**Transcript Review Worksheet**

**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.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies

that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content**  **Topic** | **College/**  **University** | **Course**  **Number** | **# of Credits** | **Course**  **Title** |
| --- | --- | --- | --- | --- |
| 1.1. Master’s Degree |  |  |  |  |
| 1.2. Leadership coursework. Per Rule 5443.1 A minimum of eighteen (18) credit hours (in the endorsement area), or as specified by the endorsement is required. |  |  |  |  |
| 1.2.1 Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. |  |  |  |  |
| 1.2.2 Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being. |  |  |  |  |
| 1.2.3 Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. |  |  |  |  |
| 1.2.4 Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. |  |  |  |  |
| 1.2.5 Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. |  |  |  |  |
| 1.2.6 Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. |  |  |  |  |
| 1.2.7 Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. |  |  |  |  |
| 1.2.8 Meaningful Engagement of Families and Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being. |  |  |  |  |
| 1.2.9 Operations and Management. Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. |  |  |  |  |
| 1.2.10 School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. |  |  |  |  |
| 1.3. Coursework required for the specific administrator license (see 4.2 and 4.3, below) |  |  |  |  |
| 1.4. Knowledge and application of school law, state regulations, and school board process to develop policies |  |  |  |  |
| 1.5. Leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders. |  |  |  |  |
| 2. To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented |  |  |  |  |
| 3. ETS Test Code 6990 is required for all educators seeking any administrator endorsement unless they have completed a post-Baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement. |  |  |  |  |
| 4. In order to qualify for an Assistant Director for Adult Education endorsement, the candidate shall also demonstrate the following: |  |  |  |  |
| 4.1. 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) |  |  |  |  |
| 4.2. Principles of adult learning and knowledge of local, regional, state, and federal resources available to adult learners |  |  |  |  |
| 4.3. 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) |  |  |  |  |