

Educator Licensure Requirements

Act 11
Section E.500.4

REPORT
December 2018

Report to the:
House and Senate Committees on Education

Submitted by:
The Vermont Standards Board for Professional Educators



Legislation

This report is required by [Act 11 of 2018](#), Sec.E.500.4, an act relating to making appropriations for the support of government, financing education and vital records.

Specifically, the Vermont Standards Board for Professional Educators (VSBPE) was asked to submit findings and recommendations to the Education committees that address:

- 1. If the educator licensure and endorsement requirements are appropriate or should be updated.*
- 2. If the use by a school of a school-based teacher quality and performance measurement program approved by the New England Association of Schools and Colleges, or examinations offered by the Smarter Balanced Assessment Consortium, should be used as criteria to qualify for licensure and endorsement.*
- 3. If the educator licensure and endorsement requirements for teachers in career technical education centers are appropriate or should be updated.*

Introduction

In an effort to be thorough in our inquiry, we developed a survey that we distributed electronically in order to gather information from a variety of stakeholders in Vermont. In addition to the survey, we asked the Educational Testing Services research and development team to present us with information including how the tests are developed, administered and updated. We reviewed Vermont educator's performance data on these tests and looked at what other States in the Nation are requiring for educator licensing. Finally, we reviewed our practices and our work over the past few years. In our research, we found that the majority of our policies were appropriate and in line with requirements in other states.

There are sections of this report that may not address all legislative inquiries to the extent expected due to the timing of the request, tight turnaround, and nature of the specific questions asked. As a result, some recommendations and analysis in this report merit more time for Board discussion, investigation, and thoughtful data-driven decision-making. The VSBPE will continue to discuss and review these areas in order to make ongoing improvements to the system, as is our regular practice.

In response to the general assembly's request, the VSBPE used the following data collections to inform this report.

The Licensing Requirements survey was open from August 24, 2018 through September 13, 2018 and yielded 1,954 responses.

- Licensing Requirements Survey Results Summary
 - [Results Dashboard 1](#)
 - [Results Dashboard 2](#)
- Praxis Core
 - Vermont Data
 - Northeastern Data

- Review of current licensure requirements
 - National certification/licensure requirements
 - VSBPE licensure requirements rule changes
- Correspondence with the NEASC Commission on Independent Schools Director, Jay S. Stroud

Summary

Item 1:

The Vermont Standards Board for Professional Educators shall consider whether the educator Licensure and endorsement requirements are appropriate or should be updated.

Recommendations:

Keep current requirements for Educator Licensure. For the academic year 2019-2020, the VSBPE will research and revise as necessary licensure requirements for Driver and Traffic Safety education based on Vermont identified shortage area.

Rationale: We are in line with other state's requirements. Educator licensure is based off of Core Teaching Standards which are aligned with National Standards for Teachers. Forty-eight states require a basic skills assessment like the Praxis exam. GPA, portfolios and a Bachelor's degree is an industry standard for teacher licensure. Lastly, we have a waiver process for potential educators to become licensed who do not meet the requirements for unusual situations.

Appendix A: Licensing Requirements Data

Appendix B: Review of New England Licensure Requirements

Item 2:

As part of its review, the Board shall consider whether the use by a school of a school-based teacher quality and performance measurement program approved by the New England Association of Schools and Colleges, or examinations offered by the Smarter Balanced Assessment Consortium, should be used as criteria to qualify for licensure and endorsement.

Item 2 (A): NEASC School-based Teacher Certification Program

In Agency correspondence with The New England Association of Schools and Colleges (NEASC) Commission on Independent Schools Director Jay S. Stroud, it was found that the NEASC school-based teacher certification program does not exist.

Recommendations:

Continue with current criteria to qualify for licensure and endorsement.

Rationale: NEASC Commission on Independent Schools does not have a school-based teacher quality and performance measurement program.

See Appendix C: E-mail correspondence from Jay Stroud

Item 2 (B): Smarter Balanced Assessment

SBAC is a student normed test. The assessment is designed for students in grades 3-11. Vermont administers this assessment at grades- 3-9. It would not be appropriate for teachers.

Recommendations:

Maintain current testing requirements and alternate assessments.

Rationale: We currently are a signatory of the NASDTEC Interstate Agreement which gives reciprocity of teaching licenses between states. We have a responsibility to maintain high expectations for teachers in line with other states.

According to ETS, 50% of candidates pass the Praxis Core on their first attempt and 63% pass by second attempt.

Appendix D: Licensing Requirements Survey Limitations and Data

Recommendations:

Maintain current expectation that all educators demonstrate academic skills in reading, writing, and mathematics through passage of Praxis Core or other college preparatory exams.

Rationale: Forty-eight states require a basic skills assessment like the Praxis exam. The Praxis test is accessible for all teachers, including those with financial difficulties and learning disabilities.

Appendix E: National, Regional and Vermont passing rates.

Item 3:

As part of its review, the Vermont Standards Board for Professional Educators shall consider whether the educator licensure and endorsement requirements for teachers in career technical education centers are appropriate or should be updated.

Recommendations:

Maintain current requirements for Career and Technical Education (CTE) Educator Licensing.

Rationale: In 2016, based on a proposal from CTE Directors and the Vermont Technical College, CTE preparation program changes were made to licensure requirements for CTE educators and were part of the formal Rule Making process that went into effect on August 22, 2017.

Ultimately, the purpose of these changes was intended to strike an appropriate balance between ensuring access to CTE teaching opportunities for individuals with experience in a career cluster, while also establishing fair and appropriate timelines and opportunities for individuals to access and demonstrate appropriate training and learning with regard to actual teaching skills.

As with any modification that occurs in a Rule Making process, certain constituents are affected. The VSBPE remain open to public comment during future rule making cycles.

Appendix F: Licensure Requirements Survey data and Career and Technical Education requirements chart

Educator Licensure Requirements

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APPENDIX

December 2018

**Report to the:
House and Senate Committees on Education**

Submitted by:

The Vermont Standards Board for Professional Educators



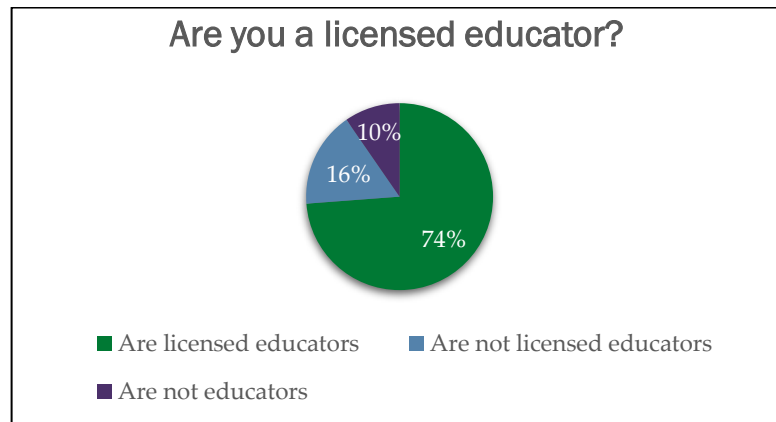
Appendix A: Licensing Requirements Data

The Licensing Requirements survey was open from August 24, 2018 through September 13, 2018 and yielded 1,954 responses.

The survey was distributed electronically to the following groups:

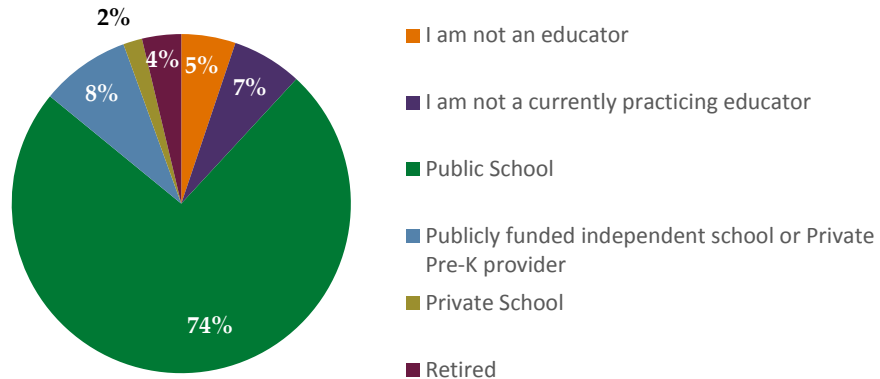
- Principals
- Superintendents
- The Vermont Principal’s Association
- The Vermont Superintendent’s Association
- The Vermont Association of School Psychologists
- The Vermont Council of Special Education Administrators
- Local and Regional Standards Boards
- The Vermont School Boards Association
- The Vermont National Education Association
- Vermont Family Network
- Building Bright Futures
- Agency of Education staff
- Front Porch Forum
- Posted on the Agency of Education website and shared via the Weekly Field Memo

The following graphics provide a high-level review of the information received:



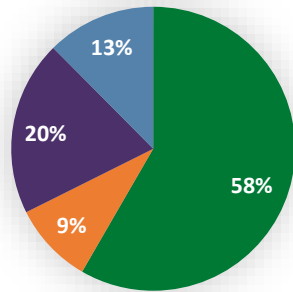
Are licensed educators	74%
Are not licensed educators	16%
Are not educators	10%

If you are an educator, where do you work?



I am not an educator	5%
I am not a currently practicing educator	7%
Public School	74%
Publicly funded independent school or private Pre-K provider	8%
Private School	2%
Retired	4%

Based on what you know, do you think the requirements for obtaining an educator license in VT are:



- Appropriate
- Need to be updated – Standards are too low, it is too easy to become an educator in VT
- Needs to be updated – Standards are too high, it is too difficult to become an educator in VT
- Unaware of the licensing requirements

Appropriate	58%
Need to be updated – Standards are too low, it is too easy to become an educator in Vermont	9%
Needs to be updated – Standards are too high, it is too difficult to become an educator in Vermont	20%
Unaware of the licensing requirements	13%

New England Licensure Requirements

Vermont Requirements	New York	Connecticut	Maine	New Hampshire	Massachusetts	Rhode Island
Fingerprint Supported CRC	Through the employer	Yes	State and Fed	No- Up to the SU	Yes	No
Vermont Child Abuse Registry Check	No	Yes	No	No	No	No
Vulnerable adult registry check	No	Yes	No	No	No	No
Disclosure of:	"Moral of Character"					
Tax Compliance & Child Support	Yes	No	No	No	Yes	No
Criminal History	Yes	yes	Yes	Yes	Yes	Yes
Suspension, revocation of a license or misconduct regarding their license	Yes	Yes	Yes	Yes	Yes	Yes
Degree Requirements:						
BA/BS for initial educator license- Exception CTE must have a HS diploma or equivalent, 4-6 years work experience or Associate's Degree	Yes	Yes	Yes	No, multiple different pathways	Yes	Yes
MA for principal and Superintendent	Yes (prep program comp. in NY) 60 Grad Credits	No	Yes	Principle Yes, Maters CAGS degree	Not required	Yes
Bachelors degree with recommendation for Educator Prep. Program	Yes	Yes	Yes	No- multiple different ways	Yes	Yes
Testing:	Does not do praxis	Administrator test is (CAT)			MTEL Tests	
Basic Skills test in reading, writing & math (Praxis core)	NY state tests only	Only required when enrolling in a state approved program.	Yes	Yes	Reading, Write, Communication	All different for each exam
Alternate testing accepted for core- ACT, GRE or SAT scores			GRE AND MAT ONLY (no score required.)	Yes at or above the 50th percentile	No	No
Praxis II for some endorsements	Yes, divided by content.	Yes	Yes	Yes, for some of the endorsement	Skill specific test	Yes
CTE Specific licensure requirements	Does not license CTE.					
Fingerprint Supported National CRC		Yes	Yes	No	Yes	No
Vermont Child Abuse Registry Check		Yes	No	No	No	No
Vulnerable adult registry check		Yes	No	No	No	No
Disclosure of:						
Tax Compliance & Child Support		No	No	No	Yes	No
Criminal History		Yes	Yes	Yes	Yes	Yes
Suspension, revocation of a license or misconduct regarding their license		Yes	Yes	Yes	For professional license, but no formal program based more off experience	
Degree Requirements:						
		HSD, 6 credits in VO-TECH or Occupational subject area	Years of experience license or credential in their area			
Successfully completed an approved Career and Technical Teacher Education Program				No CTE programs in NH- Alternative 4 process		HS Diploma & work exp.
Meet Vermont Licensure Portfolio requirements						
Testing:						
Basic Skills test in reading, writing & math (Praxis core)		No testing required	Core	Yes or 3 years of industry exp. With state trade license.	Literacy test (Subject matter test)	No
Alternate testing accepted for core- ACT, GRE or SAT scores				No.	No	

Appendix C: E-mail correspondence from Jay Stroud

In Agency correspondence with The New England Association of Schools and Colleges (NEASC) Commission on Independent Schools Director, Jay S. Stroud it was found that the NEASC school-based teacher certification program does not exist.

“NEASC-CIS {Commission on Independent Schools} did, indeed, approve a school-based teacher certification program about five years ago. I was not on the Staff at that time. The program was discussed in detail, approved for a pilot program by CIS and was, in fact, piloted by St. Johnsbury Academy. It is my understanding that SJA continues to use the program to this day.

In essence, the program was a detailed protocol that would be followed by an NEASC-CIS Accredited school and its faculty that would be monitored and approved as a component of a school’s NEASC Self-Study and the work of the Visiting Committee during the NEASC Accreditation process.

Some schools were interested in the process but, at the time, as I understand it, the program was not a priority for NEASC and it didn’t move forward beyond SJA’s adoption of the program as part of its faculty professional development.”

Appendix D: Licensing Requirements Survey Limitations and Data

Survey Limitations

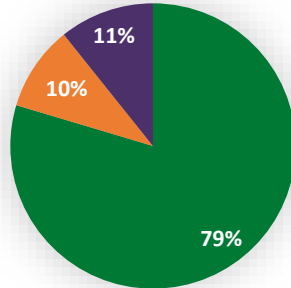
The VSBPE developed a survey that was distributed electronically as a method of gathering information from a variety of stakeholders in Vermont. We were notified that in our survey introduction, the word “public” should have been added to the sentence: *“In Vermont, (public) educators are required to have a license. Each license has at least one endorsement.”* It was not our intent to be misleading.

Question #11 in the survey asked “Does your child/children attend” with the option to choose one of the following for an answer:

- Public School
- Publicly funded independent school or Private Pre-K provider (Independent schools and Private Pre-K providers in Vermont receive public funds by tuition from the sending schools)
- Private School (Tuition is entirely paid for by parents)
- My child/children are homeschooled

It was brought to our attention that a “check all that apply” option would have been more inclusive.

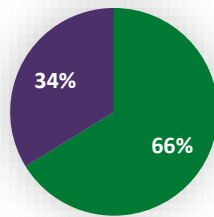
All educators are required to have basic skills in reading, writing, and math. Passing a basic skills exam is a requirement to get a Vermont initial educator license under current VSBPE Rule. Is this requirement:



■ Appropriate ■ Standards are too low ■ Standards are too high

Appropriate	79%
Need to be updated – Standards are too low, it is too easy to become an educator in Vermont	10%
Needs to be updated – Standards are too high, it is too difficult to become an educator in Vermont	11%

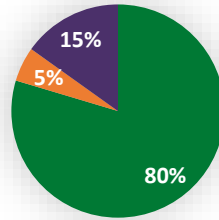
Do you think it is appropriate to measure basic skills by way of an exam?



■ Yes ■ No

Yes	66%
No	34%

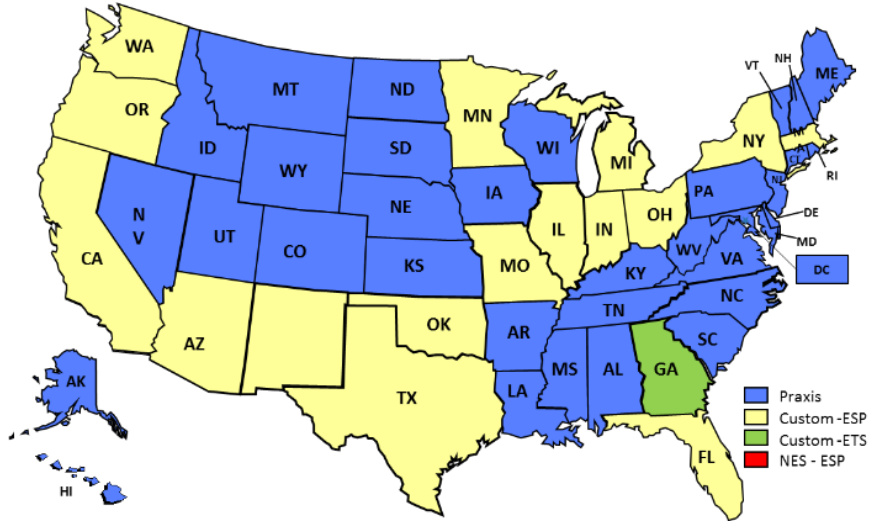
Candidates may take any of the following basic skills exams, each with different scoring criteria: ACT, GRE, SAT, Praxis Core
 Is the variety of acceptable exams:



■ Appropriate ■ Standards are too low ■ Standards are too high

Appropriate	80%
Need to be updated – Standards are too low, it is too easy to become an educator in Vermont	5%
Needs to be updated – Standards are too high, it is too difficult to become an educator in Vermont	15%

Educational Testing Services, the vendor that the VSBPE has identified for academic skills testing and who has developed and administers the Praxis exams, has provided us with a map showing all of the states that test teachers for academic skills:



States who use Praxis	AK, AL, AR, CO, CT, DC, DE, HI, IA, ID, KS, KY, LA, MD, ME, MT, NC, ND, NE, NH, NJ, NV, PA, RI, SC, SD, TN, UT, VA, VT, WI, WV, WY
States that use custom ETS	GA
States who use custom ESP	AZ, CA, FL, IL, IN, MA, MI, MN, MO, NM, NY, OH, OK, OR, TX, WA

Appendix E: National, Regional and Vermont passing rates.

**New England Passing Rates for Praxis Core
3-Year Window (2015-16, 2016-17 & 2017-18)**

Content Area	N	First Attempt	First or Second Attempt
Reading	8,467	86%	89%
Writing	8,388	68%	75%
Mathematics	8,597	57%	65%
All Three	8,072	46%	56%

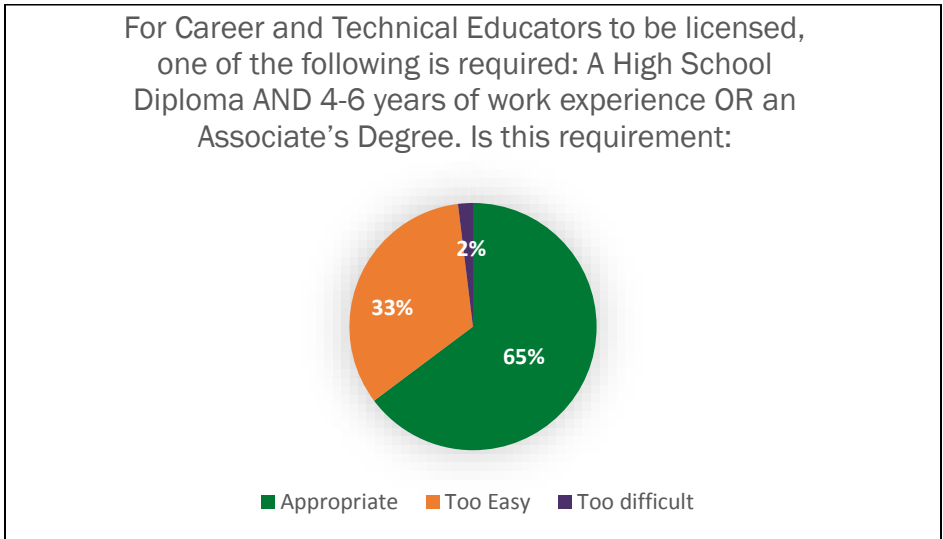
**Vermont Passing Rates for Praxis Core
3-Year Window (2015-16, 2016-17 & 2017-18)**

Content Area	N	First Attempt	First or Second Attempt
Reading	784	88%	92%
Writing	786	70%	78%
Mathematics	782	61%	70%
All Three	763	50%	63%

Data for individual tests include only test takers with a first attempt on any of the Core tests in the time period and identified they received their relevant preparation at an institution located in Connecticut, Maine, New Hampshire, Rhode Island or Vermont.

Data for all three tests combined include only test takers that had a first attempt on all three Core tests during the time period and identified they received their relevant preparation at an institution located in Connecticut, Maine, New Hampshire, Rhode Island or Vermont.

Appendix F: Licensure Requirements Survey data and Career and Technical Education requirements chart.



Appropriate	65%
Need to be updated – Standards are too low, it is too easy to become an educator in Vermont	33%
Needs to be updated – Standards are too high, it is too difficult to become an educator in Vermont	2%

The chart below outlines CTE licensure requirement shifts that occurred in 2017, accompanied by a rationale statement for each shift.

License Type	2016 CTE Licensure Requirements	2017 CTE Licensure Requirements	Rationale
Apprenticeship	3 Year License Extenuating circumstances can extend license for up to two years.	4 Year License Extenuating circumstances can extend license for one year.	Due to the extended time to secure Level I licensure, reducing the extenuating circumstance window maintains a five-year total apprenticeship time period.
Apprenticeship	High School diploma or the equivalent and (6) years of work experience, OR Associate’s Degree or equivalent and (4) years of work experience.	Hold a high school diploma, or the equivalent, and have (6) years of work (12,000 hours) experience in the career cluster field OR Hold at least an associate’s degree in any field, or the equivalent and have (4) years of work (8,000 hours) experience in the career cluster.	Additional specifications about hours of work being in the career cluster field held ensure that teachers are qualified for the field they teach.
Provisional	Associate’s Degree or the equivalent	Must have a current Level I or Level II License.	To add a pathway for currently licensed Career and Technical Educators (CTE) to add an additional CTE endorsement.
From an Apprenticeship License to a professional Level I License	Apprenticeship license holder must successfully complete an approved Career and Technical Teacher Education Program AND meet Vermont Licensure Portfolio requirements AND pass Praxis Core or the equivalent.	Apprenticeship license holder must successfully complete an approved Career and Technical Teacher Education Program (with a minimum of 24 credits of teacher education coursework) AND meet Vermont Licensure Portfolio requirements AND pass Praxis Core or the equivalent.	As a result of no longer requiring an Associate’s Degree, we needed to clarify the number of hours that would be required for CTE coursework
For an initial Level I license	An applicant must hold an Associate’s Degree in any field or the equivalent, complete an educator preparation program in the career cluster field, or qualify for licensure in the career cluster field through Transcript Review or	Meet CTE endorsement competencies and Core Teaching Standards through recommendation from an approved program, Transcript Review or Peer Review, and have (4) years	This shift provides a path to CTE licensure that still requires a high school degree, a specified number of work hours in the career cluster, and no

License Type	2016 CTE Licensure Requirements	2017 CTE Licensure Requirements	Rationale
	Peer Review and have (4) years of work experience in the career cluster field and pass the praxis core.	(8,000 hours) of work experience in the career cluster field and pass the Praxis Core or the equivalent.	longer requires an Associate's degree.

[Career Clusters](#) are endorsements for Career and Technical Education teachers and they are part of the endorsement revision cycle.