

**Education Quality Team**  
*Staff Report for September 19, 2019*

*From the Education Quality Division; Patrick Halladay, Director*

In advance of the new school year, the division has been busy processing temporary licensing requests, preparing for upcoming ROPA visits, and helping schools implement their Continuous Improvement Plans.

The Legislative Committee on Administrative Rules (LCAR) considered our rules on September 5, 2019, approving them. Present from the Agency were Patrick Halladay, Ron Ryan, Terry Reilly and Amy Scalabrini. Amy will be working on getting the rules printed once the warning period is over.

We are still waiting for our final date move date to the National Life building in Montpelier. Most of the AOE will have their last day in Barre on 4 October; however, the Education Quality and Federal Programs Divisions will remain a few weeks longer. We are currently set to move to National Life on 18 November, but that date could be pushed up a few weeks. Final confirmation will be coming in the next few days.

*From the Education Quality Division: Ron Ryan, Education Programs Manager*

August has been busy with the start of the new school year with Superintendent's trying to fill last minute open positions the Temporary license applications have been steady.

Deb Giles continues to focus on Annual Reports to update new Chairs and Board members in ALiS and to submit an updated L/RSB Chair list to the VPA & VSA. She is currently focusing on L/RSB Grant Awards.

As a follow up to a recent audit visit the Licensing Department is putting some SOP's in place for registry checks and CRC protocol's.

Current Work Queue per application type as of 9-12-19: *Applications in the work queue are in various stages of processing from just received to waiting for payment from applicant.*

Application Type	Total
Initial	110
Reinstatement	23
Renewal	6
Retired	0
Temporary	100
1 Yr. Temporary – extenuating circumstance	2
Transcript Review – Initial	39
Transcript Review – Add endorsement	47
Peer Review - Initial	56
Peer Review – Add endorsement	14

**From the Education Quality Division: Terry Reilly, Pre-Service Educator Quality**

The Pre-Service team consists of ROPA and Peer Review. This can cause or cause the appearance of a conflict of interest when ROPA reviews Peer Review. In consultation with the General Counsel’s office, the team is devising a proposed policy for how ROPA is to review Peer Review with the issue conflict of interest in mind.

Currently, Peer Review is the only non-higher education based, alternate route to licensure in Vermont. This means it is unique specifically regarding field experience that is typically thought of as student teaching. This, combined with the fact that much of the wording of the Vermont Licensure Portfolio is geared toward traditional teacher preparation programs, has led the Pre-service team to begin drafting a proposed waiver pertaining to the ROPA process.

**ROPA**

The ROPA Standards Revision Workgroup has finished working on the ROPA teaching standards and moved its focus to the leadership standards. Participation in the large group continues to be strong. New standard operating procedures are being developed to define the work pertaining to ROPA annual reporting. These procedures are written into the ROPA Coordinator SOP manual. They will include instructions on how the ROPA Coordinator provides feedback to the annual reports in the form of technical assistance. Arrangements have been made for the Castleton review team training that will begin the week of September 16<sup>th</sup>.

**Peer Review**

Documented, high quality, supervised field experience is an important aspect of the Peer Review candidate’s Vermont Licensure Portfolio. Chronically, it is a challenge for many candidates. Effort is being made to address this through AOE team collaboration. The Agency provides coaching for continuous improvement to school districts across the state that links up and engages networks of informed communities. The Peer Review Coordinator and Pre-service Programs Coordinator are in the preliminary stages of participating in these activities with the

purpose of focusing on mentoring. The nature of this work allows for the outcome to evolve, but the intent is to address the problem many Peer Review candidates have of documenting high quality supervised field experience.