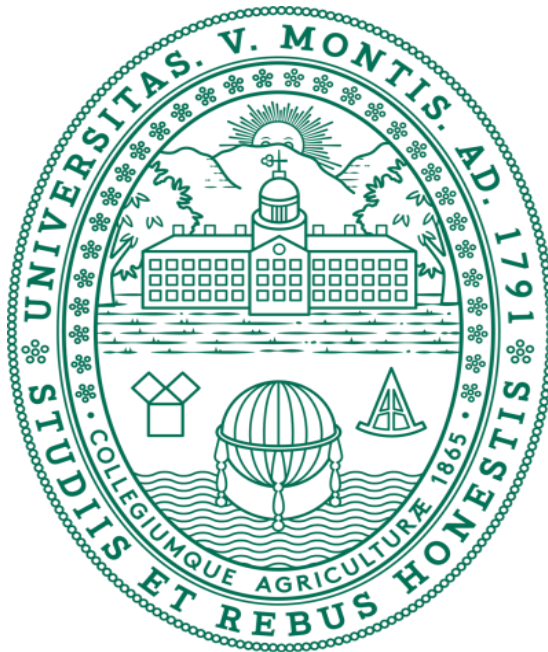




# Department of Education (DOE) Educator Preparation Programs Licensing Handbook



Making  Difference

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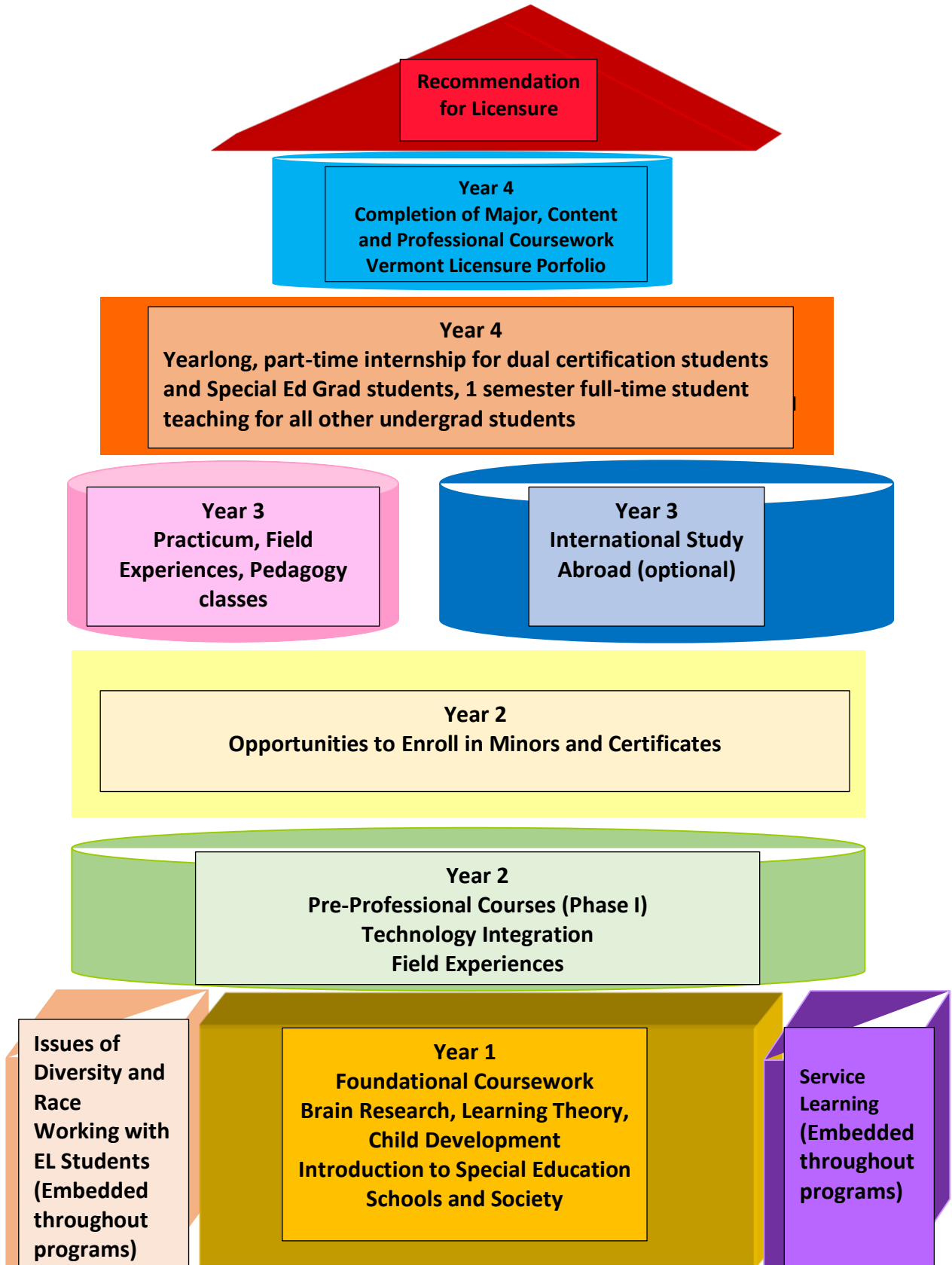
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## **Goal of the DOE Educator Preparation Programs**

Our goal is to prepare knowledgeable and competent professional educators who will promote the social, emotional, and academic well-being of students in the PK-12 system through programs in Art, Early Childhood, Early Childhood Special Education, Elementary, Middle and Secondary Education, Music Education and Physical Education with possible minors in Coaching, Education for Cultural and Linguistic Diversity, Special Education and Human Development and Family Studies. Some essential components of this goal are:

- Candidates are provided with clinical experiences in a variety of settings early and frequently.
- Candidates are supervised by certified professionals and university faculty.
- Candidates participate in a reflective cycle of ongoing self-evaluation and constructive feedback from faculty and clinical supervisors.
- Candidates are enrolled in pedagogy and content courses which increase the professional knowledge required to deliver appropriate instruction utilizing a variety of effective strategies.
- Faculty model effective practices of planning, instruction and assessment through coursework and supervised clinical experiences.
- The Department faculty and administrators consult regularly with PK-12 school partners to assure that our educator preparation programs are responsive to the changing demands of public education.
- The Department evaluates our programs to ensure that our candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on students' learning and development.
- Candidates create a professional portfolio aligned with the Vermont Core Teaching Standards which promotes the practical application and analysis of theories and best practices learned throughout their program.

## Progression Toward Licensure Recommendation from CESS



## **Monitoring Candidate Progress**

The College's Student Affairs Committee and the Director of Educator Licensure, with assistance from program coordinators and the student services office, monitor candidate progression and progress through each program. There are many common requirements for entry, continuation, and exit for the candidates in our Department.

The Student Affairs Committee monitors candidate GPA at the completion of each semester (see Appendix A for Student Affairs Committee Academic Standing Protocol). If a candidate's GPA is below a 2.0 or if they have not met program requirements, they can be placed on academic trial or dis-enrolled from the program. Beginning in a candidate's junior year, the Director of Educator Licensure sends a letter out to candidates who are not meeting the criteria for continuation toward student teaching each semester. These criteria include:

- overall GPA of at least 3.0,
- GPA of at least 3.0 in education coursework, and no failing grades in Professional Education Course Sequence.
- GPA of at least 3.0 in content course work (for secondary candidates),
- passing scores on the PRAXIS Core exam or equivalent SAT/ACT/GRE scores,
- and positive PADA reviews with the majority of the scores at "Target" and no scores of "Undeveloped".

The letter details areas of concern that must be addressed for continuation. If requirements are not met, candidates can be disenrolled from the program (see Appendix B for Student Dismissal Letter). Students may appeal this decision to their program for review and it is then passed to the Director of Educator Licensure where a final decision is rendered. In addition to these common requirements, each program has programmatic assessments that are used to monitor candidate progression.

At the end of the junior semester prior to admission to student teaching, candidates must have met the criteria above. In addition, each program has performance assessments embedded in their practicum experiences that are used to evaluate candidate skills.

### **Status Letters and Appeal Process**

Status letters are sent to all juniors from the office of the Director of Educator Licensure Programs and indicate that the student has not met one or more of the requirements listed above (see Appendix A for Letter to Program Coordinators and Advisors re Status Letter and see Appendix B for Student Status Letter). In the letter, we inform the student that they must file an appeal upon receipt of the letter indicating how the requirements will be met by registration of the semester prior to student teaching (e.g., October of Fall semester for Spring Student Teaching and February of the Spring Semester for Fall Student Teaching) if any one of the requirements stated above are still not met. The program will not place the intern until this

appeal is filed and a decision is rendered.

Process:

- The candidate submits a letter of appeal to the Program Coordinator (If the program does not have a Coordinator, then the letter will go directly to the Director of Educator Licensure).
  - In the appeal letter the candidate must indicate what factors impacted their inability to meet the requirements and the plan they will put in place to satisfy the unmet requirement(s).
  - There must be a proposed plan stated that will ensure the successful completion of the internship.
- The appeal is then circulated to faculty in the program and a recommendation is sent to the Director of Educator Licensure with the appeal letter from the student.
- The Director of Educator Licensure will render the final decision based on consideration of the following factors:
  - Intended graduation date
  - Calculation of various grades depending on which requirements are not being met
  - Grades in other practicum courses
  - PADAs from other practicum courses
- The Director of Educator Licensure will notify the candidate, Student Services, Program Coordinator and advisor of the final decision.

**\*Candidates may not be placed in a student teaching site until the appeal process is completed.**

### **Student Support Team**

The Student Support Team (SST) will convene at the request of a candidate or faculty member for the purpose of providing advice and supports to ensure successful completion of a teacher preparation program in the Department of Education. This team consists of the Director of Educator Licensure, a representative from the Student Services Office, the referring faculty and the Program Coordinator. See Appendix C for Student Support Team Protocol for Teacher Education Students and see Appendix D for CESS DOE Student Support Team Referral Form.

### Reasons for Referral

Reasons for an SST referral might include:

- Candidate is performance is unsatisfactory or is failing a class and has not followed through on a corrective plan of action developed between the student and the instructor.
- Candidate is not meeting the benchmark for GPA requirements in their program and has not attempted to correct this issue with their advisor, faculty or Program Coordinator.

- Candidate is not meeting internship requirements (based on mentor or supervisor evaluations or unsatisfactory PADA) and has not followed through on a corrective plan of action developed by the field-based mentor and/or university supervisor.
- Candidate is not following through on a course of action specified by the Student Affairs Committee.
- Candidate exhibits a pattern of behaviors (erratic or poor attendance, consistent lateness, abrupt changes in performance, seems disengaged or distracted consistently with no explanation) that may signal changes in their mental health and a need for a referral to the counseling center or other appropriate services.
- Instructor has other data indicating that the student is in need of supports beyond that which can be provided in the classroom (e.g., evidence of a learning disability or other learning challenge that may need to be documented and addressed through Access).

Candidate requests additional supports.

Procedures for SST referral:

- Faculty, supervisor, or mentor complete a referral form which indicates the strengths and areas of concern of the candidate.

**Meeting 1:**

- The referring faculty or mentor, program coordinator and representative from Student Services meet with the Director of Educator Licensure to discuss the issues and formulate an Action Plan for the candidate. See Appendix E for a Proposed Action Plan template.

**Meeting 2:**

- The team mentioned above meets with the candidate to discuss the reasons for the concerns and to hear about of the issues that are impacting the performance of the candidate.
- The Action Plan is presented and discussed with the candidate who will then sign it to ensure that they understand what actions and supports are needed to continue successfully in their program.
- A faculty tracker is assigned and a reconvene date is established for a check in.
- All documents are distributed via email to all members of the SST team and copies are kept with the Director of Educator Licensure.

**Meeting 3:**

- The team meets with the candidate to ensure that they are on a positive trajectory and are following the conditions set forth in the Action Plan.



## Advisement Resources

- Counseling and Psychiatry Services (CAPS): CAPS offers a variety of services to the UVM community including short-term individual counseling, urgent needs counseling, group counseling, outreach and education, psychiatry, referrals, and consultation services. Visit <http://www.uvm.edu/~chwb/psych/>
- Four-year Career Plan: Where will you be after graduation? The four-year plan helps you stay on track to achieve your goals. It is never too early to map out your objective. Learn more at <http://www.uvm.edu/~career/?Page=4yearplan.php&SM=4yearplansubmenu.html>
- Student Accessibility Services (SAS): SAS provides accommodations to students with documented disabilities, including exam accommodations, notetaking, advisement, and advocacy. Visit [http://www.uvm.edu/academicsuccess/student\\_accessibility\\_services](http://www.uvm.edu/academicsuccess/student_accessibility_services)
- Writing Center: The Writing Center supports students at any point in their undergraduate or graduate career in the process of completing academic, professional, or personal writing projects. Learn more at <http://www.uvm.edu/wid/writingcenter/>
- Career + Experience Hub: Inside and outside the classroom, UVM is committed to helping you prepare for life after college. Choose experiences throughout your four years that broaden your horizons and build skills for a lifetime. Visit <http://www.uvm.edu/~uvmhub/>
- Clubs & Organizations: Over 80% of University of Vermont students are involved in a club - and with about 170 recognized clubs. A full listing can be found at [http://www.uvm.edu/sga/?Page=clubs.php&SM=menu\\_clubs.html](http://www.uvm.edu/sga/?Page=clubs.php&SM=menu_clubs.html)

Some of the most popular are:

- ASL Club – bridges the gap of the hearing community and Deaf community at UVM
- DREAM – a mentoring and community development program
- Feel Good – grilled cheese sandwiches for donations to end hunger
- Free 2 Be – our LGBTQA group on campus, sponsoring a wide range of events
- GEAR – outdoor and adventure recreation activities for people who want to gain experience, a partnership between the Mosaic Center for Students of Color (MCSC) and the UVM Outing Club
- Intramural Sports – run through Campus Rec with many choices
- Orchesis – student-run dance company that loves to dance, perform, and have fun
- Outing Club – affordable wilderness trips and opportunities for students
- SGA (Student Government Association) – Get involved at any level or committee
- Special Olympics Club – Partnership with the national organization for inclusive events

## Field Placement Procedures

### Practicum Placement Process\*

- The Director of Community Collaboration (DCC) solicits capacity from our partner sites for appropriate placements considering the needs of programs.
- The DCC communicates the placements that were secured (site and mentors) to the individual programs.
- The program and DCC make a decision as to which candidate will be working with a particular mentor.
- A failed match occurs when either the mentor in his /her/their discretion determines or the candidate reasonably determines that the partnership is not a good fit for the goals, knowledge and skills expected by the program.
- A second placement is provided when there is an appropriate site and mentor available.

### Dismissal from Practicum Placement\*

A candidate may be removed temporarily or permanently from a placement based on their performance or if they violate any of the conditions of the Clinical Experience Contract.

- The dismissal might occur at any time during the placement.
- This recommended dismissal may be initiated by the mentor teacher, a school administrator, or the UVM supervisor.
- The recommendation for termination is submitted, in writing, to the Director of Community Coordination, UVM supervisor, mentor teacher and program coordinator.
- The termination will take place within 5 days of the request unless there is an emergency situation.
- Appeal procedures are available through the Office of the Dean, UVM College of Education and Social Services.

### Transfers and Withdrawals

In rare circumstances, a transfer to another placement or a withdrawal from the placement may become necessary. Either the mentor or candidate might reasonably determine that the partnership is not a good fit for the goals, knowledge and skills expected by the program. This can be due to a conflict of personality or philosophy among the practicum team, a change in circumstances, or a student not being ready for the experience. The intern, mentor teacher and university supervisor are all responsible for recognizing such problems and dealing with them directly. Should this require a change in the teaching internship experience, the university supervisor should notify the site administrator and the Director of Community Collaboration before any concrete steps are taken. If the program determines that the

candidate will be offered another placement, the intern will need to follow all the placement procedures listed above.

There should be no unilateral withdrawals of an intern from a particular placement. The Director of Community Collaboration, the Director of Educator Licensure Programs and the Program Coordinator have the ultimate responsibility of transferring an intern from the internship placement or withdrawing the student from the internship altogether.

\*Placement and dismissal information regarding Student Teaching Internships is located in the DOE Internship handbook.

## **Eligibility for the Student Teaching Internship**

Teacher Preparation Programs in the Department of Education in the College of Education and Social Services have agreed upon the following requirements to be met by candidates prior to their internship:

- 3.0 Overall GPA
- 3.0 GPA in professional coursework
- Passing PRAXIS CORE or equivalent SAT/ACT/GRE scores
- Secondary Education- 3.0 GPA content area

The semester prior to the internship, candidates need to:

- Attend the Student Teaching Orientation
- Complete all required forms
- Demonstrate completion of program benchmarks

## Applying for Initial License in Vermont or other States

### Intern responsibilities at UVM:

- Overall GPA of 3.0 or greater
- Passing PRAXIS Core scores or equivalent SAT, ACT or GRE scores (see Appendix H for cutoff scores)
- Successful completion of Student Teaching Internship
  - A grade of “B” or better in the final student teaching internship
  - Satisfactory scores on the midterm and final programmatic assessments
  - No scores of “undeveloped” and majority of “target” scores on the final PADA
  - Completion of 13 weeks of full-time internship (or equivalent)
  - No scores of “undeveloped” and majority of scores being “target” or “advanced” on the Summative Teaching Assessment
- Successful completion of all program requirements and benchmarks
- Passing Vermont Licensure Portfolio scores evaluated by two faculty members after a decision is rendered ((see Appendix I for additional information about the Vermont Licensure Portfolio).
  - Passing PRAXIS II scores in appropriate endorsement area (see Appendix J for Informational Websites)

### UVM responsibilities:

- Director of Educator Licensure will be notified by the program when the
- candidate meets all requirements
- The Director will instruct the registrar to stamp your transcript with a recommendation for licensure.
- The Agency of Education grants the license. You may apply through [alis.edlicensing@vermont.gov](mailto:alis.edlicensing@vermont.gov)

### Responsibilities after graduation:

- The Agency of Education will only hold your application for 14 days, do not start the process until you have the following:
  - Passing scores on the PRAXIS II
  - Transcript from UVM with stamp

### Out of State Licensure

Students who are planning to teach in another location outside of Vermont should check professional testing requirements for states to which they will be seeking a license.

- Go to the website for the state where you wish to teach and determine what professional exam is required (some states take PRAXIS II; others require a different set of exams (e.g., Massachusetts takes MTels, and NY has another

- set of tests).
- You will still need your transcript with the stamp for reciprocity purposes.

These are just a sampling of Department of Education websites from states where many of our candidates are coming from.

**Connecticut**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321230>

**Colorado**

[https://www.cde.state.co.us/cdeprof/licensure\\_authorization\\_landing](https://www.cde.state.co.us/cdeprof/licensure_authorization_landing)

**Illinois**

<https://www.isbe.net/Pages/Professional-Educator-License.aspx>

**Maine**

<http://www.maine.gov/doe/cert/>

**Massachusetts**

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/>

**New Hampshire**

<https://www.education.nh.gov/certification/>

**New Jersey**

<http://www.state.nj.us/education/educators/license/tcis/>

**New York**

<http://www.nysed.gov/teachers>

## Licensing Policies for Vermont

**Licensure Eligibility:** “Eligibility for licensure through the traditional route is determined by the completion of a state approved educator preparation program at a college or university through a bachelor, post-baccalaureate or master’s degree program and recommendation for licensure from the institution” (Vermont Agency of Education).

**Licensure Programs in CESS:** All programs in the Department of Education in CESS lead to a recommendation for licensure in the State of Vermont with endorsements that are determined by the professional preparation of each candidate in their respective program. The actual license is granted by the Agency of Education in Vermont or the state to which the candidate applies for a license.

**Reciprocity with other states:** In addition, a candidate has eligibility for licensure in other states through reciprocity, which is determined by meeting requirements under the rules of reciprocity per the National Association of State Directors of Teacher Education and Certification (NASDEL) Interstate Agreement. Vermont currently has educator reciprocity with all states except: New York, New Mexico, South Dakota & Wisconsin.

### Applying for a License in Vermont

- Candidates complete all requirements in their program.
- Candidates have passing scores on the Vermont Licensure Portfolio from two evaluators
- Candidates have met all program and College benchmarks (PRAXIS Core or equivalent SAT, ACT or GRE scores, GPA of 3.0, B or above in student teaching and passing portfolio).
- Candidates open an account for their licensure application at: <https://alis.edlicensing.vermont.gov/login.aspx> (See Appendix K for additional information regarding Becoming a Vermont Educator Initial License Online)
- A help guide is available at: <https://alis.edlicensing.vermont.gov/login.aspx>
- Documents needed for the License Application are:
  - Transcript with stamp of recommendation from our College (available in the registrar’s office after graduation)
  - Passing Scores from PRAXIS CORE, SAT, ACT or GRE test (these can be sent by the candidate as long as they are official with the logo from the College Board or ETS (Educational Testing Service))
  - New Criminal Record Check (CRC)- The Agency does not accept any CRC’s that were secured for student teaching or employment. The candidate will need a new CRC (see Appendix K for additional information)
  - Passing Score on appropriate PRAXIS II examination which is aligned with your endorsement
  - Application fee

## Policy and Procedures for Non-Licensure for Education Majors

Students who are granted an exception for non-licensure can finish their education major without completing all requirements to earn a teaching endorsement. The major still leads to a Bachelor of Science in Education (B.S. Ed.) however the student becomes ineligible to receive the recommendation for a teacher license. This exception in the education major is called graduating non-licensure.

The non-licensure option may be considered by a student who has reached the threshold of a minimum of 65 earned credits and has extenuating circumstances. There are two broad conditions or circumstances that qualify a student to request a non-licensure exception to their major's requirements.

1. A student is unable to successfully complete their student teaching internship. This could be for reasons of academic performance, missing benchmarks, or unanticipated personal circumstances. This is the primary reason that CESS provides a non-licensure option as an exception within the Education major.
2. A student seeking knowledge and skills relevant to education but intends a non-licensure teaching career path late in their academic progression may benefit in discussing this exception and other academic options. Non-licensure is an exception, and those students with fewer than 65 credit hours or who can be academically nimble (more than one to two semesters remaining before qualifying for graduation) should be comprehensively advised to consider the CESS Individually Designed Major (B.S. Ed.) or another viable academic option.

### Completion of Non-Licensure Status

Non-Licensure status for Department of Education teacher education students in the College of Education and Social Services is described as an exception (not a pathway) within the major that requires, and may lead, to the following:

- Completion of all program requirements with the exception of the Student Teaching Internship, Professional Portfolio, Senior Seminar, and the Praxis exams. In lieu of these requirements, the candidate will work with the Director of Teacher Education and their academic advisor to identify one of the following options:
  - Independent study (6-12 credits)
  - Approved elective coursework
  - A combination of the above options
- If the requirements of non-licensure are successfully met, a Bachelor of Science in Education (B.S. Ed.) degree will be awarded in the endorsement area sought without the recommendation for licensure from the College of Education and Social Services. The non- licensure status supports a viable way for the student to graduate and



approach work in educational and other settings that do not require a teaching license, and/or enter into graduate programs. There are many career options that are available to students who graduate non-licensure. Students are encouraged to access the UVM Career Center for additional advising and exploration.

### **Conditions and Process Leading to the Option of Non-Licensure**

- Students may express their interest in non-licensure to their academic advisor and/or to the Director of Educator Licensure (DEL) when they are close to approaching the minimum credit threshold of 6 credit hours.
  - Advisors and the DEL will collaboratively consult (with each other and with the student) in a time sensitive manner when the topic of non-licensure arises.
  - Advisors and the DEL may additionally refer the student to the CESS Office of Student Services for customized advising on other academic options or resource support matters that will help the student in their decision-making process.
- A formal referral to the DEL is required for full consideration of non-licensure.
  - The referral process must include submission of the application for non-licensure status (see Appendix M).
  - The academic advisor and the student will initiate the request for non-licensure to the DEL using the non-licensure application form.
- Examples of reasons for the request might include special student circumstance or goal, student performance, or program progression (GPA requirements, program assessments, passing PRAXIS Core, or ethical or professional performance in the field).
- The student must have a minimum of 65 credits in order to apply for non-licensure status. If the candidate is below the minimum credit requirement, they will be referred to the Director of Student Services to explore other academic major options.

### **Process of Application for Non-Licensure Status for Education Majors**

#### Procedures

- A student or their academic advisor may initiate a discussion involving these two parties about the non-licensure exception option.
  - In some programs, the program coordinator and the academic advisor may agree first that the academic advisor will initiate discussion of this option with the student.
  - The academic advisor should be the formal party to reach out in writing to the DEL to flag the student or actual application. At this juncture, the student and advisor may have already begun the process of completing the application and in other cases the student will be directly referred to the DEL to address their questions, and/or begin the application process.
  - The DEL may refer the student for other consultations, and in some cases will schedule an SST.
  - The DEL will check in with the Director of Student Services to review the

student's academic record and suitability for eligibility on this exception within the major.

- After notification, the DEL and Director of Student Services will work together to review the student academic record for non-licensure eligibility and progression to graduation.
  - The DEL will notify the Advisor, the Director of Student Services and the program coordinator that a review is underway (allow 3-5 days for this process to occur).
  - A meeting of the student, DEL, and academic advisor will occur to ideally come to an agreed upon decision. In some situations, another party may be invited to the meeting.
- Consultations and signature completion will be overseen by the DEL who retains responsibility for documentation and for copies to be distributed to the Office of Student Services. The full process should be completed within ten days to three weeks from the time the DEL is initially notified.

#### Decisions

- The process and decision will be documented using the "Application for Non-Licensure Status (Exception) for Education Majors" form.
- The record-keeping for this process will be maintained by the DEL.
- When an uncontested decision for non-licensure occurs, the DEL will notify the student, academic advisor, program coordinator, and the Director of Student Services. The Director of Student Services will update the student's degree audit, and all records pertaining to progress towards graduation.
- When a contested decision for non-licensure occurs, a meeting will be held with the student, the Director of Educator Licensure, the academic advisor, and the Assistant Dean for Academic and Student Affairs. The Assistant Dean will serve as the meeting facilitator and will work towards a mediated agreement. If an agreement cannot be reached, the Assistant Dean will make the final determination and will notify all parties mentioned in an uncontested decision.
  - These meetings will include all members referenced above in this bullet point, and scheduling of a meeting will occur within 10 days.
  - Notes will be reviewed and approved by all participants, but will remain confidential in the student's file held by the DEL.
  - The meeting discussion will not be shared beyond the meeting members without expressed written consent of the student.
  - While consensus is sought, if an agreement is not reached, the information will be reviewed, and a final decision will be determined by the Dean's designate (Assistant Dean for Academic and Student Affairs).

**Department of Education (DOE)  
Educator Preparation Programs  
Licensing Handbook**

**APPENDICES**

## **Appendix A: Student Affairs Committee Academic (SAC) Standing Protocol**

At the end of the fall and spring semester, the Student Affairs Committee conducts an academic review of each student enrolled in the College of Education and Social Service. The review is to ensure that each student is meeting the academic expectations of the University of Vermont, and the College of Education and Social Services.

Students are required to earn a minimum grade point average of 2.0 for their semester and cumulative averages to be considered as a student in "good academic standing." However, students enrolled in the teacher education programs and the social work program who maintain only this minimum grade point average will not be eligible for admission to, or continuation in, the professional portion of their programs based on specific program benchmarks.

Disciplinary actions, such as placement on trial, discontinuation in the current program of study, or dismissal are designed to encourage high level academic performance in our programs.

A student is subject to academic disciplinary action, including dismissal from the university, if (a) his or her semester or cumulative average falls below 2.0; or if (b) s/he has failed six or more credit hours of coursework in a given semester; or (c) s/he is not meeting program specific benchmarks.

### **On Trial (Academic Probation)**

A student who earns a semester or cumulative grade-point average (between 1.0 and 2.0) higher than that which merits dismissal, but below 2.00, is placed on trial (academic probation). To avoid dismissal from the University, a student who is on-trial must, in the subsequent semester, meet several conditions.

The conditions of being "on trial" include, but are not limited to:

- Have no grades of (F)
- Carry a course load of 12 or more semester hours (\*)
- Resolve all grades of "Incomplete" (\*\*)
- Take all courses for a grade and elect no courses on the "pass/no pass" basis
- Attain a semester average of at least 2.0
- Attain a cumulative average of at least 2.0 (this may require that your semester GPA be considerably higher than 2.0)
- Additional conditions as determined by the CESS Student Affairs Committee

(\*) If you need to carry less than 12 hours, be certain to provide a typed rationale during the first week of classes which will be reviewed by the Student Affairs Committee. Bring your rationale to 528 Waterman.

(\*\*) Only applies to students who have been assigned grades of incomplete.

Failure to meet any of these minimum trial conditions may result in your dismissal from the University by action of the College Student Affairs Committee.

### **Continued On Trial**

Students who had "on trial" status and who considerably improved their academic record, but who

are not yet in good academic standing, may be "continued on trial" and will be expected to meet the "conditions of trial."

### **Discontinued from Current Program of Study**

Discontinued status means that the student has not met program specific academic benchmarks. These benchmarks are set by each individual program and are outlined in the program handbook or advising folder.

Some examples of program specific benchmarks include:

- Minimum cumulative GPA of 2.5 at end of first year for all teacher preparation programs
- Minimum cumulative GPA of 2.75 at end of sophomore year for all teacher preparation programs
- Minimum cumulative GPA of 3.0 at end of junior/senior years for all teacher preparation programs
- Completion of required courses with specific GPA requirements

Once a student is discontinued from their program, they will remain enrolled in CESS as an Undeclared student and may register for courses outside their original program. Discontinued students have one (1) semester to regain entry to their original CESS program, or to transfer to another major. Students are responsible for determining the CESS or UVM program into which they are eligible to transfer and for completing any application requirements. Students who fail to regain entry into their original program or transfer within one (1) semester will be notified by letter of their status in the CESS or the University.

Students who are not following their program requirements, but who may be in good academic standing, will receive a letter warning them of their possible discontinuation from their program of study. Students who are following their requirements, but who are not eligible for admission to the professional portion of the program because of their grade point average (below 2.5), will also receive a warning letter.

### **Dismissal from the University**

A student is subject to dismissal from the University as a result of one or more of the following:

- Does not satisfy the conditions of academic probation
- Earns a semester grade point average of 1.0 or lower
- Earns failing grades (F) in two (2) or more 3-credit+ courses

Students dismissed from the University of Vermont may not enroll in coursework at UVM until s/he successfully appeals the dismissal decision, although the student may appeal to complete coursework as a continuing and distance education student. Students who successfully appeal their dismissal will return with either "on trial" or "continued on trial" status. They may also be discontinued from their current program of study. Students who do not appeal or who are not successful in appealing the decision, will not be eligible to return for one semester. At the end of

the semester away from UVM, the student may request to return.

Students can be dismissed without first being placed on trial. This includes First Year students and new transfers. Members of the CESS Student Affairs Committee dismiss students and provide them with an opportunity to provide a "plan for success" as part of the appeal process. This sends a very clear message to students that they must have a plan in place to improve their academic record or they will not be permitted to continue in a degree program.

### **Dismissal appeal process**

The dismissal letter includes very specific dates, deadlines and guidelines for the appeal. You will need to decide if you have information appropriate for an appeal. While every dismissed student has the right to appeal, keep in mind that the appeal needs to have more substance than simply a letter expressing that you know you can do better. Your appeal must include the following:

Part 1 - Explain why you experienced academic difficulty. Also include the extenuating circumstances. (If you have questions concerning your grades, you will need to either contact the Registrar's Office or the professor. If you completed paperwork to withdraw, contact the Registrar. If you think you have earned a higher grade than you received, contact your professor. Issues concerning your grades should be resolved prior to submitting your appeal letter.)

Part 2 - Submit a plan to bring about change to experience academic success. This should include resources you will use to improve your academic record during the next semester if permitted to return.

### **Dismissal Letters:**

As per University policy, dismissal letters will be emailed to the student's UVM email account. It is your responsibility as a student to ensure that your UVM email is forwarded to any other email address that you may prefer using. Declaring that you "didn't know" does not negate the dismissal decision. We will also call you on the cell/home number indicated in your UVM profile. This phone call is to notify you that there is an important academic status update in your email that you need to review. We will not leave messages on the phone or with family members with specifics of that email.

### **Services available for support**

Your first point of contact should be with your academic advisor. You can also call a staff member in the Student Services Office (802) 656-3468 to discuss strategies for improving your academic performance. You can also access many of the University departments on campus designed to provide guidance:

The Learning Cooperative (802) 656-4075

Career Services (802) 656-3450

Student Accessibility Services (802) 656-7753

Mosaic Student Center (802) 656-3819

Counseling Center (802) 656-3340

## Appendix B: Student Dismissal Letter

Date

Dear [name of student],

At the end of each semester, an academic review is performed by the Student Affairs Committee for every degree-seeking student enrolled in the College of Education and Social Services (CESS) at the University of Vermont. This process and its possible outcomes are explained in detail as part of the CESS Academic Standing Policy, available at: <http://www.uvm.edu/cess/studentservices/academic-standing-policy>

Upon review of your academic record and based on your academic performance at the close of the Spring 2017 semester, you have been **dismissed** from the College of Education and Social Services at the University of Vermont.

### ***Dismissal***

A student is subject to dismissal from the University as a result of one or more of the following conditions:

- Does not satisfy the conditions of on-trial/ academic probation status
- Earns a semester grade-point average of 1.0 or lower
- Earns failing grades (F) in two (2) or more 3 or above credit courses

The period of dismissal is one academic semester. The dismissal action becomes effective prior to the beginning of the semester and will only be reversed if your appeal is granted.

**You have an opportunity to appeal this dismissal decision as described below. Your appeal must be received by \_\_\_\_\_.** Please follow the appeal submission directions at the bottom of this letter.

Students who successfully appeal will be allowed to return to UVM with "on trial" status. **If you choose not to appeal or your appeal is denied**, you will be canceled from your Fall 2017 courses and residence hall assignment (if living on campus). You will need to wait one semester before being eligible to request permission to return to UVM as a matriculated student.

If you have any questions about the process, feel free to contact the Student Services Office at (802) 656- 3468 or via email at [CESSSTSV@uvm.edu](mailto:CESSSTSV@uvm.edu)

Sincerely,  
Lynn White Cloud  
Assistant Dean for Academic and Student Affairs



## Dismissal Appeal Guidelines

The process shown below should be followed when submitting your appeal:

1. Your appeal should include two parts. Please label them as Part 1 and Part 2.
  - Part 1 - Explain why you experienced academic difficulty. Also include any extenuating circumstances.
  - Part 2 - Plan for Academic Success. Based on your explanation in Part 1, list and explain the changes you will be making so that you will achieve academic success. It is essential that you provide more than promises for the committee to review. For example, if you indicated in Part 1 that you were not doing your work, you should not simply indicate you will “study harder.” You need to include specific actions (e.g., getting assistance from the Learning Co-operative concerning time management, study skills, etc.) you will take to improve your academic record.
2. Submit your appeal via email to: [CESSSTSV@uvm.edu](mailto:CESSSTSV@uvm.edu)

## Appendix C: Letter to Program Coordinators and Advisors re Status Letter



Hello Program Coordinators/Advisors,

We are currently in the process of sending “status letters” to students who have not met one or more of the agreed upon criteria for student teaching:

Overall GPA, 3.0

Professional Coursework, 3.0

Secondary Content, 3.0

Praxis I/CORE/SAT/ACT (Reminder: If student has not fulfilled the Praxis requirement, they must take Praxis CORE)

The student will be instructed to file a written appeal with their program that will then go to The Director of Educator Licensure with a program recommendation. The appeal will be considered, and a notice will be sent to the program coordinator, adviser and the student. **These students should not be assigned a Student Teaching placement until a decision is rendered regarding the appeal.** If a student is currently in the field but has not met the requirements or filed an appeal, they cannot continue until the appeal is filed and approved.

Copies of the warning letters will be sent to the program coordinator/program assistant/academic adviser. Please place a copy in the student file and a duplicate will be filed in the Director's office.

See the sample letter on the following page.

Best,

Ellen Baker  
Director of Educator Licensure  
College of Education & Social Services

## Appendix D: Student Status Letter



Date

Dear Student,

According to our records you have not met all the requirements for admittance to the Student Teaching Internship. All requirements need to be met **one semester prior to your** Student Teaching Internship. (For example, if you are scheduled to Student Teach in Fall, 2017, the requirements must be met by the end of the Spring semester of 2017).

As of today, you are missing:

- **Cumulative GPA of 3.0 - your current Cumulative GPA is \_\_\_\_**
- **Content GPA of 3.0 - your current Content GPA is \_\_\_\_\_**

Please file an appeal letter with your Program Coordinator. In this letter indicate what factors impacted your ability to meet the requirements. State a plan to address these issues. Appeal letters must be filed by **Date**. Program faculty will make a recommendation to the Director of Educator Licensure. A decision will be rendered one semester prior to your student teaching. If conditions change and requirements are met, student teaching will be automatic. Please see the attached Appeal Process for further details.

Once you have met all the requirements or an appeal has been granted you will be permitted to enter the internship.

Best,

Ellen Baker  
Director of Educator Licensure

Cc: Program Coordinator  
Advisor  
Student File on Navigate

## **Appendix E: Student Support Team (SST) Protocol for Teacher Education Students**

- 1) Student Issue goes to SST (consisting of Director of Educator Licensure, Program Coordinator, Dean of Students and Advisor).
- 2) Faculty that has concern regarding issue will fill out referral form and send to Director of Educator Licensure electronically or deliver handwritten copy.
- 3) Director of Educator Licensure coordinates work of the Student Support Team. Director of Educator Licensure convenes meeting for the SST group (Program Coordinator from the student's program, student's advisor, Director and Dean of Students).
- 4) Director of Educator Licensure sets up face to face meetings or email conversation about the issue. Team formulates an Action Plan for the student.
- 5) Meeting is then held with the student to inform he/she of their options, present the Action Plan or the decision of the student support team depending on the situation. Additional supports might be put into place.
- 6) Director of Educator Licensure is responsible for follow up to ensure the issue is resolved and may need to call additional meetings until the issue is resolved.
- 7) Once the issue is resolved Director of Educator Licensure informs the Chairperson and Dean's office of final resolution of issue.

**Appendix F: CESS DOE Student Support Team (SST) Referral Form**

**Date of Referral:**

**Name of Student:**

**Major:**

**Minor:**

**Advisor:**

**Catalog Year:** *AY 22-23*

**Person making this referral:**

**Suggested Participants:**

**Director of Teacher Education**

**Assistant Dean for Academic and Student Affairs (or representative)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**SAS affiliated student:** Yes \_\_\_\_ No \_\_\_\_ Unsure \_\_\_\_

**Reason for referral**

**Check all that apply:**

\_\_\_\_ Student is not meeting the benchmarks for progression in their program (e.g., GPA, PRAXIS, PADA, course sequencing, or on trial status).

\_\_\_\_ Student is failing a class and low performance could adversely affect academic progress.

\_\_\_\_ Student is not meeting clinical (practicum or internship) requirements (based on mentor, supervisor evaluations or unsatisfactory PADA)

\_\_\_\_ Student has not responded to instructor, supervisor, program coordinator, Director of Teacher Education or Assistant Dean to outline a corrective Plan of Action.

\_\_\_\_ Student exhibits a pattern of behavior(s) (e.g., erratic or poor attendance, consistent lateness, abrupt changes in performance, seems disengaged or distracted consistently that appears to impact academic performance and possibly student wellness).

\_\_\_\_ Instructor has evidence that the student is not accessing coordinated resources that supports academic success.

\_\_\_\_ Student requests additional academic support.

**In 150 words or less please comment on your reason (s) for the referral or provide more information for the CESS Student Support Team.**

**Available Meeting Dates and Times for Student and Faculty**

<b>Dates and Times</b>	<b>Student Availability</b>	<b>Faculty Availability</b>

**Submitted to Director of Teacher Education:**

**Date** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Appendix G: Proposed Action Plan**



**Student:**

**Date:**

**Program:**  
**Faculty Reporter:**

**Academic Advisor:**  
**Follow up meeting date:**

Concern	Goal/Objective	Action	Person(s) Responsible	Timeline

**Student Signature:** \_\_\_\_\_

**Director Signature:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_

## Appendix H: Vermont Testing Requirements for Educator Licensure and Testing in other States

### Academic Tests for Vermont Educators

Candidates seeking initial educator licensure in Vermont who do not hold a current non-conditional out-of-state-license from a state that has signed the NASDEL agreement are required to meet the passing scores established by the Vermont Standards Board for Professional Educators (VSBPE) for the Praxis Core Academic Skills for Educators (CORE®). Educational Testing Services (ETS) has completely phased out Praxis I, which means the tests are no longer available. The Praxis Core tests have replaced the Praxis I. The core academic skills tests for educators include three tests: Reading (5712), Writing (5722), and Mathematics (5732). The Praxis Core subtests measure whether educators have the necessary reading, writing, and mathematical knowledge/skills. The Praxis Core does not assess one's knowledge of teaching nor does it predict who will become a good teacher or administrator. All candidates need to pass each and every one of the Core tests to be eligible for licensure; there is no combined score for Praxis Core tests.

#### Praxis Core Academic Skills Test

- Combined Test (includes Reading, Writing, and Mathematics Tests): Test Code 5751 (Cost - \$150.00)

Reading: Test Code 5712 – pass score is 156 (Cost \$50.00 registration fee plus \$40.00 per test)

Writing: Test Code 5722 – pass score is 162 (Cost \$50.00 registration fee plus \$40.00 per test)

Mathematics: Test Code 5732 – pass score is 150 (Cost \$50.00 registration fee plus \$40.00 per test)

Alternatives to Praxis Core Series: Qualifying Praxis I or qualifying SAT, ACT, or GRE scores can be accepted if the test scores meet the following pass scores:

1. Qualifying Praxis I pass scores: Reading – pass score 177 Writing – pass score 174 Mathematics – pass score 175
2. Qualifying SAT scores: Combined score of 1000 and minimum Verbal (420) and Math (470) scores if taken before April 1, 1995, or combined score of 1100 and minimum Verbal (500) and Math (500) if taken after April 1, 1995. For SAT scores contact [College Board](#). Please reference Vermont recipient code #4142 (Your “reading” SAT score is equivalent to the “verbal” score. The writing SAT score will not be counted.)
3. Qualifying ACT scores: English 22, Math 22. For ACT scores contact [ACT Records](#) and request test scores be sent to VT using recipient code #4331.
4. Qualifying GRE scores: Combined score of 1100 and a minimum Verbal (500) and Quantitative (500) if taken before August 1, 2011, or combined score of 300 and a minimum Verbal (153) and Quantitative (144) if taken after August 1, 2011. For GRE scores contact [www.ets.org](http://www.ets.org). Please note ETS will not send



scores directly to the Agency of Education. You may upload scores onto the online application.

Praxis II Content Tests: *Praxis II content tests are required for the following content areas for all candidates unless you hold a valid non-conditional license in the same endorsement area from a State that has signed the NASDEL C agreement.*

- **Art:** Test Code 5135 – pass score is 161 (Cost \$50.00 registration fee plus \$146.00 test fee)
- **Early Childhood Education:** Test Code 5001 if seeking K-3 level of endorsement.  
(See Elementary Education for test details)
- **Elementary Education:** Test Code 5001 – see individual test scores below. (Cost \$170.00)
  - **Social Studies:** Test Code 5004 - pass score is 155 (Cost \$50.00 registration fee plus \$60.00 per test)
  - **Science:** Test Code 5005 - pass score is 159 (Cost \$50.00 registration fee plus \$60.00 per test)
  - **English:** Test Code 5002 – pass score is 157 (Cost \$50.00 registration fee plus \$60.00 test fee)
  - **Mathematics** Test Code 5003-pass score is 157 (Cost \$50.00 registration fee plus \$60.00 test fee)
- **English to Speakers of other Languages:** Test Code 5362/0362 – pass score is 155 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Health:** Test Code 5551 – pass score is 163 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Math:** Test Code 5161 – pass score is 160 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Middle Grades English:** Test Code 5047 – pass score is 164 (Cost \$50.00 registration fee plus \$146.00 test fee). Note: The English test can be used to satisfy the Middle Grades English testing requirements.
- **Middle Grades Math:** Test Code 5169 – pass score is 165 (Cost \$50.00 registration fee plus \$120.00 test fee). Note: The Math test can be used to satisfy the Middle Grades Math testing requirements.
- **Middle Grades Science:** Test Code 5440 – pass score is 150 (Cost \$50.00 registration fee plus \$120.00 test fee). Note: The General Science test can be used to satisfy the Middle Grades Science testing requirements.
- **Middle Grades Social Studies:** Test Code 5089 – pass score is 165 (Cost \$50.00 registration fee plus \$146.00 test fee). Note: The English test can be used to satisfy the Middle Grades English testing requirements.
- **Music:** Test Code 5114 – pass score is 162 (Cost \$50.00 registration fee plus \$146.00 test fee)
- **Modern and Classical Language: American Sign Language.** Test Code 0634 – pass score is 3+ or 170 (Cost \$50.00 registration fee plus \$146.00 test fee)
- **Modern and Classical Language: Latin.** Test Code 5601 – pass score is 147 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Modern and Classical Language: French.** Test Code 5174 – pass score is 162 (Cost

- \$50.00 registration fee plus \$160.00 test fee)
- **Modern and Classical Language: German.** Test Code 5183 – pass score is 163 (Cost \$50.00 registration fee plus \$160.00 test fee)
- **Modern and Classical Language: Spanish.** Test Code 5195 – pass score is 168 (Cost \$50.00 registration fee plus \$160.00 test fee)
- **Modern and Classical Language: Chinese.** Test Code 5665 – pass score is 164 (Cost \$50.00 registration fee plus \$160.00 test fee)
- **Physical Education:** Test Code 5095 – pass score is 169 (Cost \$50.00 registration fee plus \$146.00 test fee)
- **Reading ELA Specialist:** Test Code 5301 – pass score is 164 (Cost \$50.00 registration fee plus \$146.00 test fee)
- **Science:** For a full science endorsement, candidates must meet a passing score on the General Science AND one subject specific test of their choosing. A limited endorsement in a science content area requires passing the Biology, Chemistry, Earth Science or Physics test.
- **General Science:** Test Code 5435 – pass score is 157 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Biology:** Test Code 5235 – pass score is 151 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Chemistry:** Test Code 5245 – pass score is 160 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Earth Science:** Test Code 5571 – pass score is 158 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Physics:** Test Code 5465 – pass score is 140 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **Social Studies:** Test Code 5086 – pass score is 153 (Cost \$50.00 registration fee plus \$146.00 test fee)
- **School Psychologist:** Test Code 5402 – pass score is 147 (Cost \$50.00 registration fee plus \$120.00 test fee)
- **School Leaders Licensure Assessment:** Test Code 6011 – pass score is 163 (Cost \$50.00 registration fee plus \$425.00 test fee)

## **Appendix I: Vermont Licensure Portfolio (VLP)**

To receive a recommendation for a license from a teacher preparation program in Vermont, every teacher candidate must create a professional portfolio which follows the guidelines of the Vermont Level I Licensure Portfolio. The goal for the VLP is for candidates to identify and collect a body of evidence that demonstrates their performance as preservice educators and to critically analyze how well the evidence demonstrates their progression toward the Vermont Core Teaching Standards. Pre-service educators will collect evidence of their practice while in their preparation program. That evidence will show proficiency of meeting the Core Teaching Standards. The Portfolio then requires the pre-service educator to critically analyze and reflect on that evidence. The Portfolio is designed to be both formative and summative. The portfolio has three parts: in Part I, candidates demonstrate their readiness to design learning experiences, in Part II candidates demonstrate their readiness to implement instruction, and in Part II candidates demonstrate their readiness to ensure professionalism.

**NOTE:** Portfolios must be submitted no later than 1 year following degree conferment. Portfolios will be reviewed no more than 2xs per year – December and May. A program may decide to review a portfolio at another time.

If we do not receive the portfolio within the timeframe above the candidate will not receive a recommendation from the college and will be considered Non-Licensure.

The VLP is aligned with the Vermont Core Teaching Standards.

### Overview of the Vermont Core Teaching Standards

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the

discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

More information about the portfolio can be found at:

<https://sites.google.com/site/vermontslicensureportfolio/home>

## Appendix J: Informational Websites

### ETS for PRAXIS I and II

[www.Ets.org/praxis](http://www.Ets.org/praxis)

[www.Ets.org/praxis/register/disabilities](http://www.Ets.org/praxis/register/disabilities)

[www.Ets.org/praxis/register/accommodations](http://www.Ets.org/praxis/register/accommodations)

[www.Ets.org/praxis/about/fees/feewaivers](http://www.Ets.org/praxis/about/fees/feewaivers)

[www.Ets.org/praxis/prepare/study](http://www.Ets.org/praxis/prepare/study)

[www.Ets.org/praxis/prepare/study](http://www.Ets.org/praxis/prepare/study)

### Agency of Education

<http://education.vermont.gov/educator-quality/online-licensing>

<http://education.vermont.gov/educator-quality/become-a-vermont-educator>

<http://education.vermont.gov/educator-quality/become-a-vermont-educator/reciprocity>

<http://education.vermont.gov/vermont-schools/school-operations#school-directories>

## Appendix K: Becoming a Vermont Educator Initial License Online


Navigate to: <http://education.vermont.gov/>

- Education Quality
- Become a Vermont Educator
- Traditional Route to Licensure
- Apply on-line to Become a Vermont Educator
  - <https://alis.edlicensing.vermont.gov/login.aspx>
- Navigate to where it says, “Never held an Educator License in Vermont” and use the “click here” link
  - Enter your last name, SSN, and DOB. Click “Next Step”
  - Fill out the entire registration screen. You will receive an email indicating that you have successfully registered.

Dear Carrie Stevens,

- You have been successfully registered in the online licensing system.
- This is a system-generated message. Please DO NOT reply to this email. If you have any questions, please contact the AOE at: [AOE.AlisEDLicensing@state.vt.us](mailto:AOE.AlisEDLicensing@state.vt.us).

Thank you,  
Office of Educator Quality  
Vermont Agency of Education  
219 North Main Street, Suite 402 Barre, VT 05641



Continue on with the Preliminary Questions:

Initial Licensure Application Preliminary Question(s)	
Have you received a contract offer to teach or lead in a Vermont School?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Have you completed a <b>Vermont State</b> approved educator preparation program at a college or university or alternative program through a bachelor, post-baccalaureate or master's degree program and received a recommendation for licensure at the time of graduation?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you have a current, comparable license (teacher or administrator) from a state that Vermont has signed the NASDTEC Interstate Agreement with and can provide a copy of this License?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Have you graduated from a state or CAEP approved educator preparation program in a state that Vermont has NOT signed the NASDTEC Interstate Agreement with (New York, New Mexico, South Dakota, Wisconsin)?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you have credentials from another country? You must demonstrate they meet the equivalent degree requirements specified in the endorsement competencies. To know more details about the transcript review process <a href="#">click here</a>	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you have a current Vermont Clinical Speech Language Pathologist License, and have completed the transcript review for the Educational Speech Language Pathologist endorsement?	<input type="radio"/> Yes <input checked="" type="radio"/> No

Click “Save & Go to Next Step”

Review your personal information and make any corrections as needed. You will need to choose a response from the drop-down window next to the fields titled, “gender,” “ethnicity” and “race” before the system will let you move on. “Prefer not to answer” is one of the acceptable

responses contained within the drop-down window.

Only click “yes” to the “CRC Information” question, if you have already been fingerprinted by a VT school district/supervisory union under the “Education” statute AND you have been employed (or student taught) in a VT school, every school year, since being fingerprinted.

**CRC Information**

Our records indicate that you have not completed a fingerprint supported criminal record check after July 1, 1998. Have you undergone a fingerprint supported criminal record check after July 1, 1998, completed by a VT School District or the VT Agency of Education AND you have been employed in a VT school each school year since your report date? <http://education.vermont.gov/educator-quality/tutorials-and-faqs>  Yes  No

**Reset** **Save & Logout** **Save & Go to Next Step**

Click “Save & Go to Next Step”

Fill in place of birth and additional states where you lived or employed

**CRC Information**

Our records indicate that you have not completed a fingerprint supported criminal record check after July 1, 1998. Have you undergone a fingerprint supported criminal record check after July 1, 1998, completed by a VT School District or the VT Agency of Education AND you have been employed in a VT school each school year since your report date? <http://education.vermont.gov/educator-quality/tutorials-and-faqs>  Yes  No

**Place of Birth**

City/Town \*

Country \*

State \*

**Additional state(s) where I have resided or been employed?**

Colorado  Mississippi  Rhode Island  
 Hawaii  Montana  Utah  
 Illinois  New Brunswick  Wyoming  
 Massachusetts  New Hampshire

Click “Save & Go to Next Step”

Choose endorsement by clicking the add button (circled in red)

**What endorsement(s) are you seeking?**

Choose Category, endorsement, sub endorsement (if applicable), and instructional level. Click

“Save & Go to Next Step”

The testing requirements will automatically pop up when choosing certain endorsements. Choose how you will meet the testing requirements. If there is a Praxis II (two) test associated with your endorsement, you will need to click on “Praxis II – Requirements” in blue before the system will let you move on.

**What endorsement(s) are you seeking?** Add | Delete

Category *	Endorsement *	Sub Endorsement	Instructional Level	Additional Testing Requirements
Teaching				<input type="checkbox"/>

**What endorsement(s) are you seeking?** Add | Delete

Category *	Endorsement *	Sub Endorsement	Instructional Level	Additional Testing Requirements
Teaching	66 - School Psychologist		Instructional Level	Praxis-II Requirements

**How will you meet the Testing Requirements?**

Please [Click Here](#) to view the testing brochure.  
 How will you meet the Testing Requirements?  
 Only Vermont approved tests will be accepted.  
 For details, see link above for testing brochure.

ACT  
 GRE  
 Hold a current educator license in a state that Vermont has signed the NASDTEC Interstate Agreement with  
 National Board Certification  
 Praxis Core Tests  
 Praxis-I Test  
 SAT  
 Other

Click "Save & Go to Next Step."

Enter Education Details – Choose "Add Educator Details" in the upper right corner please upload your official transcript here.

If applicable, enter your out of state educator's license. Choose "Add Current License" in the upper right corner.

**Education Details** Add Education Details | Delete Education Details

---

**Other State / Foreign License Information** Add Current License | Delete Current License

If your license does not expire, then leave expiration field blank.

---

**Employment Detail** Add Employment | Delete Employment

List all employment in the last ten years whether or not you worked in a school.

Click "Save & Go to Next Step."

Complete all four legal sections.

**Good Standing Declaration**

<p><b>Child Support (You MUST check one:)</b></p> <p> <input type="radio"/> I am not subject to a child support order; Or  <input type="radio"/> I am subject to a child support order and I am in good standing or in full compliance; Or  <input type="radio"/> I am not in good standing or in full compliance         </p>	<p><b>Taxes (You MUST check one:)</b></p> <p> <input type="radio"/> I am in good standing in regards to my Vermont Taxes (all returns are filed and paid); Or  <input type="radio"/> I have never lived or worked in Vermont and do not owe Vermont taxes; Or  <input type="radio"/> The liability for any Vermont taxes due and payable is on appeal; Or  <input type="radio"/> I am in compliance with a payment plan approved by Vermont Department of Taxes; Or  <input type="radio"/> I am not in good standing in regards to my Vermont taxes         </p>
<p><b>Unemployment Compensation (You MUST check one:)</b></p> <p> <input type="radio"/> This does not apply to me because I have never been an employer in Vermont; Or  <input type="radio"/> No contributions or payments in lieu of contributions are due and payable; Or  <input type="radio"/> The liability for any contributions or payments due and payable is on appeal; Or  <input type="radio"/> I am in compliance with a payment plan approved by the commissioner; Or  <input type="radio"/> I am not in good standing in regards to unemployment compensation         </p>	<p><b>District Court Fines / Judicial Bureau Fines (You MUST check one:)</b></p> <p> <input type="radio"/> I do not have any unpaid judgments; Or  <input type="radio"/> I am in good standing with respect to any unpaid judgments; Or  <input type="radio"/> I am not in good standing in regards to unpaid District Court or Judicial Bureau fines         </p>



Click "Save & Go to Next Step."

Complete

Question	Response
A. Have you ever been convicted of a felony or misdemeanor? If yes, please provide a written explanation and specify the court that issued the conviction. Please note that a plea of nolo contendere counts as a conviction of a criminal offense.	<input type="radio"/> Yes <input type="radio"/> No
B. Do you have any pending criminal charges? If yes, please provide a written explanation and specify the court that has jurisdiction of the charges.	<input type="radio"/> Yes <input type="radio"/> No
C. Have you ever had an adverse action taken against any application, certificate, or professional license in any state? Adverse action includes but is not limited to the following: letter of warning, reprimand, denial, suspension, revocation, or cancellation.	<input type="radio"/> Yes <input type="radio"/> No
D. Have you ever voluntarily surrendered a professional license or certificate or withdrawn an application for a professional license or certificate?	<input type="radio"/> Yes <input type="radio"/> No
E. Is there any adverse action now pending against you in any state by any professional licensing agency or have you been notified of any ongoing or potential investigation or inquiry regarding any professional license?	<input type="radio"/> Yes <input type="radio"/> No
F. Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of alleged misconduct or incompetence?	<input type="radio"/> Yes <input type="radio"/> No
G. Have you ever been disciplined, reprimanded, suspended, removed or discharged from employment or student teaching because of allegations of misconduct or incompetence?	<input type="radio"/> Yes <input type="radio"/> No
H. Are you now, or have you ever been, required to register as a sex offender in any jurisdiction of the United States, including any state, territory, commonwealth, the District of Columbia, or military, federal, or tribal jurisdiction?	<input type="radio"/> Yes <input type="radio"/> No
I. I acknowledge that the Vermont Agency of Education may receive updates to my criminal conviction record via VCCRIS (Vermont Criminal Conviction Record Internet Service) and may use this information to verify my answers to the above questions. I understand that this information will be used for reviewing my suitability for licensure. I further understand that within 30 days of receiving the results of the record check or update, I have the right to appeal the findings in writing to the Vermont Criminal Information Center, Department of Public Safety, 103 South Main Street, Waterbury, Vermont 05671-2101.	<input type="radio"/> Yes

Click "Save & Go to Next Step."

Complete all three sections, Oath, Consent to Release, and Attestation:

**Oath**

You MUST check one of the following: Oath or Affirmation.

Oath or Affirmation

I do solemnly swear (or affirm) that I will support the Constitution of the United States and the State of Vermont and the Laws of the United States and of the State of Vermont.

I am a citizen of a foreign country. Under Title 16 § 12, I am not required to sign this Oath.

**Consent for Release of Information**

**Place of Birth**

City/Town \*

Country \*

State \*

You must check the following:

I hereby authorize release of any information of reports of abuse, neglect or exploitation substantiated against me and contained in Vermont Adult Abuse Registry and/or the Vermont Child Protection Registry to the Vermont Agency of Education.

Click "Save & Go to Next

Step.” Check all boxes:

**Attestation**

You must check the following:

- Please be advised that the Vermont Standards Board for Professional Educators Rule 5840 governs public and other access to license records including educator contact information. VSBPE Rules can be accessed at [http://education.vermont.gov/documents/educ\\_5100\\_licensing\\_regulations.pdf](http://education.vermont.gov/documents/educ_5100_licensing_regulations.pdf)
- I have read and understand all the instructions regarding the initial license application and understand that I am paying a \$50 NON-REFUNDABLE application fee. I understand that my non-refundable application fee will be retained by the agency, if all the requirements for the initial application are not received and/or completed within two weeks of the application submission date.
- I certify that the information provided on this application and in supporting documents and attachments is true and complete. I am aware that any falsification, misrepresentation or misstatement of material information may be grounds for denial of a license or for subsequent suspension or revocation thereof.
- I agree to a check of any record of criminal convictions as per VSA, Title 16, Chapter 5, Subchapter 4, which may be maintained by the Vermont Criminal Information Center, the criminal record repositories of other states where I have been employed and/or resided, and the FBI.
- I understand that the results of that check will be made available to Vermont Agency of Education in accordance with VSA, Title 16, Chapter 5, Subchapter 4, and will be used in reviewing my suitability for employment. I have read and understand the [Maintenance and Destruction Policy](#). I further understand that within 30 days of receiving the results of the record checks, I have the right to appeal the findings to the: Vermont Criminal Information Center, Department of Public Safety, 103 South Main Street, Waterbury, VT 05671-2101 or the Federal Bureau of Investigation’s Criminal Justice Information Services Division, Attention: Criminal History Analysis Team 1, 1000 Custer Hollow Road, Clarksburg, WV 26306.

Click “Save & Go to Next Step.”

Click Pay now and follow the payment instructions. (Your application is submitted for review by the AOE once you pay the \$50 non-refundable application processing fee. Be sure that you have included an official transcript with a recommendation for licensure within your application and that you have taken and passed all the required tests BEFORE paying the \$50 non-refundable application processing fee.)

Upon paying your NON-REFUNDABLE application processing fee, the system will bring you to your pending application checklist. Your pending application checklist is an additional place to upload any required documentation. In addition, this is where you will need to print the fingerprint supported record check forms. (See the words “click here” in blue).

Checklist			
Item #	Item	View/Attach	Item Status
1	REQUIRED: Official undergraduate and graduate transcripts with the degree and date conferred. Educator may upload directly to checklist.	<a href="#">Documents (1)</a>	Information Received
2	Review Good Standing Declaration. (AOE staff only)	<a href="#">Documents (0)</a>	Pending
3	Review Disclosure form. (AOE staff only)	<a href="#">Documents (0)</a>	Pending
4	Authorization to release criminal record check information.	Please <a href="#">click here</a> to print the form and send the form to the Supervisory Union that originally processed your criminal record check.	Pending
5	Review Exam Data. (AOE staff only)	N/A	Pending
6	Review testing requirements for ACT	N/A	Pending
7	Others	<a href="#">Documents (0)</a>	N/A

## Appendix L: New Criminal Record Check

The Agency of Education has changed the Criminal Record Check (CRC) requirements so that they are following Federal regulations.

Please see the instructions below:

The Agency **cannot accept fingerprint supported record check reports done for other states unless you check to see if your state will send results to Vermont.**

The Agency **cannot accept fingerprint supported record check reports done for employment, student teaching or volunteering in schools.**

**Applicants must complete the fingerprint supported record check process for the *Vermont Agency of Education***

- Students need to log in to the ALIS system through the site that I provided in the licensure information
- When the application is submitted you will be charged \$12 fee for the CRC. This is paid to the Vermont Department of Public Safety and is non-refundable
- Within your checklist at the submission of your application-**print the form: request for Criminal Record Check.** Have a notary sign the form and mail to the Agency of Education, 1 National Life Drive, Montpelier, VT 05602.
- An email is then sent to the educator to log into the Vermont Online Licensing System.
- Log in and print form: Vermont Crime Information Center Fingerprint Authorization Certificate (FAC).
- Bring this completed form with you to your fingerprinting appointment at an identification center or police station.
- The VT Criminal Information Center (VCIC) sends the CRC results to the AOE about 6-8 weeks after fingerprints are taken.
- Once this is received the application can be finalized.
- Once an applicant on ALIS has uploaded all required information including the Criminal Record Check materials into the initial application (not just creating an account). **While waiting for the CRC the educator will receive a “letter of eligibility” from the AOE which they can give to perspective employers (this expires in 3 months).**
- Once this is received the application can be finalized.

**Do not jump ahead and get fingerprinted prior to submitting an initial license application because it could be a waste of time and money since this report cannot be used.**

**Remember you also need a stamped transcript with UVM CESS recommendation and Passed PRAXIS II scores**

**Appendix M: Application for Non-Licensure Status**

**Application for Non-Licensure Status (Exception) for Education Majors**  
**College of Education and Social Services: Department of Education**  
Submit form via email to the DEL: [ellen.baker@uvm.edu](mailto:ellen.baker@uvm.edu)

Student Name \_\_\_\_\_

Net ID \_\_\_\_\_ Date \_\_\_\_\_

Academic Major \_\_\_\_\_ Academic Advisor \_\_\_\_\_

Number of Credits \_\_\_\_\_ SST Date (if relevant) \_\_\_\_\_

Person(s) completing the initiation of the application:

1. \_\_\_\_\_

2. \_\_\_\_\_

Reason(s) for request to pursue Non-Licensure (please be concise, factual, and specific):

.....  
**For administration use**

The DEL and the Director of Student Services have consulted and reviewed the student degree audit. Yes \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_

A meeting to discuss the reason(s) for the request, the non-licensure exception requirements, and graduation goals of the student took place with the student, DEL, Academic Advisor, and Director of Student Services

Yes \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_

Decision was made

Non-licensure (exemption to major) approved

Yes \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_

Brief reason for decision

Was the decision contested?

Y \_\_\_\_\_ N \_\_\_\_\_

If contested on what date was the did the DEL refer the contested decision to the CESS Assistant Dean for Academic and Student Affairs? \_\_\_\_\_

Signatures

Student \_\_\_\_\_ Date \_\_\_\_\_

Academic Advisor \_\_\_\_\_ Date \_\_\_\_\_

Program Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Director of Student Services \_\_\_\_\_ Date \_\_\_\_\_

Director of Teacher Education \_\_\_\_\_ Date \_\_\_\_\_

Assistant Dean for Academic and Student Affairs \_\_\_\_\_ Date \_\_\_\_\_  
(only if contested)

## **Appendix N: Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators**

The essential qualities of the competent and caring educator include moral integrity, humane attitudes, reflective practice, and a sound understanding of academic content and pedagogy. The public vests educators with trust and responsibility for educating the children of Vermont. We believe that fulfilling this charge requires educators to demonstrate the highest standards of professional conduct.

We, as professional educators, respect the dignity and individuality of every human being. We are committed to, and model for our students, the lifelong pursuit of learning and academic excellence.

We are dedicated to effective scholarly practice, further enhanced by collaboration with colleagues and with those in the greater educational community. Furthermore, we are dedicated to compassionate service on behalf of our students and their families, and we advocate for them in the school and community settings.

We recognize and accept both the public trust and the magnitude of responsibility inherent in our profession. To this end, we put forth these rules of conduct as the foundation for professional practice for all Vermont educators to honor and follow.

### 5220 Rules of Professional Conduct

What follows is a statement of fundamental principles which all Vermont educators should follow, each of which is accompanied by an enumeration of examples of unprofessional conduct which could subject an educator to licensing action.

5221 Principle I. A professional educator abides by all federal, state and local laws and regulations. Unprofessional conduct includes all conduct listed in 16 V.S.A. § 1698(1).

5222 Principle II. A professional educator maintains a professional relationship with all students, both inside and outside the classroom, and makes reasonable efforts to protect students from conditions which are harmful to their health and safety. Unprofessional conduct includes, but is not limited to:

Committing any act of child abuse, including physical and/or emotional abuse; Committing any act of cruelty to children, or any act of child endangerment.

Committing any sexual act with, or soliciting any sexual act from, any minor, or any elementary or secondary student regardless of age.

Committing any act of harassment as defined by state or federal law or regulation. Soliciting, encouraging or participating in a romantic or sexual relationship (whether written, verbal or physical) with a student, the educator knows or should know is a

student, in the absence of countervailing facts.

Using patently offensive language including, but not limited to, improper sexual comments; Taking patently offensive pictures (digital, photographic or video) of students.

Patently improper contact with any minor, or with any elementary or secondary student regardless of age, using any means including electronic media.

Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs.

5223 Principle III. A professional educator refrains during the course of professional practice from the use of alcohol or drugs not prescribed for the educator's use. Unprofessional conduct includes, but is not limited to:

Unlawful possession of a drug so as to evidence moral unfitness to practice as an educator.

Possessing, using or being under the influence of alcohol or drugs, not prescribed for the educator's use, when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present. (1698(1A)).

5524 Principle IV. A professional educator exemplifies honesty and integrity in the course of professional practice. Unprofessional conduct includes, but is not limited to:

Falsifying, fraudulently altering or deliberately misrepresenting professional qualifications, degrees, academic awards and/or related employment history, when applying for employment and/or licensure.

Failure to notify the state, at the time of application for licensure, of past criminal convictions, or of revocations or suspensions of a certificate or license by Vermont or any other jurisdiction.

Deliberately falsifying, deliberately misrepresenting, or deliberately omitting when requested, information regarding the evaluation of students and/or personnel.

Deliberately improper administration of state or federal mandated standardized tests (including, without limitation, changing a student's test answers, copying or teaching identified test items, and reading a test to students without authorization).

Falsifying, or deliberately misrepresenting, information submitted to the Department of Education in the course of an official educational inquiry and/or investigation.

5525 Principle V. A professional educator entrusted with public funds and/or property honors that trust

with a high level of honesty, accuracy and responsibility. Unprofessional conduct includes, but is not limited to:

Misusing, failure to account for, or unauthorized use of, public or school-related funds or property.

Using any school equipment for the purpose of gaining access to pornography.

5526 Principle VI. A professional educator maintains integrity with students, colleagues, parents, and others regarding gifts and other favors. Unprofessional conduct includes, but is not limited to:

Soliciting or accepting gifts or other favors for personal use or gain where there may be an actual or apparent conflict of interest.

5527 Principle VII. A professional educator complies with state and federal laws and regulations, relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unprofessional conduct includes, but is not limited to:

Sharing of confidential information concerning student academic or disciplinary records, health and medical information, family status and/or income, and assessment/testing results, with unauthorized individuals or entities.

Sharing of confidential information by an administrator about employees with unauthorized individuals or entities.

5528 Principle VIII. A professional educator fulfills all of his or her obligations to students. Unprofessional conduct includes, but is not limited to, the failure to provide appropriate supervision of students at school or school-sponsored activities, or the failure to ensure the safety and well-being of students.

5529 Principle IX. A professional educator complies with obligations to report alleged unprofessional conduct. Unprofessional conduct of an administrator includes, but is not limited to:

The failure of a superintendent who has reasonable cause to believe an educator has engaged in unprofessional conduct to submit a written report to the Commissioner.

The failure of a principal who submits to the commissioner a report of alleged unprofessional conduct to submit it to his or her superintendent as well.

5530 Principle X. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, and in professional rights and responsibilities. Unprofessional conduct includes, but is not limited to:

Conduct that unreasonably impairs a colleague's ability to teach or perform his or her professional duties, including acts of harassment or interfering with the free participation of colleagues in professional associations.

Taking, sharing or disseminating inappropriate pictures (digital, photographic or video) of colleagues.