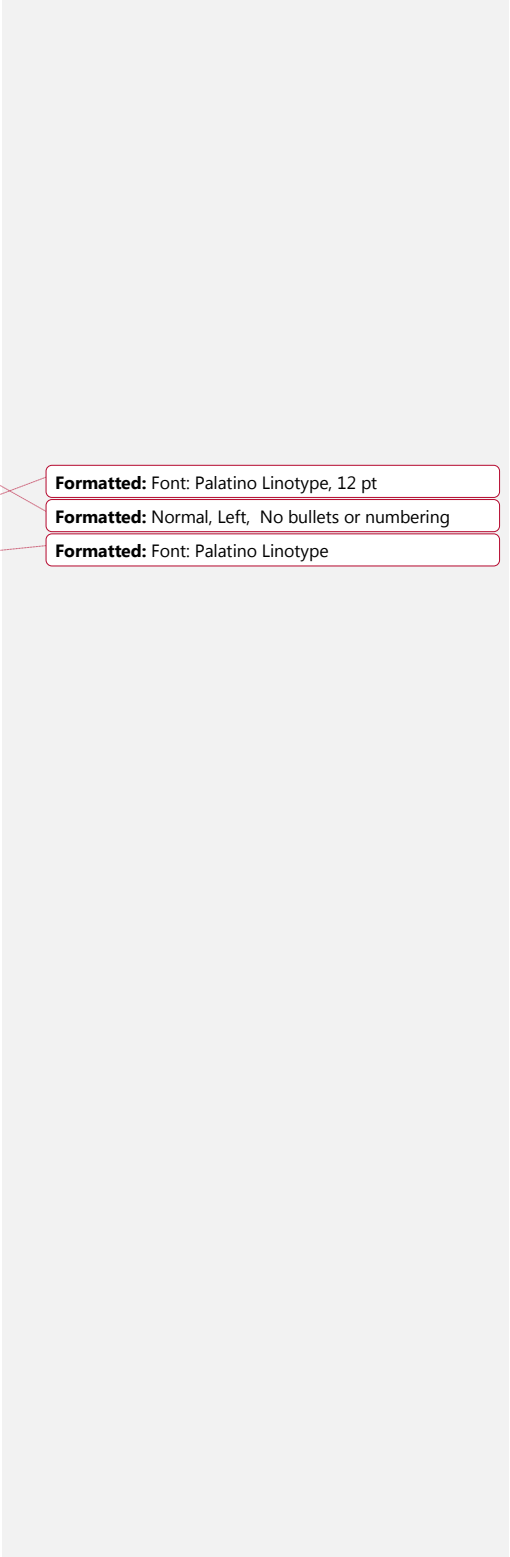
Policy on Student Teacher Placement With A Non-Vermont Licensed Cooperating Teacher

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

Each ~~educator preparation program college~~ will submit policies and procedures ensuring the quality of these placements consistent with ~~Rule~~ regulations Governing the Licensing of Educators and the Preparation of Educational Professionals including the ~~16 Principles for Vermont Educators~~ Core Teaching and Leadership Standards for Vermont Educators, and the ~~knowledge and performance standards~~ as well as any additional requirements for the endorsement area(s).

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

Alternate routes to licensure are also subject to this policy.



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Adopted: 7/15/99; Revised: 4/12/06



POLICY N11

Policy ~~o~~^on Student Teaching ~~a~~^and Practicum Requirements For Multiple Initial Endorsements*

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. ~~Rule~~^{regulations} *Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of ~~thirteen~~^{twelve} (13~~2~~) consecutive weeks of supervised, concentrated field experience required for initial licensure, including ~~an~~^{student teaching} internship, or other concentrated field experience however named, in which the student shall gradually assume ~~the~~^{the} full professional roles and responsibilities of the initial endorsement area sought ~~(section 5150).~~"

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

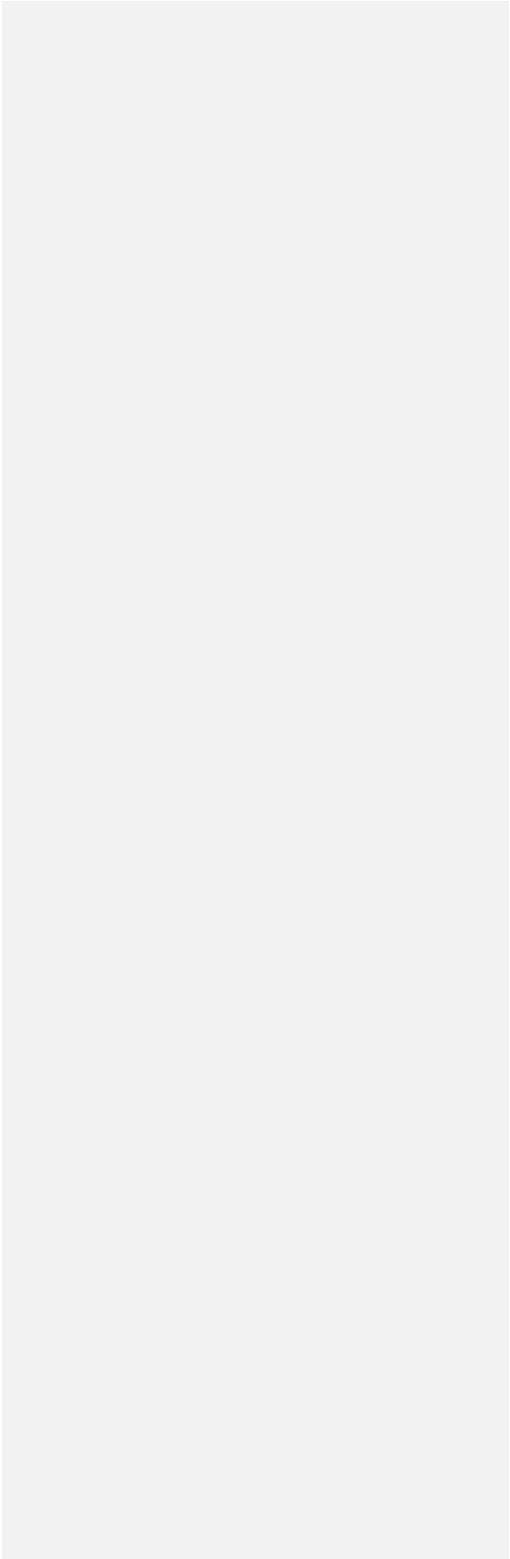
Approved programs that determine it is appropriate to divide the student teaching experience among different placements must submit information regarding the institution's rationale with supporting documentation to the VSBPE for consideration. Documentation should detail how candidates will be meeting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

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

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

Adopted: 3/15/05; Revised: 2/14/08

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POLICY N12

**Policy ~~o~~On Student Teaching ~~a~~And Practicum Requirements
For Multi-Level Single Endorsement**

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

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

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

Adopted: 3/15/05; Revised: 2/14/08

POLICY N13

Policy ~~f~~For Requests ~~f~~For Approval ~~o~~Of New Programs

To request a review of a new educator preparation program, an institution or alternate route college must follow these following steps and ~~observe the following~~ timelines:

1. A letter from the president to request the visit must be received at least six months before the program review visit is conducted. Accompanying this request should be a Design Document detailing the proposed program. Additionally, programs should provide documentation of progress existing programs have made toward addressing the concerns of the visiting team(s). Pay special attention to programs under conditional approval.
2. Upon receipt of the request, The VSBPE will consider the Design Document and seek clarification from the institution, as needed, before approving a visit.
3. The visit date will be established by the Office~~VTDOE~~ in cooperation with the institution.
The Review Team will be determined by the ROPA Consultant~~VTDOE~~ and approved by t~~The~~ institution. The team will then be approved by the VSBPE.
4. At least two months prior to the scheduled visit, the Institutional Portfolio should

b

sent to the ~~AOE~~VTDOE and to members of the Review Team. The ~~AOE and the Review Team~~VTDOE reviews the Institutional

Portfolio and makes one of the following recommendations to the VSBPE for a determinations:

- Not enough information was provided for the visit to take place
- More information is needed prior to the visit
- Visit is ready to take place

5. Visit is conducted.

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

Adopted: 10/14/99; Revised: 12/18/08

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POLICY N14

Policy ~~o~~n Academic Competence ~~f~~or Student Teaching

Statement of Purpose.

This policy is to provide guidance to approved educator preparation programs on the application of Vermont State Board of Education Rule 592~~4~~3.2-(~~a~~), establishing academic standards for candidates for student teaching. The VSBPE interprets Rule 592~~4~~3.2-(~~a~~) as follows:

Policy.

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

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

~~2-~~In accordance with Rule 592~~4~~3.2-(~~a~~), a student who has not attained academic competence as attested by an overall B average, and a B average in the field of major studies as defined by the institution, prior to beginning student teaching may be placed in a student teaching position on written assurance of intellectual competence by the institution's academic dean.

Adopted: 7/31/01; Revised: 4/12/06

POLICY N15

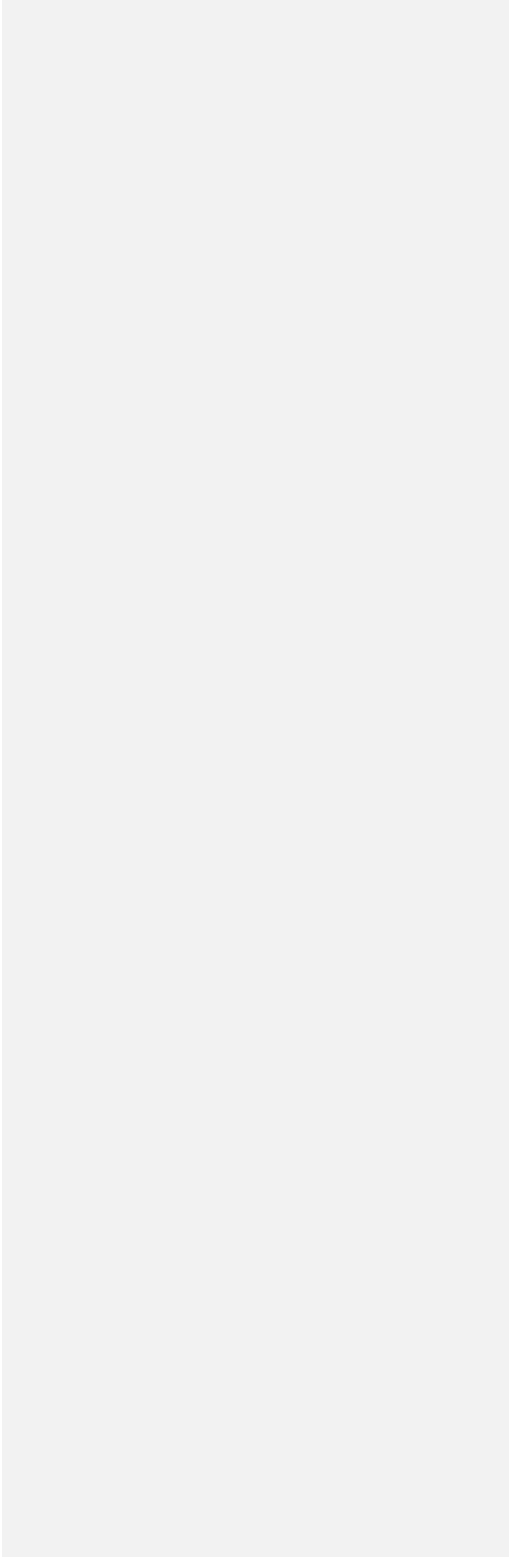
Policy on Program Approval For Various Educator Preparation Delivery Models and Recommendations For Licensure or Additional Endorsements

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

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

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

The approval process for all educator preparation programs will include review of each program's system for reviewing entrance and exit requirements. These requirements must include a process for review of applicants' academic credentials, including their demonstration of all general licensure requirements (e.g., academic major in the liberal arts or sciences, or the equivalent), and all endorsement requirements, including knowledge and performance standards and additional requirements, for the endorsement, if any, prior to recommendation. Specifically, when a person is admitted



into a preparation program, institutions or alternate routes must complete a comprehensive transcript review to assess the candidate's prior academic work for both breadth and mastery and to determine where the candidate stands in relation to the general licensure and specific endorsement requirements. This may necessitate that the institution create an individual plan of study for a candidate needing coursework beyond the program's requirements prior to recommendation.

Each of the above delivery models will be considered as a separate program at the institution or alternate route; therefore information on each program must be included in the Institutional Portfolio, Two-Year Reports, and communication with the AOE regarding approved programs.

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

Adopted: 11/8/04; Revised: 5/13/08

POLICY N16

**Policy on Recommending Foreign Language Candidates In
Alternate, Undergraduate, Post-Baccalaureate, And
Graduate Degree Foreign Language Programs**

To promote a greater diversity of languages taught in Vermont schools, the Vermont Standards Board for Professional Educators encourages approved post-baccalaureate, alternate routes, and graduate programs in foreign language to recommend qualified candidates in a wide variety of foreign languages. The Board will approve ~~postbaccalaureate~~ post- baccalaureate and graduate degree programs for all modern and classical languages because candidates who are entering these preparation programs have already mastered their target language. This approval will be issued only if candidates complete student teaching in the language of the endorsement sought. During Results Oriented Program Approval (ROPA) Review Visits, review teams will carefully assess preparation programs' entry requirements and processes in addition to the candidates' education coursework and field experiences.

The Board recommends that all candidates entering post-baccalaureate, graduate, and alternate route foreign language programs meet state testing requirements in their target language prior to admission in order to demonstrate proficiency.

Undergraduate preparation programs will continue to be approved for specific languages only. This enables program review teams to assess candidates' preparation in their target languages by reviewing undergraduate coursework.

Adopted: 4/30/09

POLICY N17

Policy ~~o~~ⁿ National Accreditation

The Vermont Standards Board for Professional Educators (VSBPE) will consider accepting national accreditation as a substitute for a Results Oriented Program Approval (ROPA) review at the formal request of an institution or alternate route program made two years in advance of a program's regularly scheduled review.

Approval of educator preparation programs of an institution or alternate route is contingent upon submission of the national accrediting body's report to the Agency~~Department~~ of Education, and an on-site review conducted by the VSBPE, or the Office~~its designee~~, of Level I Licensure portfolios, where appropriate. Additionally institutions and alternate route programs must document their meeting of Rule~~regulations~~ *Governing the Licensing of Educators and the Preparation of Educational Professionals* by successfully completing a rule~~regulation~~ check with an Agency~~Department~~ of Education representative.

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Adopted: 2/10/11

POLICY N18

Policy ~~o~~On Program Approval Extensions

Regulation 5931 notes that, unless otherwise specified by the Standards Board, program approval shall be for seven (7) years, and that this approval shall continue until such time as the Standards Board acts otherwise. The Board may grant an institution or alternate route program's request for an extension to its approval period. A formal request must be submitted a minimum of a year prior to a scheduled review visit and should include a description of the extenuating circumstances, a rationale, and documentation of the program's current self-study status and work plan. The institution or alternate route program's ~~rule~~~~regulation~~ check will take place at the time of the regularly scheduled visit.

Adopted: 10/19/11

POLICY N19

**Policy ~~o~~^on Student Teaching ~~a~~^and Practicum Requirements
For Secondary Candidates**

A supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. ~~Rule~~^{regulations} *Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of ~~thirteen~~^{welve} (13~~2~~) consecutive weeks of supervised, concentrated field experience required for initial licensure, including ~~student teaching~~, internship, or other concentrated field experience however named, in which the student shall gradually assume the full professional roles and responsibilities of the initial endorsement area sought (section 5150)."

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From time to time, secondary candidates may need to be placed in more than one classroom setting to experience a full range of 7-12th grade students, different content areas within a licensure area (i.e. geometry and algebra, U.S. history and government, etc.), and a range of students. Such placements are permissible as long as candidates complete the required ~~thirteen~~^{welve} weeks of teaching with a group or groups of students from the inception of their student teaching. That is, candidates may divide their day between different cooperating teachers. The ~~thirteen~~^{welve} week requirement cannot be met by placing student teachers in one classroom for six weeks and then transitioning them to a second setting.

Institutions and alternate route educator preparation programs must document that their candidates are meeting all the knowledge and performance standards and additional requirements, if any, for the endorsement sought. Such placements and the supporting documentation will be reviewed as part of the full-program ROPA review process.

Adopted: 10/19/11

POLICY N20

Policy on Closing an Approved Educator Preparation Program

Part A

Letter of Intent to Close

Institutions of higher education and alternate routes to licensure shall notify the ~~Agency~~Department of Education (~~AD~~DOE) and the Vermont Standards Board for Professional Educators (VSBPE) when they have decided to close an approved program by submitting a letter of intent to close. The letter of intent to close must include the name of the program that is being closed, the number of candidates enrolled in the program, and identify an administrator who will be responsible for managing the closing process on behalf of the institution or alternate route to licensure program. The letter must be on the program provider's letterhead and signed by the program provider's Director of Education.

The letter of intent to close must convey that the program provider understands the following:

- once it has submitted a letter of intent to close it will no longer enroll students into the program,
- it must submit a Teach-Out Plan if candidates are enrolled in the program at the time the letter of intent to close is submitted,
- prior to reopening the program it must be approved through either the ROPA process or a national accreditation process that is approved by the VSBPE, and
- a program provider is obligated to adhere to any Title II HEA reporting responsibilities that may linger after the program has closed.

Part B

Teach-Out Plan

Institutions of higher education and alternate routes to licensure must design and submit a Teach-Out Plan if one or more candidates are enrolled in an approved program prior to its closing. The Teach-Out Plan must include:

- the name of the program that is being closed,
- the number of candidates included in the Plan,
- the name of the program provider's Licensing Officer and an administrator who will be responsible for managing the Plan on behalf of the program provider,
- a timeline for informing candidates of the closing of the program,
- plans to provide candidates with timely and accurate information regarding their opportunities to meet all licensure requirements,
- each candidate's individual plan with a timeline detailing when they are expected to complete all licensure requirements including the Praxis and Level I Licensure Portfolio (evaluated by two faculty members),
- plans to redirect candidates who are not able to complete all licensure requirements within the timeframe, and
- the date the program provider will cease recommending candidates for licensure.

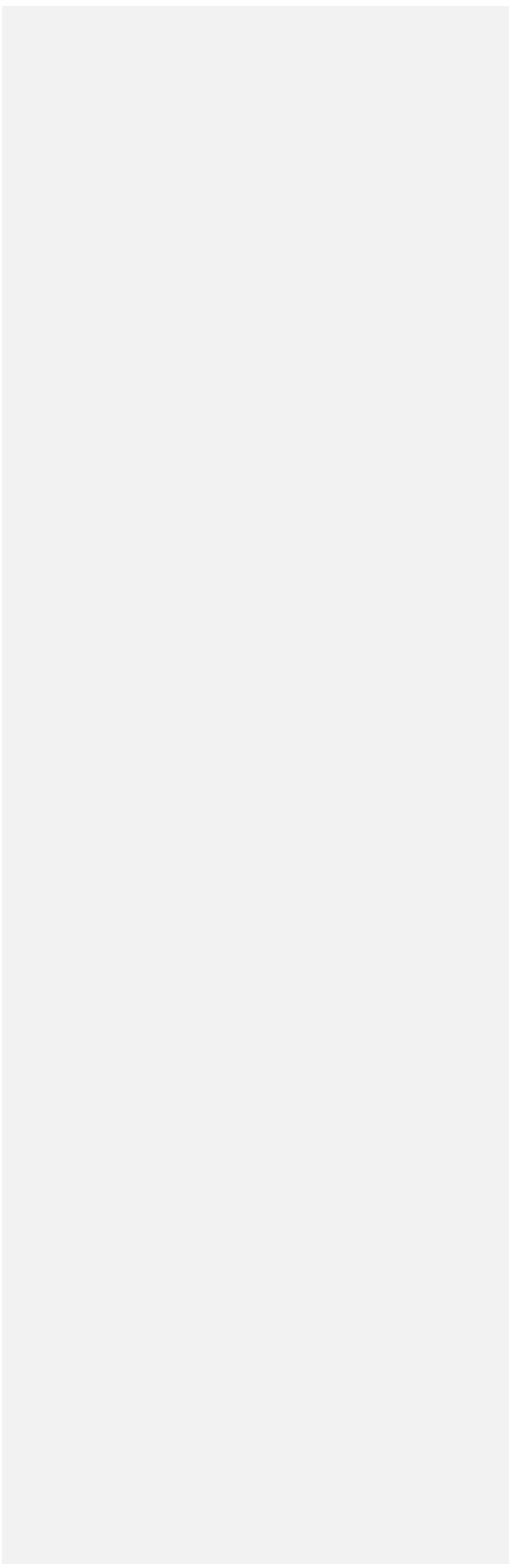
Part C

Acknowledgements

In order to safeguard program providers and the candidates included in a Teach-Out Plan, both must provide signatures confirming the following:

- each candidate reviewed and agreed to their individual plan in collaboration with their program provider, and
- both understand that if a candidate is not able to complete the Plan, all licensure requirements including the Praxis, and the Level 1 Licensure Portfolio (evaluated by two faculty members) within the designated timeframe, then they will not be eligible for a recommendation for licensure from the program provider.

A complete Teach-Out Plan will include all of the above referenced requirements and be submitted to the VSBPE. The VSBPE has the authority to accept or deny a Teach-Out Plan based on its merit. A favorable review of a Teach-Out Plan by the VSBPE enables the ~~A~~DOE to honor recommendations for licensure for candidates who have proceeded through a Plan, and completed all licensure requirements as it equates to the completion of an approved program.



Adopted: 11/14/12

POLICY N21

Policy on Licensure Officers

It is the expectation of both the Vermont Standards Board for Professional Educators (VSBPE) and the VT [Agency of Education \(AOE\)](#) that institutions and alternate route educator preparation programs have a licensure officer to assure that only qualified educators who have successfully completed an approved program in its entirety are recommended for licensure.

Every institution must identify a licensure officer whose responsibilities consist of reviewing transcripts or the equivalent to confirm that each educator has met all licensure requirements including the endorsement requirements. The licensure officer should be an administrator or faculty member who works closely with each program area (elementary, counseling, administrator, etc.) and delivery model (undergraduate, post-baccalaureate, graduate, alternative routes) at the institution and is knowledgeable of the curriculum of the program(s). Institutions are responsible for confirming that the licensing officer can accurately verify that candidates have completed all requirements for entry to the program, for student teaching, and for a final recommendation on the transcript. Annually, or when deemed necessary by the AOE, the licensure officer must complete a regulation and transcript review training with the VT AOE. In the event that the VT AOE has any questions or concerns regarding a recommendation, the VT AOE will contact the licensing officer.

Adopted: 12/13/13

POLICY N22

Policy on Administrative Internships

Aspiring educational leaders who complete a high-quality internship will experience leading, facilitating, and making decisions typical of those made by educational leaders within a school environment. Specifically, an “Administrative Internship” will consist of 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*.

The following guidelines offer additional clarification on the internship requirement for aspiring administrators and those who are supporting an internship experience.

Supervision

Aspiring administrators should be supervised by a qualified, on-site mentor who is licensed in the endorsement area being sought. In the event that a licensed, on-site supervisor is not available in the particular endorsement area being sought, the intern must document supervision by both a licensed on-site administrator and an additional field mentor in the endorsement area. The amount of direct supervision should be sufficient to allow the supervisor and the field mentor, when applicable, to affirm that the intern has demonstrated competence in the six Core Leadership Standards for Vermont Educators and in the specific endorsement area (e.g. Director of Special Education).

Time Span

Internships can be flexibly scheduled but must be completed within a two-year period.

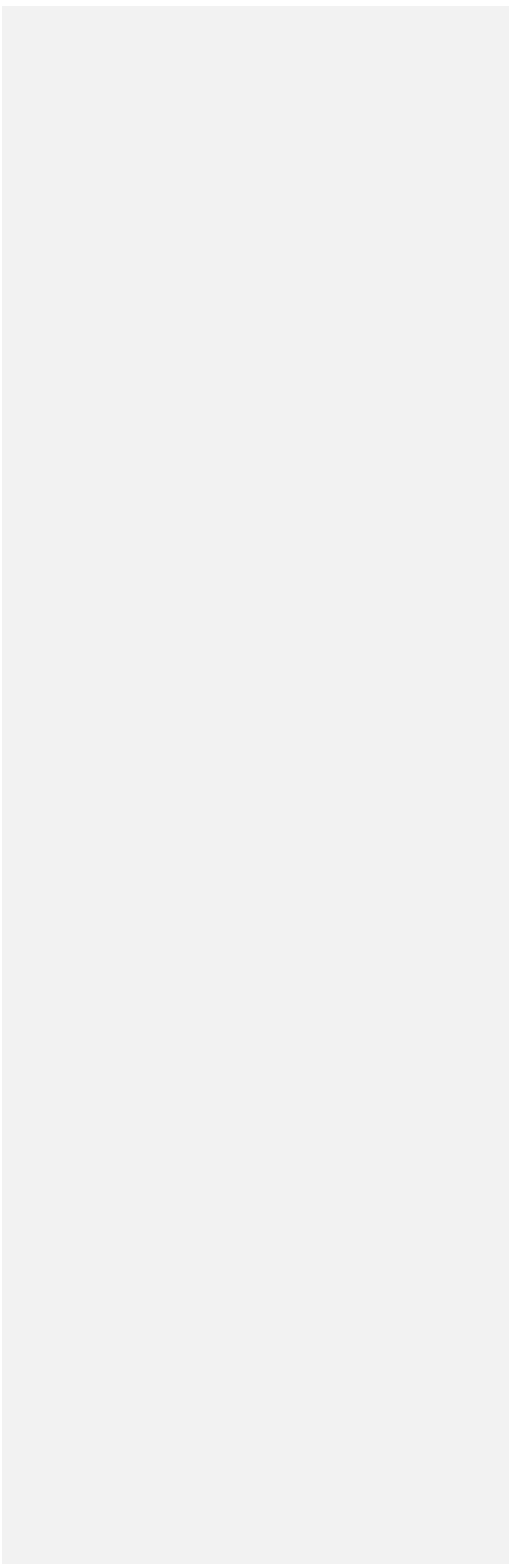
Settings

Interns should have opportunities to gain experiences in two or more types of school settings (e.g. elementary, middle, secondary, urban, suburban, rural, central office, and alternative schools) in order to deepen their understanding of the knowledge and leadership skills necessary for leadership in PK-12 schools. Administrators will thus need to identify a central setting where the majority of the internship takes place, and at least one additional setting. Time in the subsequent setting(s) may vary, but at least one will need a minimum of 60 hours. Interns must also work with their supervisor(s) to develop a rationale for each setting.

Documentation

Interns are expected to work with teachers throughout the internship to address curriculum, instructional best practices, and assessment; with staff and parents to ~~Vermont Standards Board for Professional Educators 53~~ promote student success and improve schools; with faculty and community members to implement an improvement initiative and evaluate its effectiveness; with administrative colleagues to consider decisions affecting student learning; and with students to experience the day-to-day duties of an administrator that are aligned with the *Core Leadership Standards for Vermont Educators*.

Applicants for initial administrative endorsements must document their internship experiences by downloading and completing the **Administrative Internship Documentation Worksheet** in collaboration with their supervisor(s).



Adopted: 2/10/14