

PEER REVIEW/ALTERNATE LICENSURE PROGRAM
PANEL EVALUATION

5440-86

Director of Early Childhood Education (2024)

The holder is authorized to provide, administer, supervise and evaluate high quality, developmentally appropriate, and inclusive early education and curriculum aligned with the Vermont Early Learning Standards to promote positive learning outcomes for each and every child. An Educator serving as an Assistant Director of Early Education, however named, shall hold a Director of Early Childhood Education endorsement.

<i>Item</i>	<i>Requirement/Competency</i>	<i>Score (1-3)</i>	<i>Rationale of Score</i>	<i>Questions for Interview</i>
1. In order to qualify for any Vermont administrator endorsement, the candidate shall demonstrate competencies in Core Leadership Standards for Vermont Educators through experiences and expertise as evidenced below:				
1.1.	Master's Degree			
1.2.	Leadership coursework	N/A Peer Review		
1.3.	Coursework required for the specific administrator license.	N/A Peer Review		
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.			
1.1.1.	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.				
--	---	--	--	--	--

<i>Item</i>	<i>Requirement/Competency</i>	<i>Score (1-3)</i>	<i>Rationale of Score</i>	<i>Questions for Interview</i>
1.1.2.	Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.			
1.1.3.	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.			
1.1.4.	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.			
1.1.5.	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.			
1.1.6.	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.			
Item	Requirement/Competency	Score (1-3)	Rationale of Score	Questions for Interview
1.1.7.	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.			
1.1.8.	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.			
1.1.9.	Operations and Management. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.			
1.1.10.	School Improvement. Effective educational leaders act as agents of continuous improvement to			

	promote each student's academic success and well-being.			
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.			
Item	Requirement/Competency	Score (1-3)	Rationale of Score	Questions for Interview
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 a Director of Early Childhood Education endorsement, the candidate shall also demonstrate the following:			
4.1.	Three or more years of experience as a licensed Early Childhood educator or Early Childhood Special Educator, Educational Speech Language Pathologist, School Psychologist, Principal, or Superintendent. An educator serving as an Assistant Director of			

	Early Education, however named, shall hold a Director of Early Childhood Education endorsement.			
4.2.	In-depth knowledge of local, state and federal laws and regulations concerning the education of young children, early childhood special education, and the early childhood education system.			
4.3.	Curriculum knowledge experience with the Vermont Early Learning Standards (VELS) and early child developmental assessment.			
<i>Item</i>	<i>Requirement/Competency</i>	<i>Score (1-3)</i>	<i>Rationale of Score</i>	<i>Questions for Interview</i>
4.4.	Knowledge of school law, state regulations, and school board process to develop policies related to early childhood education.			