

Project Funding Request – DRAFT

State Background and History:

In 2013, following the implementation of Act 77, the Vermont State Board of Education adopted the Education Quality Standards (EQS) to provide focus of educational purpose and to hold schools accountable for implementing an educational program which serves the full breadth of learning we deem essential. These standards established proficiency-based learning in all curricular areas, flexible pathways and personalization, safe and caring school environments, high-quality staffing and financially efficient practices as the cornerstones of educational programming in the state.

While Vermont has nationally strong achievement results as measured by NAEP and graduation rates, we continue to have persistent gaps between students of privilege and those who are school dependent- students learning in poverty, students with disabilities and students who are English Language Learners. Vermont believes that by providing a stronger focus on personalization of the learning experience, we will better engage our students, and particularly our “school-dependent” students to become college ready. It is for this reason that Education Quality Standards were adopted to extend Act 77 which identified the need for flexible pathways to graduation. Through this legislation, students participate in a range of learning activities including service-learning, work-based learning, career technical education, dual enrollment and early college and other locally developed learning opportunities.

Grant funding through the Nellie Mae Education Foundation will support us in exploring the adoption of *Educator Competencies for Personalized, Learner-Centered Teaching*. Through the adoption of these educator competencies, currently practicing educators, and pre-service educators in our state teacher preparation programs will be more prepared to meet the state expectations established in the Education Quality Standards to ensure all learners – especially those underserved populations – are afforded educational opportunities that are substantially equal in quality, and enable them to achieve or exceed in acquiring the necessary skills and knowledge for success in continuing education, careers and citizenship. Specific areas of the Education Quality Standards that will be supported through this funding include: Academic Achievement, Personalization and High Quality Staffing.

Developing Student-Centered Educators

Vermont has created the policy environment to support proficiency-based learning and personalization. As a state, Vermont has enacted policy which moves from traditional teacher-directed classrooms to one in which the ideal is a student-centered, proficiency-based education; however, we recognize that for this policy to affect real change, it must begin with educators on the ground. Currently, educators receive licenses through institutions based on rigorous competencies, however pre-service programs are still linked to traditional models of teaching and learning.

The Vermont Standards Board for Professional Educators (VSBPE) has the statutory responsibility for the development of educator and leadership standards and competencies, licensing of Vermont educators and program evaluation and approval for Vermont Institutes of Higher Education. The VSBPE is a 13 member Board appointed by the Governor of Vermont. It is a teacher majority board with additional representation of Vermont school administrators, Vermont educator preparation programs, and Vermont community members. The VSBPE is committed to “ensuring that a caring, competent, highly effective educator is in every Vermont classroom to improve student learning”. To that end the VSBPE adopted the InTASC Model Core Teaching Standards of 2011 to drive both pre-service and in-service programming for Vermont licensure.

At the November 2, 2016 VSBPE meeting, the Board unanimously voted to support the Vermont Agency of Education’s effort in exploring new standards that support personalized, learner-centered teaching. This Board sets the Standards for educators and leaders and this Board’s membership are practitioners working in schools to meet the standards they have set. The challenge is in applying the tenets of personalization to the work; understanding what the Standards and Competencies look like when implemented, and how to apply them to their teaching.

This proposal, if funded will allow time for educators to learn about the new Educator Competencies, and to practice the application while simultaneously providing valuable data to both the Vermont Standards Board for Professional Educators and the Agency of Education in creating and sustaining personalized, competency-based learner-centered experiences in all Vermont classrooms.

Since the passage of both Act 77 and Education Quality Standards, Vermont has provided professional development opportunities throughout the state regarding personalized, learner-centered teaching. Most notably the year-long Proficiency-Based Learning Seminar Series facilitated by the Great Schools Partnership for Supervisory Union teams introduced a framework for developing a proficiency/competency-based

learning system. Since then the AOE has followed up on implementation of that framework through professional learning teams in regards to transferable skills and developing resources for the assessment of transferable skills.

This proposal would provide the next phase in advancing this work; moving educators from understanding in broad sense what components are needed in a personalized learning environments, to a specific understanding and development of their own skills, abilities and dispositions for successful implementation.

Additionally, within the last year the Agency has reorganized the work of two Divisions to align with both Act 77 and the Educator Quality Standards implementation, and expanded the work of one Division to include monitoring of school based evaluation models. As our momentum increases we have now identified two additional leverage areas: Professional Standards for Vermont educator license renewal and reinstatement, and expectations for educator preparation programs. With support of these funds Vermont will be positioned to make a coherent, full system transformation.

The Vermont AOE has responsibility for overseeing accreditation for Institutes of Higher Education that prepare educators and for implementing the Rules established by the VSBPE. The Results Oriented Program Approval (ROPA) process is a continuous improvement process approved by the VSBPE for Vermont educator preparation programs. ROPA has four (4) Standards in the program evaluation:

Standard 1 CONTENT KNOWLEDGE, PEDAGOGY, AND PROFESSIONAL DISPOSITIONS,

Standard 2 SYSTEMS OF ASSESSMENT,

Standard 3 FIELD EXPERIENCES and

Standard 4 RESOURCES AND PRACTICES.

We are in the unique position of being able to support the infusion of the Competencies in both the pre-and in-service fields for educators and accelerating their use and application.

Project Scope:

With funds from this grant, the Agency of Education will create an Educator Competency Camp during the summer of 2018 to support educators in receiving the knowledge, skills and dispositions needed to be successful in learner-centered environments. Additionally, the Camp will be designed to collect information from educators on how best the Agency of Education can support districts in their shift towards human capital systems that support educators in these environments. The

Agency will select up to 200 pre-service and in-service practitioners (Two educators from each Supervisory Union/District, two members of the VSBPE and one to two faculty members from each Vermont educator preparation program including alternate programs) to spend four days of deep training into each of the four domains: *Cognitive, Intrapersonal, Interpersonal, and Instructional*. The summer institute will deepen participant's knowledge and understanding in both the high-level competencies and the detailed indicators so that they can create effective personalized, student-centered environments. Incorporated into the professional learning experience, participants will be asked to produce a short brief/document/tool for informing the Vermont Standards Board for Professional Educators, other teachers, and educator preparation program faculty about the *Educator Competencies for Personalized, Learner-Centered Teaching*. Additionally, participants will be asked to develop recommendations for roll out to the field and identifying resources and support.

Outputs	Outcomes	Grant Period
Development of RFP		February 2018
Recruit & Hire contractor		March 2018
Recruit Educators for Summer Institute – Competency Camp	1 high school educator & 1 elementary or middle school educator from each SU/SD 1 Faculty from Educator Preparation Programs 2 VSBPE members	April 2018
Develop materials for Competency Camp	Lesson Development for each Domain: Cognitive, Intrapersonal, Interpersonal and Instructional	April 2018-June 2018
Competency Camp Four (4) days – Domain focus each day	<ul style="list-style-type: none"> • Educators will understand the Four Domains and specific competencies and indicators of each Domain • Educators will apply new learning to their teaching • Educators will produce a short brief/document/tool for informing the Vermont Standards Board for Professional Educators, colleagues and educator preparation program faculty about the Educator Competencies for Personalized, Learner-Centered Teaching • Educators will develop recommendations to the AOE for roll out to the field • Educators will identify supports and resources needed for implementation of Competencies 	July/August 2018
Create VSBPE Presentation	<ul style="list-style-type: none"> • Participant Briefs • Roll out plan 	August 2018
Competency presentation to the VSBPE	Recommendation for adoption of <i>Educator Competencies for Personalized, Learner-Centered Teaching</i>	Sept/Oct. 2018
Development of Implementation Support Plan	Identify specific strategies for supporting Educators & Faculty of teacher preparation programs	Oct. 2018-Nov. 2018

Project Budget:

Request	Amount	Notes
Consultant contract	\$125,000.00	AOE to provide work space AOE to provide phone AOE to provide email account
General Supplies & Materials	\$20,000.00	
Summer Institute – Competency Camp for 200 participants	\$80,000	4 nights lodging (Sunday-Wed) 4 days of meals (Mon-Thurs) Meeting space & meeting equipment rental (screens, projectors, podium, wireless mic, etc.)
	\$225,000.00	

Consultant: Development and Implementation of Competency Camp ≈\$125,000

Contract deliverables include: Recruitment of Summer Institute participants, Development of Professional Learning including pre & post assessment for each Domain: Cognitive, Intrapersonal, Interpersonal and Instructional; Development of templates for participant briefs, development of roll out plan, development of implementation support plan, development and presentation to the VSBPE

Summer Institute “Competency Camp”: four (4) full-day learning sessions ≈\$80,000

Institute Outcomes include:

- *Educators will understand the Four Domains and specific competencies and indicators of each Domain*
- *Educators will apply new learning to their teaching*
- *Educators will produce a short brief/document/tool for informing the Vermont Standards Board for Professional Educators, colleagues and educator preparation program faculty about the Educator Competencies for Personalized, Learner-Centered Teaching*
- *Educators will develop recommendations to the AOE for roll out to the field*
Educators will identify supports and resources needed for implementation of Competencies

General Supplies & Materials: ≈\$20,000

Project Management:

This project will be managed out of the Educator Quality Division at the Vermont Agency of Education. The Educator Quality (EQ) Division has responsibility for the oversight of Educator and Leader Evaluation Models, development of Educator and Leader professional standards for licensure, approval for educator preparation programs and with the implementation of ESSA professional learning and capacity building for principals beginning in the fall of 2017.

Our EQ Division (Appendix A) will work with the Personalized Learning Team (Appendix B) and the Proficiency-Based Learning Team (Appendix C) from the Personalization & Flexible Pathways Division and the Integrated Support for Learning Division for alignment of work and implementation support to the field. The collaboration between these Divisions began in the summer of 2016 with the development of a Fall Conference for the Vermont Council of Teacher Education which included information on the Agency's Proficiency Based Learning, Personalization and Flexible Pathways initiatives, and the future work in redesigning the Results Oriented Approval Process for teacher preparation programs to align expectations for personalized, learner-centered education.

Throughout the grant period we would look to Nellie Mae in providing new research and implementation strategies regarding the development of human capital systems in our neighboring New England states and how we could learn from and align with similar initiatives.