

VSBPE Agenda Item 1(LC)**Date: October 23, 2019****Item: Revision of VSBPE Policies:**

- **C2 - VSBPE Committees - Revise**
- **E1 - Financial Grants to Local and Regional Standards Boards - Revise**
- **H2 – Activities that Qualify for Professional Learning Credit/Hours - Revise**
- **P1 – Issuance of a Retired Educator License for Licensed Level II Educators for Service as Educators in Private Schools - Revise**
- **Q2 – Early Childhood Educator Provisional License Requests - Rescind**
- **Q3 – Special Education Endorsements – Provisional Licenses – Revise**

DRAFT

ITEM: Shall the VSBPE adopt the revised VSBPE Policies C2: VSBPE Committees, E1, Financial Grants to Local and Regional Standards Boards, H2 – Activities that Qualify for Professional Learning Credit/Hours, P1 – Issuance of a Retired Educator License for Licensed Level II Educators for Service as Educators in Private Schools, Q3 – Special Education Endorsements – Provisional, and rescind Q2 – Early Childhood Educator Provisional License Requests?

AGENCY RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators adopts the revised version of Policy C2: VSBPE Committees to include new language in section C – Executive Committee, to include “...past chair, *if applicable*, and chair or *representative* of standing committees” to the Policy.

That the Vermont Standards Board for Professional Educators adopts the revised version of Policy E1: Financial Grants to Local and Regional Standards Boards to change language from “SDE 2.0 to *SDE 3.0*”

That the Vermont Standards Board for Professional Educators adopts the revised version of Policy H2: Activities that Qualify for Professional Learning Credit to insert back language inadvertently removed from Category #14 Participation in a Mentoring Program as a Mentor or Mentee under Limitations, “*Maximum of 45 hours may be awarded for participation in a Mentoring Program as a Mentor or Mentee of Educational Professionals*” and to change the minimum contact time required for relicensure credit from one-half to one hour. “**The minimum contact time required for relicensure credit to be accrued is *one (1) hour.***”

That the Vermont Standards Board for Professional Educators adopts the revised version of Policy P1: Issuance of a Retired Educator License for Licensed Level II Educators for Service as Educators in Private Schools to remove bullet #5 in its entirety since it refers to the self-assessment which is no longer a relicensure requirement.

That the Vermont Standards Board for Professional Educators adopts the revised version of Policy Q3: Special Education Endorsements – Provisional Licenses to the following wording:

“The Vermont Standards Board for Professional Educators (VSBPE) in order to be in compliance with Federal policy regarding Special Education will not *grant an additional one-year Provisional License* for any Special Educator endorsement.” to mirror current Rule language regarding Provisional Licenses.

That the Vermont Standards Board for Professional Educators rescinds Policy Q2: Early Childhood Educator Provisional License Requests due to the fact this Policy was in effect for a limited timeframe which expired on June 30, 2018.

BACKGROUND: At the last meeting (September 19, 2019), the proposed Policy revisions and the rescinding of one Policy were presented to the Licensing Committee. The Licensing Committee was in agreement regarding all the revisions to the above Policies and rescinding Policy Q2: Early Childhood Educator Provisional License Requests.

RATIONALE:

- To bring policies up to date to reflect current Rule language and practice.
- To insert language back into policy that was inadvertently omitted from last version.
- To rescind a policy no longer in effect.

ATTACHED:

Draft Policies:

- C2 - VSBPE Committees
- E1 - Financial Grants to Local and Regional Standards Boards
- H2 – Activities that Qualify for Professional Learning Credit/Hours
- P1 – Issuance of a Retired Educator License for Licensed Level II Educators for Service as Educators in Private Schools
- Q3 – Special Education Endorsements – Provisional Licenses

POLICY C2

VSBPE Committees

A. Permanent Standing Committees

1. Licensing Committee

- a) The majority of this Committee will be teachers
- b) The principal duties of this Committee are to:
 - (1) Oversee the operation of the Local and Regional Standards Boards and the relicensing process.
 - (2) Ensure that all those holding an Educator license have a mechanism to seek approval for relicensure.
 - (3) Adoption of endorsement standards according to which individuals may obtain a license or have one renewed or reinstated.

2. Program Approval Committee

- a) The principal duties of this Committee are to:
 - (1) Oversee the Program Approval Process for educator preparation programs. The process shall include assigning appropriate members to review teams, and assisting the Standards Board in reviewing of the findings of the review teams.

Process: Annually, after consultation with board members, the chair will make appointments to the standing committees.

Process: The chairs of the standing committees will be elected annually by the members of each standing committee.

B. Ad-hoc Committees

1. The chairperson may appoint ad-hoc committees to address any related issues not assigned to the standing committees.

C. Executive Committee

1. The Executive Committee will be composed of chair, vice chair, secretary, past chair *if applicable*, and chairs *or representatives* of standing committees.
2. The Executive Committee will assist the Chair in the formation of meeting agendas.
3. The Executive Committee may address issues that need attention before the next Standards Board meeting.

Adopted: 10/30/92; Revised: 12/18/08; Revised: 9/16/2017

POLICY E1

Policy on Financial Grants To Local and Regional Standards Boards

It is the policy of the Vermont Standards Board for Professional Educators to authorize some financial assistance in addition to the supervisory unions' responsibility for the support of local and regional standards boards.

Formula for disseminating grant allowances will be calculated each year based on funding availability according to a method determined by the VSBPE and subject to the following conditions:

- 1) Financial resources available
- 2) LSBs/RSBs have an approved plan of operation
- 3) LSBs/RSBs apply for the grant by completing a grant application by deadline assigned
- 4) LSBs/RSBs have submitted an accounting of the previous grant expenditures
- 5) LSBs/RSBs have completed the annual report required by the VSBPE
- 6) LSBs/RSBs send representation to all trainings held by the VSBPE and the Licensing Office.
- 7) LSBs/RSBs meet any other conditions that may be established.

❖ **Note: Grants awards will only be distributed if final SDE 2.0 3.0 is submitted by fiscal agent to AOE Finance Office by deadline established by AOE.**

Adopted: 10/30/92; Revised: 1/15/04; 12/19/14; 6/16/16

POLICY H2

Policy on Activities That Qualify For Professional Learning Credit

The following activities meet state professional learning requirements for relicensure or reinstatement of a lapsed license and shall be verified by L/RSBs and the Licensing Office when the activities meet the requirements below and when all required documentation has been submitted. In some cases, there are restrictions on the total number of required credits/hours that may be earned through particular categories of activities. (Other activities may be acceptable upon consultation with the L/RSB and the Licensing Office.)

- 1) In order to be approved, professional learning activities submitted for license/endorsement renewal/reinstatement shall:
 - a) result in new learning
 - b) relate directly to the knowledge and performance standards of the endorsement(s) being renewed/reinstated and/or to the *Core Teaching Standards for Vermont Educators* and/or *Core Leadership Standards for Vermont Educators*,
- 2) Professional learning credit/hours may be awarded for activities that are paid or unpaid and required by the school/district or self-selected.
- 3) A credit is a unit of measure assigned by a local or regional standards board, or the Licensing Office, to professional learning activities other than academic credit bearing courses that meet standards for relicensure/reinstatement. Fifteen (15) clock hours of professional learning is equivalent to one (1) relicensure credit. Credit applies equally toward relicensure/reinstatement requirements.
- 4) The minimum contact time required for relicensure credit to be accrued is ~~one-half (1/2)~~ **one (1)** hour.
- 5) Preapproval of professional learning activities is suggested but not required.
- 6) Level I renewals require three credits (45 hours) of professional learning in the endorsement area. One of the three credits (15 hours) must align with the knowledge and performance standards of the endorsement.

Level II seven (7) year renewals require nine credits (135 hours) of professional learning in the endorsement area. Three of the nine credits (45 hours) must align with the knowledge and performance standards of the endorsement.

Level II five (5) year renewals require six credits (90 hours) of professional learning in the endorsement area. Two of the six credits (30 hours) must align with the knowledge and performance standards of the endorsement.

- 7) Credits earned by an educator during a licensure cycle may be used if applicable to address professional learning requirements to renew multiple endorsements and also both Level I and Level II licenses.

1. Academic Courses (graduate, undergraduate)

Documentation shall include:

- Official transcript or grade report

Limitations:

- Relicensure credits granted will equal the academic credits indicated on the transcript or grade report
- No limit on number of required credits that may be earned in this manner

2. Workshops/Seminars/Professional Conferences Sponsored by Credible and Recognizable Organizations (e.g., Vermont-NEA, ASCD, school districts, VASS, NSTA, AOE, NBTS, etc.)

Documentation shall include:

- Verification of participation, program content, and contact hours

Limitations:

- No limit on number of required hours that may be earned in this manner

3. Designing, Developing and Teaching Courses or Workshops

Documentation shall include:

- Course or workshop syllabus
- Verification by institution or organization that course/workshop was held

Limitations:

- Limited to initial offering or complete redesign of course/workshop
- Limited to 45 hours per endorsement

4. Applied Experience in Content Area of Endorsement Through Employment in a Related Non-Educational Setting or Internship, or Through Related Educational Travel or Volunteer Service

Documentation shall include:

- Description of job/position, educational travel, or volunteer service
- Employer or sponsor verification of experience or service, including number of hours or weeks of participation
- Documentation of the travel (may include journal, tickets, museum stubs, itinerary, etc.)

Limitations:

- Limited to 45 hours per endorsement

5. **Local School/District Activities or Action Research/Reform Projects**

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project/activity convener of
 - participant's role
 - number of contact hours

Limitations:

- Limited to 45 hours per endorsement

6. **State/National Education Activities or Reform Projects/Committees**

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project/activity convener of
 - participant's role
 - number of contact hours

Limitations:

- Limited to 45 hours per endorsement

7. **Institution of Higher Education Reform Activities – Partnerships with K-12 Schools**

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project/activity convener of
 - participant's role
 - number of contact hours

Limitations:

- Limited to 45 hours per endorsement

8. **Educational Research and Publication**

Documentation shall include:

- Verification of research and publication by recognizable and credible organization, or verification of acceptance of the thesis by an academic advisor in the case of degree-related research

Limitations:

- Limited to 45 hours per endorsement

9. National Board for Professional Teaching Standards (NBPTS) Certification

Documentation shall include:

- Verification completion of any or all components through NBPTS or VTNBCT Coordinator or a copy of the National Board Certificate earned

Limitations:

- A NBTC may be submitted for each comparable endorsement for renewal only once unless the educator completes the certificate renewal process.
- In lieu of NBTC, 45 hours per component submitted to NB for each comparable endorsement.

10. Industry credentials (e.g., Emergency Medical Technician) or Commercial Driver's License (CDL) add-ons

Documentation shall include:

- Official documentation of passage of the examination or receipt of the first CDL

Limitations:

- Limited to 45 hours per endorsement
- Limited to first issuance of credential or CDL

11. Peace Corps/AmeriCorps Experience

Documentation shall include:

- Verification by the organization director (or equivalent) of participant's role and number of months of participation

Limitations:

- Limited to 45 hours per endorsement

12. School-Business/Industry or School-Community Partnership Initiatives

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project organizer of
 - participant's role
 - number of contact hours

Limitation:

- Limited to 45 hours per endorsement

13. Participation in a Mentoring Program as a Mentor or Mentee

Documentation shall include:

- Brief description and impact from mentoring program
- Verification by mentor of participant's role accompanied by number of hours
- Verification by the school principal of assignment to this role of mentor, number of mentees mentored, and total number of mentor training and contact hours involved

Limitation:

- ***Maximum of 45 hours may be awarded for participation in a Mentoring Program as a Mentor or Mentee of Education Professionals***

Adopted: 6/03/99; Revised: 10/19/11; 1/14/15; 6/16/16; 1/9/18

POLICY P1

Policy Regarding Issuance of a Retired Educator License for: Licensed Level II Vermont Educators for Service as Educators in Private Schools

The Vermont Standards Board for Professional Educators (VSBPE) wishes to establish equity for all licensed Level II educators for their service as educators regardless of the educational entity where they were employed. In keeping with this philosophy, the VSBPE wishes to formulate guidelines for Level II educators currently unable to apply for the Vermont Retired Educator License due to the fact that their employers never provided a retirement option during their service as an educator. These guidelines will mirror Rule 5424 - Retired Educator License from *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals*.

Guidelines for Level II Educators Not Receiving a Retirement Allowance:

- Have a minimum of fifteen (15) years as a licensed educator
- Withdrawn from active service
- Completed 45 hours of professional learning hours within the three years preceding the application of the Retired Educator License
- Hold a valid Level II License at the time of the application and only those Level II endorsements may be moved to a Retired Educator License
- ~~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 License to a Retired Educator License (if practicing). The Office shall provide a verification form for L/RSBs for this purpose.~~
- Provide statement/documentation that a retirement allowance was not offered by their employer/school

Guidelines for Renewal of a Retired Educator License for Level II Educators Not Receiving a Retirement Allowance:

- Provide statement/documentation that the educator has not exceeded the current earning cap set by the Vermont State Teachers Retirement System (VSTRS) for service as an educator
- Adhere to any other requirements in Rule 5424

Adopted: 4/24/13; Revised: 12/19/14

Policy Q3 – Temporary Licenses

Policy on Special Education Endorsements - Provisional Licenses

The Vermont Standards Board for Professional Educators (VSBPE) in order to be in compliance with Federal policy regarding Special Education ~~will not extend provisional licenses for any Special Educator endorsements~~ ***will not grant an additional one-year Provisional License for any Special Educator endorsement.***

Adopted: 3/29/17

DRAFT

POLICY Q2

Early Childhood Educator Provisional License Requests

It is the preference of the Standards Board that all applicants for Provisional License work first with the local superintendent to build relationships across settings and to support the youth in their shared community. However, circumstances may arise where a Superintendent is unable to endorse a request for a provisional license and an alternative route is necessary.

An early-childhood educator employed in a private setting may seek a Provisional License by requesting that the Secretary of Education, or her designee, make a request in lieu of the Superintendent provided the following criteria are met:

- The educator must hold a bachelor’s degree in early childhood or an AOE approved relevant major.
- The educator is currently employed by a licensed early-childhood education program in Vermont that meets the program quality standards for pre-qualification under ACT-166.
- The educator affirms that they have been unable to obtain the Superintendent’s support for a Provisional License.
- The AOE licensing staff is able to confirm with the Superintendent’s office that the Superintendent is not able to support the Provisional License request.
- The educator meets all background checks, good-standing declarations, and pays all fees.

This policy will be in effect from August 1, 2015 until June 30, 2018 to support licensure of two cohorts of private setting early-childhood educators.

School Year	2015-16	2016-17	2017-18	2018-19
<i>Year 1 of Provisional</i>	Group #1	Group #2		
<i>Year 2 of Provisional</i>		Group #1 who met mid-term check in	Group #2 who met mid-term check in	
<i>Licensed</i>			Group #1 who met licensing requirements	Group #1 and Group #2 who met licensing requirements

Adopted: 06/18/2015

VSBPE Agenda Item 1(LC)**DATE:** October 10, 2019**ITEM:** Will the VSBPE act to revise Policy G 1 and Policy G2?**AGENCY RECOMMENDED ACTION:** The VSBPE revise policies G1 and G2.

BACKGROUND: At the September 2019 VSBPE meeting the Licensing Committee reviewed policies G1 and G2 and proposed revisions for them. The attached G1 and G2 policies reflect the proposed changes.

RATIONALE FOR RECOMMENDATION: Endorsement language has changed and VSBPE policy should reflect current endorsements. The VSBPE has conducted a first reading to revise the policies when at that time the VSBPE indicated the intent to act to revise the policies at the second reading.

ADDITIONAL DOCUMENTATION: Proposed POLICY G1 and POLICY G2 and corresponding crosswalks

POLICY G1

Procedures for Hearing Endorsement Proposals

I. Purpose of Endorsements

All applicants for initial license as an educator are expected to demonstrate that they meet the *Core Teaching Standards*¹. An endorsement builds on these *Core Teaching Standards* and represents the unique content knowledge and skills required for teaching specific subject matter, or otherwise practicing a particular aspect of the educational process. The ultimate purpose for endorsements is to provide students with highly effective educators who can deliver the education necessary for students to achieve or exceed state standards. Endorsements also influence the hiring process and staffing for schools and shape educator preparation programs.

The VSBPE seeks to achieve a balance in the number and the specificity of endorsements in order to serve the primary purpose of furthering student learning while providing an effective licensure system for Vermont educators, schools, and higher education preparation programs. To that end the following procedures apply.

II. Initiation of Proposal

A proposal to add, revise, or eliminate an endorsement(s) may be initiated by a member or committee of the VSBPE or by any duly constituted organization concerned with educational matters. Proposals shall be submitted in writing to the Chair of the VSBPE. Upon receipt of the proposal, the VSBPE will consider the following:

- a. How the proposal specifies a knowledge base unique to this endorsement that will serve to improve student learning;

Applicants for School Psychologist, School Social Worker, School Nurse, Associate School Nurse, Junior ROTC Instructor, and Work Based Learning Coordinator, endorsements need not meet the Core Teaching Standards according to Rule 5235 of the Rules Governing the Licensing of Educators and the Preparation of Educational Professionals.

- b. if the unique knowledge and skills cannot sufficiently be addressed through another endorsement or through the hiring process;
- c. how the specified knowledge and skills for this particular field of practice builds on the *Core Teaching Standards* required of all fields;
- d. how the proposal aligns with *Vermont's Framework of Standards and Learning Opportunities, Grade Expectations, and/or Common Core State Standards (CCSS)*;
- e. how the proposal is based on current research and best practices and that differing philosophies were explored;
- f. the impact this proposal might have on local schools and on higher education institutions that have educator preparation programs.

Furthermore, the VSBPE will establish a prioritized list of endorsements to revise with the goal of reviewing all endorsements in a five-year period.

III. Referral of Proposal

The Chair of the VSBPE shall, in consultation with the Executive Committee, refer a proposal to an appropriate committee of the Board.

At a regular meeting, the Chair will inform the VSBPE of all proposals received and the committee to which they have been referred.

IV. Committee Action

The Agency of Education will be consulted for clarification and information regarding legal, educational and administrative ramifications of the proposal.

The committee shall ensure that new or revised endorsements serve the purpose of endorsements and address the listed criteria for what endorsements should do. The purpose and criteria are stated in sections I and III.

The committee shall make a recommendation to the VSBPE as to whether or not the proposal merits a public meeting or public hearing.

V. Public Involvement

The VSBPE will seek a broad-spectrum of points of view regarding the proposal and review the results of those efforts including documentation that constituencies affected by the proposal were invited to comment. The VSBPE will consider public feedback prior to adopting a final revision.

Adopted: 10/30/92; Revised: 6/3/99; 4/24/13, 10/23/19

POLICY G2

Policy on Modern/Classical Language(s) - Native Speakers

Purpose: The purpose of this policy is to establish the testing and degree requirements of native speakers seeking to attain the initial Level I license with the Modern and Classical Language endorsement and when seeking to add the Modern and Classical Language endorsement.

Native speakers seeking the initial Level I license with the Modern and Classical Languages endorsement and those seeking to add the Modern and Classical Languages endorsement who seek exception from the requirement of a major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework must document proficiency in the target language. The documentation shall be an evaluation score of Advanced-Mid level or higher on the ACTFL assessment.

Adopted: 9/8/94; Reviewed: 3/20/15, 10/11/19

Policy G1 Crosswalk

Purpose: To make clear the changes made to policy G1 per recommendations from the Licensing Committee

What Changed	Old Language	New Language
<p>Language in the footer because some endorsements are no longer issued Rules pertaining to Core Teaching Standards Requirements have changed</p>	<p>Applicants for Audiology and Speech Language Pathology licenses or Educational Speech Language Pathology, School Psychologist, School Social Worker, School Nurse, Associate School Nurse, Junior ROTC Instructor, Cooperative Career and Technical Education Coordinator, endorsements need not meet the Core Teaching Standards according to Rule 5231 of the Rules Governing the Licensing of Educators and the Preparation of Educational Professionals.</p>	<p>Applicants for School Psychologist, School Social Worker, School Nurse, Associate School Nurse, Junior ROTC Instructor, and Work Based Learning Coordinator, endorsements need not meet the Core Teaching Standards according to Rule 5235 of the Rules Governing the Licensing of Educators and the Preparation of Educational Professionals.</p>

Policy G2 Crosswalk

Purpose: To make clear the recent changes made to Policy G2

What Changed	Old Language	New Language
<p>The old language used the phrase "...Proficiency Section of the endorsement...". The current endorsement does not have a stated proficiency section. New language explains the testing requirements a native speaking must meet to demonstrate proficient.</p>	<p>Educators seeking a modern and/or classical language(s) endorsement who are native speakers of the target language must document proficiency in the target language. The documentation shall be as outlined in the Proficiency Section of the endorsement competencies.</p>	<p>Native speakers seeking the initial Level I license with the Modern and Classical Languages endorsement and those seeking to add the Modern and Classical Languages endorsement who seek exception from the requirement of a major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework must document proficiency in the target language. The documentation shall be an evaluation score of Advanced-Mid level or higher on the ACTFL assessment.</p>
<p>Removal of the phrase "...for an additional endorsement..." to alleviate confusion because satisfactory documentation of proficiency in the target language will be recognized as the equivalent of 9 credits toward the minimum 18 credits required regardless if the candidate is adding the endorsement or seeking the initial license.</p>	<p>Satisfactory documentation of proficiency in the target language will be recognized as the equivalent of 9 credits toward the minimum 18 credits required for an additional endorsement.</p>	<p>Native speakers seeking the initial Level I license with the Modern and Classical Languages endorsement and those seeking to add the Modern and Classical Languages endorsement who seek exception from the requirement of a major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework must document proficiency in the</p>

		target language. The documentation shall be an evaluation score of Advanced-Mid level or higher on the ACTFL assessment.
What Changed	Old Language	New Language
An added purpose statement	<i>None</i>	Purpose: The purpose of this policy is to establish the testing and degree requirements of native speakers seeking to attain the initial Level I license with the Modern and Classical Language endorsement and when seeking to add the Modern and Classical Language endorsement.

Adopted: 9/8/94; Reviewed: 3/20/15