

The Relicensing Process for Vermont Educators



AGENCY OF EDUCATION

Office of Licensing and Professional Standards
120 State Street Montpelier, VT 05620
(802)828-2445

Adopted by Vermont Standards Board for Professional Educators
February 20, 2013

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Self- Assessment

Reflection

Develop Goals

Implement

Professional Learning

Learning

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Highly-skilled & Effective Educators Foster Student Growth & Learning

Vermont Agency of Education

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John Fischer, Deputy Secretary of Education
Marta Cambra, Director of Educator Quality

Vermont Standards Board for Professional Educators

Steven John, Chair
Lia Cravedi, Vice Chair
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Katherine Blair
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Nancy Kline
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David Larsen
Luisa Millington
Scott Mosher

The Relicensing Process for Vermont Educators was developed by the Vermont Standards Board for Professional Educators (VSBPE) and members of the Educator Quality Division staff of the Vermont Agency of Education to guide Level I and Level II Vermont educators through the relicensing process as set forth in the *Rules Governing the Licensing of Educators and the Preparation of Professionals*. This document is also meant to guide Local or Regional Standards Boards in the relicensure process and educators renewing their licenses through the Agency.

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Introduction

The Vermont relicensure process is designed to ensure that educators continually update their professional knowledge and skills for the purpose of supporting student growth and learning. License holders are responsible for satisfying license renewal requirements as set forth in the *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* (Rules Sections 5410, 5420, 5431, and 5432). These rules are designed to support educators in reflecting on their work in light of current best practice and in establishing goals for working with students and colleagues in the future.

In the early 1990s, the Vermont Standards Board for Professional Educators (VSBPE) established local (LSB) and regional (RSB) standards boards throughout the state. Within guidelines established by the VSBPE, the LSBs are responsible for assisting teachers through the process of renewing their licenses and the RSBs are responsible for assisting administrators. LSBs and RSBs recommend educators to the Licensing Office for license renewal once the educator has successfully completed all requirements. With new consolidated districts being formed, the number of boards may change in the future.

It is important to note that neither the LSBs nor the RSBs were established to evaluate educators. These boards, instead, examine the educational experience documentation of educators, verify that the experiences are germane to the licensure area and the standards, and determine that educators have established a self-reflective process to improve their professional practice.

Educators practicing in a school not served by an L/RSB or who are not currently teaching can renew their endorsement(s) through the Vermont Agency of Education following the same procedures.

Core Teaching and Leading Standards

The Vermont Standards Board for Professional Educators (VSBPE) has chosen to adopt the Core Teaching Standards, or the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, and the Core Leadership Standards, or the Interstate School Leaders Licensure Consortium (ISLLC) Standards, as part of its efforts to ensure high standards for all educators completing the relicensure process.

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

Council of Chief State School Officers, (2011, April).

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The ten Core Teaching Standards have been grouped into four general categories:

- The Learner and Learning
- Content Knowledge and Skills
- Instructional Practice
- Professional Responsibility.

Educators renewing their license should keep in mind that while each standard depicts a discrete aspect of teaching or leading, the actual practice of education incorporates many standards simultaneously.

The six Core Leadership Standards are interrelated and overlap significantly. The relationship between and among standards means that work addressing a standard cannot be carried out in isolation. The “functions” beneath each standard further define the work of strong school leaders.

Both the Core Teaching and Core Leadership Standards have accompanying performance and knowledge indicators that can provide additional guidance to educators completing the relicensure process. These indicators are not intended to be checklists, but instead provide ways to picture what the standard means.

The VSBPE also chose to adopt the 2011 Learning Forward *Standards for Professional Learning*, to guide the learning, facilitation, implementation, and evaluation of professional learning for Vermont educators. These standards describe a set of expectations for effective professional learning to ensure equity and excellence in educator learning that also relates to successful student learning.

Beginning with the 2014 renewals, educators will renew Level I and Level II licenses using the Vermont Agency of Education online licensing system. All educators will open a personal account and use this account for all licensing procedures. For the first renewal cycle, Level II educators will need to upload their current Individual Professional Development Plans (IPDP).

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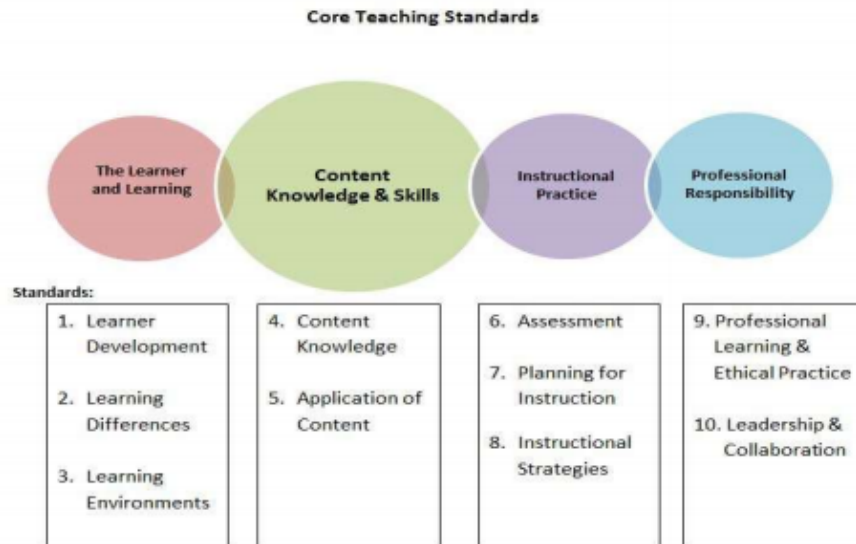
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Relicensure for Teachers

Figure 1: Core Teaching Standards for Vermont Educators



Level 1 Relicensure: In accordance with rules 5410-13 and 5431 of the *Rules Governing the Licensure of Educators*, educators renewing a Level I license need to document three (3) credits or 45 hours of professional learning over the three-year licensing cycle. One (1) credit or 15 hours shall address the specific knowledge and performance standards of the renewing endorsement(s). The remaining hours of professional learning should be directed to improving professional practice.

Level I to Level II Relicensure: In accordance with rules 5421 of the *Rules Governing the Licensure of Educators*, a Level II Professional Educator’s License shall be issued, upon recommendation of a local standards board, or the Agency of Education if the educator is not employed by an entity served by a local standards board. To move to a Level II license, the educator must have practiced in Vermont in an endorsement area for three (3) years under a Level I license or practiced in another state under a valid license of that state in the endorsement area and is currently practicing and licensed in Vermont. Additionally, the educator must provide verification from their current administrator that they are performing at a professional level (using Agency Transition Form), provide evidence of three credits or 45 hours of professional learning over the closing three-year licensing cycle (as stated above), provide documentation of any valid licenses or credentials that are required by the endorsement sought, and must develop an Individual Professional Learning Plan (IPLP) with three goals. One IPLP goal must come from the *Content Knowledge and Skills* category of the Core Teaching Standards and must reference the educator’s endorsement area(s); the second and third goal must come from at least one additional category (see Figure 1). These goals should be established in light of the needs the educator has identified by reflecting on his/her professional practice and should reference

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school, district, and/or supervisory union goals and evaluation feedback, if applicable. Professional learning activities need to support the IPLP goals.

Level II to Level II Relicensure: In accordance with rules 5432.1 of the *Rules Governing the Licensure of Educators*, Vermont's relicensing process for teachers that hold a Level II endorsement requires the development of a digital portfolio which is a collection of required materials in the teacher's online account that provides evidence of a teacher's continuous professional growth through self-assessment, reflection, and professional learning. The portfolio is far more than documentation of professional learning activities; it is a reflective process of ongoing professional growth and continuous improvement.

Required Portfolio Materials:

- Electronic copies of any valid licenses or credentials required by the endorsement, if applicable
- Individual Professional Development Plan (IPDP) for the current licensure cycle. (For the first renewal cycle using the online system, educators will need to upload their previous IPDP).
- Documentation of nine (9) credits or 135 hours of professional learning activities per endorsement recommended for renewal. Professional learning should be related to the educator's IPLP goals. Certain professional learning activities may apply to more than one endorsement. However, a least three (3) credits or 45 hours must address the specific knowledge and performance standards of each endorsement recommended for renewal.
- Reflection on new learning considering the expiring IPDP goals.
- Approved Individual Plan License Plan (IPLP) for new licensure cycle

The Individual Professional Learning Plan (IPLP) for Teachers

In order to apply for or renew a Level II license, teachers must develop an Individual Professional Learning Plan (IPLP). The intent of an IPLP is to guide and improve professional practice and student learning. Goals and corresponding professional learning activities for the ensuing licensing period are designed to result in new learning and continuous growth for the educator. The IPLP must be approved by an LSB or a licensing specialist employed by the Vermont Agency of Education depending on where the educator is employed.

- A minimum of three professional learning goals are required in an educator's IPLP.
- Goals need to be specific, relevant, and have a positive anticipated impact (outcome) on the educator's professional growth and teaching practice as well as on student growth and learning.
- One IPLP goal must address the *Content Knowledge and Skills* category (Standard 4 or Standard 5) of the Core Teaching Standards. At least one of the three remaining categories of standards must also be addressed in the remaining two IPLP goals. Due to the deliberate nature of overlapping core teaching standards, goals may easily address multiple standards. *See page 14 for a step-by-step process for developing an IPLP.

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Individual Professional Learning Plan for Teachers

This worksheet is a guide for developing IPLP goals. Educators will complete IPLP goals in their online account.

Name: _____ Date _____

Endorsements: _____

Resources: Core Teaching Standards for Vermont Educators

Professional Learning Standards for Vermont Educators

Endorsement Knowledge and Performance Standard

http://www.state.vt.us/educ/new/html/licensing/regulations_endorsements.html#endorments

GOAL number 1 2 3 please circle

Step One: Self-Assessment. Introduction to Goal – Describe the results of your self-assessment. A self-assessment is a reflective statement that indicates where you are presently in your career and where you'd like to be in seven years. This is where you make your goals real to you.

Step Two: Develop Goal.

Specific: (The goal identifies the educator's new learning as it will impact professional practice and student learning.)

Relevant: (The goal is focused on student growth, related to the educator's endorsement(s), linked to Core Teacher and/or Leadership Standards, and school, district, and/or supervisory union initiatives.)

Anticipated Impact: The goal has a measurable impact on professional practice and student learning.

The following chart serves as a reminder that professional learning activities relating to your goal must have connections with the Core Teaching Standards for Vermont Educators (see Figure 1). Please check which category(s) and standard(s) this particular goal will meet.

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The Learner and Learning	Content Knowledge and Skills	Instructional Practice	Professional Responsibility
Standards 1, 2, or 3 (Identify)	Standards 4 or 5 (Identify)	Standards 6, 7, or 8 (Identify)	Standards 9 or 10 (Identify)

Endorsement Competency(s): One IPLP goal must be linked to the knowledge and performance standards of your endorsement. Please identify which knowledge or performance endorsement competency(s) if any, will be met by this goal. (This is not required for all 3 goals. You only need to do this once per endorsement.)

Competency:

Competency:

Step Three: Plan and describe the professional learning you plan to use to meet your goals. Please refer to the 14 *Activities that Qualify for Professional Learning Credit* to plan approved activities for your new learning. For a link to this document see the Resource List on p. 18.

Step Four (Reflection): After implementing your IPLP, reflect on each of your goals during the seven year process. This narrative should reflect the impact your professional learning has had on your professional practice and student learning.

Goal 1 Reflection:

Goal 2 Reflection:

Goal 3 Reflection:

**The Learner and
Content Knowledge**

Instructional Practice Professional

**Learning
and Skills**

Responsibility

Standards 1, 2, or 3

Standards 9 or 10

(Identify)

(Identify)

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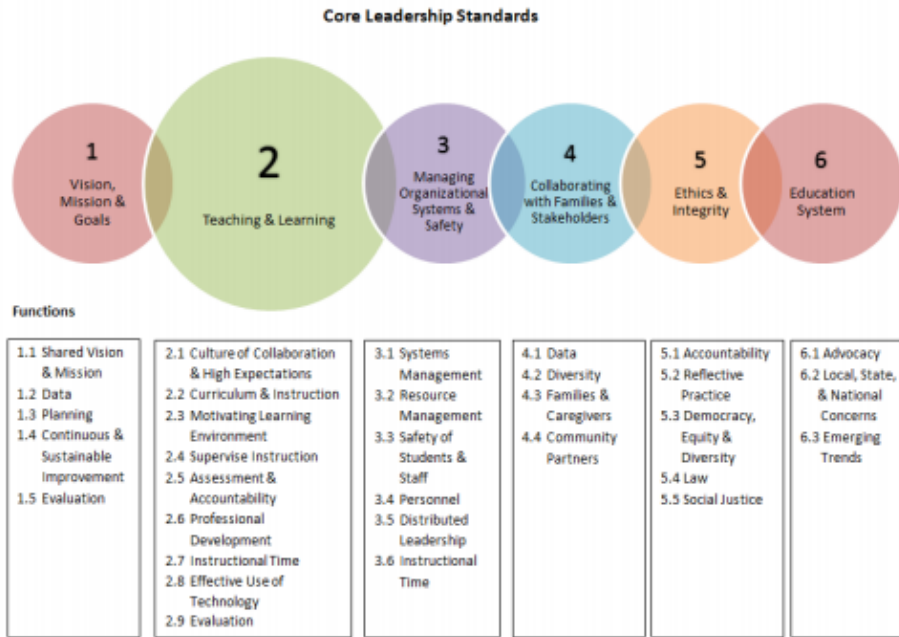
8 Standards 4 or 5

Standards 6, 7, or 8 (Identify)

(Identify)

Relicensure for Administrators

Figure 2: Core Leadership Standards for Vermont Educators



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