

**CHAMPLAIN VALLEY
REGIONAL STANDARDS BOARD**

PLAN OF OPERATION

PARTICIPATING SCHOOL DISTRICTS

Addison Northeast Supervisory Union
Addison Northwest Supervisory Union
Burlington Supervisory District
Chittenden East Supervisory Union
Chittenden Central Supervisory Union
Chittenden South Supervisory Union
Colchester Supervisory District
Essex Town Supervisory District
Franklin Central Supervisory Union
Franklin Northeast Supervisory Union
Franklin Northwest Supervisory Union
Franklin West Supervisory Union
Grand Isle Supervisory Union
Milton Supervisory District
South Burlington Supervisory District
Winooski Supervisory District

VSBE APPROVED - FEBRUARY 12, 1992

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- ρ Amended - NOVEMBER 17, 2006

PLAN OF OPERATIONS

CHAMPLAIN VALLEY REGIONAL STANDARDS BOARD

SECTION ONE

BOARD OPERATIONS

I. PURPOSE

A regional standards board shall be established and maintained for the primary purpose of recommending administrators for re-licensure. Such recommendations shall be based on an RSB-approved Individual Professional Development Plan (IPDP) and corresponding RSB-approved professional development activities; an RSB-approved professional portfolio; these regulations; standards defined by the VSBPE; and standards set forth in a local/regional plan of operation that has been approved regionally and by the VSBPE.

*Administrators who also hold endorsements in fields other than administration shall renew those endorsements through the regional standards board.
(Vermont Licensing Regulations 5632)*

The plan of operation shall address processes for board operation, operational procedures and requirements of educators and shall contain an appendix that includes RSB generated forms and materials, agreements and relevant VSBPE policy.

II. ESTABLISHMENT AND MAINTENANCE

Regional Boards

A Regional Administrator Standards Board shall be established and maintained in each of five regions of the state. Unless otherwise determined by the VSBPE, the five regions shall be those that correspond to the existing Superintendent regions.

Supervisory unions/districts in each region, through its superintendent, shall be responsible for facilitating and supporting the regional standards board development and operation. (Vermont Licensing Regulation 5631)

The Superintendent or designee shall be responsible for informing newly hired Vermont licensed administrators of the RSB's existence and contact information.

Determination of Administrator Status: For re-licensing purposes an educator shall be considered an administrator and utilize the services of a Regional Standards Board when the majority of his or her employed time in a school or school district is devoted to direct responsibility for the evaluation and discipline of personnel, the development and management of the curriculum of the school, or supervision or internal management of a school system or school program. When a question arises as to the appropriate standards board to handle an educator re-licensing request, the superintendent of schools in the educator's district shall make the determination. (Vermont Licensing Regulation 5633)

A Level II license holder who is not employed by a Vermont entity served by a local or regional standards board at the time of application for renewal, shall apply to the Licensing and Professional Standards Office for renewal. (Vermont Licensing Regulation 5432.C)

III. BOARD OPERATIONS

A. Statement of Philosophy

The Champlain Valley Regional Standards Board (CVRSB) believes that students are best provided with quality education when administrators establish the standards for their own professional growth and development consistent with the Standards of Quality for Vermont Educators: Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability.

We believe that administrators will continue to grow, to improve, and to achieve higher levels of competence through a system that permits them to establish those standards that define excellence for the profession. These goals are best met when professionals work together to establish and maintain the process to which they are accountable.

In keeping with this philosophy and to enhance student learning, the Champlain Valley Regional Standards Board (CVRSB) will ensure that relicensing activities support the continued growth of every licensed administrator.

B. Statement of Board Responsibilities

The Champlain Valley Regional Standards Board shall:

1. Follow this Plan of Operation that has been approved by the VSBPE. (Vermont Licensing Regulation 5624.3)
2. Amend the Plan of Operation as necessary and as requested by the VSBPE. All amendments are subject to approval of the VSBPE. (Vermont Licensing Regulation 5624.4)
3. Seek local approval of the Plan of Operation. (Vermont Licensing Regulation 5622)
4. Establish and communicate procedures to facilitate effective operation of CVRSB, including procedures for prior and final approval of professional development activities. (Vermont Licensing Regulation 5624.1)
5. File an annual report with the VSBPE (Vermont Licensing Regulation 5624.2)

6. File an annual report of grant expenses and a request for an annual grant (*VSBPE policy SB/E1*)
7. Serve Vermont licensed administrators employed by Vermont supervisory/districts in the Champlain Valley Regional Standards Board Region.
8. Based on criteria located in the *Vermont Re-Licensing Process...A Handbook for Educators.* (*approved as policy by VSBPE on 1/15/04 and Vermont Licensing Regulation 5622*)
 - a. Review and approve Individual Professional Development Plans (IPDP)
 - b. Review and approve professional development activities related to an educator's IPDP
 - c. Review and approve re-licensure portfolios
 - d. Communicate standards for high quality professional development
9. Recommend qualified educators for re-licensure including the following:
 - a. Renewal of Level I licenses/endorsements
 - b. Movement from Level I to Level II licensure
 - c. Renewal of Level II licenses/endorsements
 - d. Verification of professional development credits for re-instatement of lapsed endorsements
 - e. Verification of professional development credits for the retired educator license
10. Sign and return license renewal forms to educators who have met re-licensure requirements.

C. Membership Composition

The membership of a regional administrator standards board shall include a majority of licensed administrators. (Vermont Licensing Regulation 5634)

The Champlain Valley Regional Standards Board shall consist of seventeen professional Level II administrators from the following districts. Each district will be represented by one member.

Addison Northeast	Franklin Central
Addison Northwest	Franklin Northeast
BFA/St. Albans	Franklin Northwest
Burlington	Franklin West
Chittenden Central	Grand Isle
Chittenden East	Milton
Chittenden South	South Burlington
Colchester	Winooski
Essex Town	

D. Membership Selection

CVRSB board members will be selected by each supervisory union district prior to June 1st. The Regional Board will be notified of the selection by June 1, and the new board member will begin his or her term at the next scheduled CVRSB board meeting. Board members will serve a three year term.. At the end of three years, the Supervisory Union will appoint or re-appoint a representative for the next three years.

A board member is expected to attend all scheduled Champlain Valley Regional Standards Board Committee meetings and is to accept duties assigned by the board and or the chair. If necessary, the chair may request, based on a vote by the board, that a district select a replacement board member. A replacement board member will be selected by procedures developed by each district.

Due to an emergency or the replacement of an administrator, the district only needs to notify the chair of the CVRSB as to the individual's replacement.

Member At Large

The Champlain Valley Regional Standards Board may, from time to time, appoint Members At Large. Administrators may apply to their zone to become a Member At Large. There will be no more than ONE Member At Large from each Zone. The Zone will recommend approval to the full Regional Standards Board. Members At Large will serve for no more than one three year term. Members At Large shall have all of the same rights, responsibilities and privileges of all other board members.

E. Terms of Office

Terms of office are for three years.

F. Officers

The CVRSB will have the following officers: Chair, Vice-Chair, Recording Secretary and Treasurer. These officers will serve one year terms and may be re-elected at the annual election which will take place in May of each year. In the event of a resignation of an officer a special election will be held at that time to fill the vacancy. Individuals receiving a majority of the CVRWSB members votes for an open office will be selected to serve.

Officers will assume office at the June Meeting in the year they are elected.

G. Duties and Responsibilities of Officers and Members

The Chair shall:

1. preside at meetings;
2. prepare the agenda;
3. represent the board on all matters of established standards board policy;
4. prepare and submit the annual report within the required timeframe to the VSBPE through the Department of Education;
5. apply for the yearly operational grant, if needed, and report expenditures for the previous year to the Department of Education within the required timeframe;
6. provide each Superintendent with a list of educators who have been recommended for re-licensure, not recommended for re-licensure, and those who have not completed the re-licensure process by the deadline established by the board. Include the level(s) of licensure and level(s) of endorsement(s) of each of these individuals;
7. sign license renewal forms after the board has made a recommendation, (or assign a designee and inform the Professional Standards and Licensing Office);
8. return signed license renewal forms to educators for their review and forwarding to the Licensing Office;
9. ensure that all RSB members have current copies of documents and records;
10. communicate with the L/RSB consultant in the Department of Education when questions arise;
11. ensure there is representation at all training and conferences for RSB members sponsored by the VSBPE and the Department of Education;
12. provide training and orientation for new RSB members
13. represent the RSB in any appeal of the RSB action by an educator to the VSBPE;
14. inform the RSB consultant when a change of RSB chair or co-chair occurs;
15. maintain proper procedures according to Robert's Rules of Order
16. delegate responsibilities as the need arises;
17. provide training and orientation for new Champlain Valley Regional Standards Board members;
18. act as a liaison to appropriate committees and administrative meetings and delegate tasks to other members of the board.

The Vice Chair Shall:

1. Keep a list of the members of all special committees and district zones.
2. Send out proper notice of called meetings and prepare necessary correspondence for the board
3. Assume the duties of the recording secretary, as well as the chair, during his/her absence.
4. Assume all other duties as requested by the board chair.

The Recording Secretary Shall:

1. take accurate minutes/reports of board meetings;
2. provide for minutes to be posted or available to educators who request them;
3. maintain files; and
4. file and mail all board correspondence.
5. keep a roll of attendance of members at each board meeting.
6. notify all persons of appointments to special committees.
7. oversee the election process for Board Officers. Select a slate of candidates, prepare ballots and conduct the election.

The Treasurer Shall:

1. maintain proper financial records and transactions
2. arrange resources and maintain in-kind services
3. submit a financial report at each board meeting.
4. submit an annual financial report to the Vermont Department of Education.

All members of the RSB shall:

1. become knowledgeable about the RSB Plan of Operation, licensing regulations, endorsement competencies and VSBPE policies and become informed when changes to these are made;
2. review and take action on educators' IPDPs, professional development activities and re-licensure portfolios;
3. recommend renewal or non-renewal of educators' licensure to the VSBPE;
4. become knowledgeable about the school's initiatives for improving student learning;
5. provide copies of and information about the Board operating procedures and requirements to all educators and administrators
6. provide information and assistance to educators as they go through the re-licensing process;
7. at the beginning of each school year, inform and communicate with educators about procedures and requirements of the board and state regarding professional development and re-licensure;
8. serve as a liaison between assigned educators and the board,
9. communicate decisions of the RSB to individual educators and educators whom they represent

H. Documents and Records

For reasons of legal defensibility:

1. The RSB shall maintain the following documents: (*VSBPE Rules, Regulation 5624*)
 - a. Board minutes;
 - b. The CVRSB Plan of Operation, including a complete copy of *The Five Standards for Vermont Educators* as an appendix
 - c. *The Regulations Governing the Licensing of Educators and the Preparation of Education Professionals* including all a description of current endorsement competencies
 - d. *The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators*
 - e. Copy of VSBPE policies regarding re-licensing
 - f. A list of licensed educators served by the Board, (or copies of licenses), including endorsement(s), level(s) of license(s), and expiration date(s)
 - g. Past and current Annual Reports
 - h. Past and current grant applications and correspondence
 - i. Any other documents, correspondence, or communications from the DOE and VSBPE; including paper copies of electronic newsletters, and emails relevant to board operation and procedures
 - j. Individual educator files, which shall contain:
 - a copy of the educator's license and other required credentials
 - approved IPDPs and amendments
 - documentation of approved professional development activities
 - forms indicating portfolio approval
 - copy of the educator license renewal form, after it has been processed by the Professional Standards and Licensing Office
 - any correspondence between the board and educator.
2. All individual members of the RSB shall have a file that contains:
 - a. The Board Plan of Operation, including a complete copy of *The Five Standards for Vermont Educators* as an appendix;
 - b. *The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators*
 - c. A link to information about endorsement competencies
 - d. List of licensed educators served by the Board, (or copies of licenses), including endorsement(s), level(s) of licenses held, and expiration date(s).
3. The outgoing Chair and members of the RSB will pass on their files and materials to their replacements at the end of their terms.

4. The contents of an educator's professional development file shall be maintained for the duration of the re-licensure cycle. A cycle is complete when the RSB receives a copy of the educator license renewal form from the Professional Standards and Licensing Office. A copy of the educator's current IPDP shall be kept.
5. The RSB may discard the contents of an educator's file one year after the end of the cycle if the educator is no longer associated with the school.
6. Transfer of Files:
When educator files maintained by the RSB are released to, or at the request of, the transferring or retiring educator, a form shall be signed by both the educator and the chair, or designee, of the RSB. This form is located in **Appendix J**

I. Approval of the Plan of Operation

1. The Champlain Valley RSB shall seek approval of their Plan of Operation from the administrators in the region which the board serves.
2. Approval is indicated by a majority of those voting.
3. Each member district will hold a vote for its district administrators to approve the CVRSB Plan of Operation. The process of each vote will be left for each district to determine.
3. Date of approval shall be documented on a cover sheet with a final copy sent sent to the VSBPE through the Department of Education

J. Amendment of the Plan of Operation

The plan of operation may be amended according to procedures defined in said plan. All amendments shall be subject to approval by the VSBPE. (Vermont Licensing Regulation 5635.4)

1. The RSB shall review and update the plan of operation at least every seven years or when requested by the VSBPE. A revised plan shall be submitted to the VSPBE for approval and will not be in effect until such approval is given.
2. Any change(s) in the RSB's operating procedures, required forms, or educational handouts shall be incorporated in the Plan of Operation as amendment(s).
3. Amendments to this plan shall be submitted in writing to the VSBPE for approval

To make amendments, the following procedures must be followed.

STEP 1

1. Any member may suggest changes in the operating plan.
2. This suggestion must be made in writing to the CVRSB
3. At an annually scheduled meeting, individuals will be given the opportunity to support suggestion(s) for change

STEP 2

1. After officially announcing the proposed amendment in a timely manner, the CVRSB will issue ballots for the expressed purpose of ratifying the proposed amendment.
2. A simple majority vote of all Level II administrators will be needed for a proposed amendment.

STEP 3

1. The proposed amendment will be sent to the VSBPE for approval.
2. The CVRSB will notify the members of the action taken by VSBPE on the proposed amendment.
3. Upon VSBPE approval, the amendment will be in effect.

K. Volunteer Service

For the purposes of 1 V.S.A. 310(3), a local standards board is an administrative body and is not a board, council, or commission, nor a committee or subcommittee of a board, council or commission of a political subdivision of the state. Further, for the purposes of 3 V.S.A. 1101(b)(4), a member of a local standards board is a volunteer for the Vermont State Board of Education and provides services at the request of the State Board and under the direction and control of the State Board and the Standards Board for Professional Educators.

SECTION TWO

BOARD OPERATING PROCEDURES AND REQUIREMENTS OF EDUCATORS

SERVED BY THE CHAMPLAIN VALLEY REGIONAL STANDARDS BOARD

I. PURPOSE

*A regional standards board shall be established and maintained for the primary purpose of recommending teachers for re-licensure. Such recommendations shall be based on an RSB-approved Individual Professional Development Plan (IPDP) and corresponding RSB-approved professional development activities; an RSB-approved professional portfolio; these regulations; standards defined by the VSBPE; and standards set forth in a local/regional plan of operation that has been approved locally/regionally and by the VSBPE.
(Vermont Licensing Regulation 5632)*

II. MEETINGS

A. Meeting dates and times will be established at the beginning of each school year and communicated to all administrators and schools served by the Champlain Valley Regional standards Board.

1. The first meeting of the school year will be held in September and the last meeting of the school year will be held in May. If additional business needs to be conducted, a June or special meeting will be scheduled.
2. Meetings will be held at a centrally located site to be determined by the membership of the CVRSB and communicated to all of its membership.
3. Administrators served by the CVRSB will be notified of meetings by their local representative to the CVRSB.
4. Special meetings may be called by the chairperson for the purpose of selecting officers, reviewing reports or responding to requests.
5. A quorum will exist when a minimum of 9 members including the chair are present at a meeting.

III. PROCEDURES FOR DECISIONS

A. The CVRSB will use Roberts' Rules of Order for Small Boards for formal deliberations.

B. Timelines for Decisions

1. An educator shall submit materials to the board representative at least One week prior to a board meeting in order for action to be taken on those materials at the next scheduled meeting. This requirement may be waived by the board if appropriate.
2. In order to receive action on re-licensure materials by June 30, those materials (i.e. IPDPs and portfolios) must be submitted to the CVRSB for consideration by February 1. When an administrator does not complete the license renewal process within the timeline established by the CVRSB, the CVRSB Chair will notify the administrator's superintendent of the non-compliance within 30 days after the date of required submission.
3. Board approval of professional development activities, IPDPs or re-licensure portfolios shall be indicated in writing and dated on the submitted approval forms.
4. Board requests for revisions to submitted materials will be communicated in writing to the educator indicating reason(s) for the requested revision(s). A dated copy of the signed form must be retained by the CVRSB. Materials must be re-submitted within two week(s).
5. Documentation of professional development activities for which re-licensure credit is sought must be submitted to the CVRSB no later than one year of completion of the specific activity.
6. Licensed administrators new to the supervisory union/district shall submit documentation of their professional development activities within six months of employment.
7. The CVRSB will evaluate the professional development required to reinstate a lapsed endorsement, provided appropriate documentation is submitted. Such decisions will be handled during regularly scheduled meetings. Forms for reinstatement will be sent by the Licensing Office to the educator at the educator's request. (*Vermont Licensing Regulation 5436.2*)

IV. IPDP REQUIREMENTS AND APPROVAL PROCESSES

- A. A Level II License shall be issued, upon recommendation of a regional standards board, to administrators who have an approved Individual Professional Development Plan (IPDP) for the ensuing licensure period.

- B. It is the responsibility of a Level II educator who has had an IPDP approved by one RSB, and who is subsequently employed by a school district under the jurisdiction of another L/RSB to transfer his or her IPDP to the new L/RSB within six months of employment (*Vermont Licensing Regulation 5626.1*)
- C. Approved Individual Professional Development Plans and corresponding approved professional development activities have reciprocity with local and regional standards boards throughout the state. (*Vermont Licensing Regulation 5625*)
- D. A Level II educator who does not have an approved IPDP, and is hired by a school district, must submit an IPDP to the appropriate RSB within six months of employment. (*Vermont Licensing Regulation 5626.3*)
- E. Newly Vermont-licensed Level II educators transferring from out-of-state shall file an approved IPDP with the L/RSB within six months of employment. (*Vermont Licensing Regulation 5626.2*)
- F. Licensed Level II educators re-entering the profession shall file an approved IPDP with the L/RSB within six months of employment. (*Vermont Licensing Regulation 5625*)

G. IPDP REQUIREMENTS

- 1. The Regional Standards Board will adhere to the IPDP requirements found in *Vermont Licensing Regulation 5421* and use, as a resource, the procedures for the development of the IPDP approved and adopted in policy by the VSBPE in the *Vermont Re-licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators* (January, 2004).
- 2. The RSB will require each Level II educator and those educators moving from Level I to Level II to develop and file an IPDP at the time of license renewal before any professional development activities may be approved for re-licensure credit.
- 3. The RSB will not recommend an educator for license renewal unless a new IPDP has been approved by the board.

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H. CRITERIA FOR IPDP APPROVAL (see Rubric for IPDP Evaluation on page 31 of the *Vermont Re-licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators*)

- 1. **Regulations require that an IPDP shall include focused goals that:**
 - a. Lead to improved practice and student learning;
 - b. Connect to each of the *Five Standards for Vermont Educators*;
 - c. Address the Knowledge and Performance Standards for each endorsement held;
 - d. Connect to the school's/district's initiatives for improving student learning;
 - e. Lead to professional development activities that will promote new learning and growth for the educator (*Vermont Licensing Regulations 5421.b and 5432.D*)

2. Amending an IPDP

- a. Any IPDP amendment proposal shall explain the rationale for the amendment, such as change of assignment or change of district focus.
- b. The administrator submits an amended IPDP Goal(s) along with the information requested above. Twenty copies of this document are requested.
- c. The Zone will review the proposed amendment and bring a recommendation to the full membership of the CVRSB for action.
- d. The action of the CVRSB will be brought to the administrator by the District representative.

V. PROFESSIONAL DEVELOPMENT ACTIVITIES

A. Prior and Final Approval

1. The L/RSB cannot require prior approval as a condition for final approval of a professional development activity.
2. The L/RSB shall make prior approval available to educators and shall encourage its use. If prior approval is not sought, the L/RSB may not approve re-licensing credit after the activity has been completed if the activity does not address the goals in the educator's IPDP
3. Each educator must be familiar with the process and conditions for obtaining approval of professional development activities, as specified in this Plan of Operation.
4. A. The administrator completes a Professional Development Activity Form (AppendixD) and submits it to his/her district representative to be brought to the next CVRSB meeting for review. The administrator would indicate if they are requesting prior or final approval at the time of submission.
B. The District Zone will review the Activity Form and return signed copies to the Administrator.
C. Final approval must be accomplished within one year of the date of completion of an activity. If additional time is needed a written request must be made to the district representative prior to the deadline.

(Educators will use the forms in **Appendix D** when submitting requests for approval of professional development activities for re-licensure credit.)

B. Number of Re-licensure Credits Required

1. "Re-licensing credit" means a unit of measure assigned by a local or regional standards board, or the Licensing Office, to a professional development activity that meets the standards for re-licensure. Fifteen clock hours of professional development is equal to one re-licensing credit.
2. Clock hours submitted to the RSB shall be in increments of no less than .5 hours

3. Level I to Level I (Regulation 5431.4,5,6)
Three (3) professional development credits are required in new learning in the knowledge and/or performance standards of each endorsement area held by an educator when the educator is not practicing in that endorsement area.
4. Level I to Level II
No professional development credits are required when moving from a Level I to a Level II.
5. Level II (Regulation 5432 E.3)
Three (3) of the nine (9) required re-licensing credits are required to be in new learning in the knowledge and/or performance standards of each endorsement(s) held.

C. Appropriate Activities for Professional Development and Re-licensure Credit

1. Professional development activities are those activities/experiences that help educators to fulfill the goals of their IPDP, are related to their endorsement competencies, and result in new learning and growth for the educator and greater student achievement. Use page 22 and Appendix E in the *Vermont Re-licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators and VSBPE policies SB /H3 and SB/H4* in **Appendix L** of this plan to determine types of credit and credit limitations
2. In-service professional development sponsored by the district, aligned with the school's action plan, and related to the educator's IPDP, should be awarded re-licensing credit.
3. Educators may also choose professional development that is on-line. There is no official policy, at the time of this writing, regarding on-line professional development. However, if the professional development includes college credits, it must be from an accredited institution and an official transcript provided. To verify accreditation, the RSB chair may contact the Department of Education. Prior approval of online professional development from the RSB is recommended.
4. Other professional development may be obtained through the websites of recognized organizations (such as Association of Supervision and Curriculum Development (ASCD), National Middle School Association (NMSA), National Science Teachers Association (NSTA) and must include a certificate of on-line participation. Prior approval of online professional development from the RSB is recommended.

D. Paid Professional Development Activities

The CVRSB shall approve professional development that can be shown to provide new learning and growth for the educator even if the educator was compensated. The professional development activity must also relate to the educator's IPDP and/or endorsement competencies.

E. **Criteria for Approval of Professional Development Activities** (*Vermont Licensing Regulation 5432*)

1. Requests to the RSB for re-licensing credit(s) for professional development shall show a connection to the IPDP goals which reflect:
 - ___ evidence of new learning and growth for the educator
 - ___ how the educator's practice will be improved
 - how student learning will be improved
 - ___ a connection to IPDP goal(s)
 - ___ a connection to the educator's endorsement(s)
 - ___ a connection to school initiatives to improve student learning
2. The CVRSB promotes the concept of job-embedded professional development and encourages educators to consider the many variations of non-traditional professional development.

VI. Re-licensure Portfolio

- A. The L/RSB shall adhere to the portfolio requirements found in *Vermont Licensing Regulation 5432 D* and use as a resource the recommendations presented in *The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators* (adopted by the VSBPE, January 2004)

The local or regional standards board shall recommend renewal of a Level II endorsement if the applicant presents a professional portfolio that includes:

1. the current Individual Professional Development Plan (IPDP);
2. documentation of professional growth pursuant to the IPDP goals include:
 - a. reflection upon new learning and its impact upon professional practice;
 - b. reflection upon how changes in professional practice have impacted student performance;
 - c. linkages between individual professional development goals and activities, and school action plans or improvement initiatives, as appropriate;
 - d. demonstration of growth in each of *The Five Standards for Vermont Educators* which are in effect at the time the IPDP is approved or amended; and

- e. documentation of a minimum of nine re-licensing credits per endorsement recommended for renewal. Re-licensure credits should be related to the educator's IPDP goals. Certain professional development activities may apply to more than one endorsement. However, at least three re-licensing credits must address the specific content knowledge and performance standards of each endorsement recommended for renewal. The local or regional standards board will determine the applicability of professional development activities and grant approval for re-licensing credits based upon a presentation by the license holder of the rationale for applying certain credits and activities to particular endorsement areas and IPDP goals.
3. evidence of any required additional licenses or credentials specific to a particular endorsement.
4. an approved IPDP that is developed through analysis of professional practice and student learning data, and that articulates the educator's professional development goals for the ensuing licensure period. The IPDP goals shall address the content knowledge and performance standards in effect at the time the endorsements are renewed, each of *The Five Standards for Vermont Educators*, and the action plan or improvement initiatives of the school where the educator is employed, as appropriate.

VII. Reconsideration and Appeal Procedures

The process for reconsideration and appeal of a decision of the RSB is as follows:

A. Reconsideration:

1. During the process of approving an IPDP, professional development activities, or a professional portfolio, there may be disagreements between an educator and the Champlain Valley Regional Standards Board. For example, an activity proposed by an applicant to meet one of his or her IPDP goals might be viewed as inappropriate or inadequate by a Standards Board. After receiving a written denial of credit of a professional development activity, an IPDP or a portfolio, dated and signed by the Champlain Valley Regional standards Board chair or the designee of the chair, the educator may then initiate a reconsideration process.
2. When the RSB denies an educator's IPDP, professional development activity, or re-licensure portfolio, the educator shall be given an opportunity to meet with the Board and discuss the educator's rationale as well as the reasons for the Board's denial.
3. It is important that the educator and the Champlain Valley Regional Standards Board have opportunities to informally discuss the rationale for their positions, so that ultimately an agreement can be reached. The reconsideration process shall follow these guidelines:

- a. An educator shall be allowed 30 days from the date of denial or request for revision to file a written request for reconsideration with the Chair of the Champlain Valley Regional Standards Board. A reconsideration discussion with the educator shall take place at the next regularly scheduled RSB meeting unless the educator and the Board agree in writing to a different date.
- b. The Champlain Valley Regional Standards Board shall give a written decision to the educator, explaining the rationale for its decision within one week of the reconsideration meeting, unless the educator and the Board agree in writing to a different date. The written notice shall be signed and dated by the Board Chair.
- c. If the Champlain Valley Regional Standards Board and the educator continue to disagree on a Board decision regarding an educator's IPDP, professional development activities, and/or re-licensure portfolio, the Board's decision shall be considered final.

B. Appeal Process following Recommendation for Denial of License Renewal

If the Champlain Valley Regional Standards Board denies an educator's application for license renewal, the educator may appeal the RSB denial. The appeal process is as follows:

1. Notice

When a local or regional standards board has made a final recommendation that denial of an educator's re-licensure or renewal of endorsement is warranted on the basis of the failure to meet the requirements of, or develop, an Individual Professional Development Plan (IPDP) approved by the local or regional board, the failure to achieve sufficient professional development credits approved by the local or regional board, or the failure to meet each of the standards set forth in the Five Standards for Vermont Educators: A Vision for Schooling, or the failure to meet the requirements of, or develop, a professional portfolio, or the failure to fulfill other requirements set forth in the local or regional board's approved Plan of Operation for receiving a recommendation for license and/or endorsement renewal, the local or regional board shall:

send written notice of its decision and specific reasons for the decision to the educator within 10 days of the decisions and send a copy of said notice to the Licensing Office of the Vermont Department of Education;

provide the educator with written notice of the locally established options for reconsideration and appeal defined within the Champlain Valley Regional Standards Board Plan of Operation

provide the educator with written notice of criteria and procedures for appeal to the VSBPE and the State board of Education. This notice shall include the name of the Chair of the VSBPE

provide the educator with a copy of this policy outlining Vermont Standards Board for Professional Educators procedures for reviewing such recommendations.

2. Exhaustion of Remedies

The Vermont Standards Board for Professional Educators will only review the recommendation of a local or regional standards board for denial of re-licensure or renewal of endorsement if the educator has exhausted or waived all local or regional appeal procedures.

3. Process for Appeal

An educator may appeal a recommendation by a local or regional standards board to deny an application for renewal or reinstatement of a license and/or endorsement(s) after exhaustion of remedies set forth in that standards board's Plan of Operation.

The appeal shall be initiated by the educator writing a letter to the Chair of the VSBPE within 30 days of the final notification of denial by a local or regional standards board.

If the educator does not file an appeal within the applicable time frame, unless he or she can demonstrate to the VSBPE that exceptional circumstances existed for the omission, the license or endorsement(s) shall be deemed denied.

4. VSBPE Procedures

The VSBPE, upon appeal by an aggrieved applicant, shall determine whether applicable procedures as set forth in Section V of this policy, were followed by the local or regional standards board and whether there are reasonable grounds for the recommendation of the local or regional standards board.

The Chair of the VSBPE may appoint a subcommittee to review the matter and recommend findings and disposition to the VSBPE, or the VSBPE may review the matter itself in accordance with this policy.

The applicant may be represented by counsel during the appeal.

5. Standards for VSBPE Review

- A) In order for the Standards Board for Professional Educators to reject the recommendation of the local or regional standards board for denial of re-licensure or renewal of endorsement on the basis of the failure to have met the requirements of, or to have developed, an approved IPDP or failure to have achieved sufficient professional development credits, or failure to have fulfilled other requirements of

the board's approved Plan of Operation that are necessary for an educator to receive a recommendation for license and/or endorsement renewal, the local or regional standards board must have abused its discretion in considering these issues. The Standards Board for Professional Educators may not substitute its judgment for that of a local or regional standards board on these specific issues.

B) For the purposes of this policy, the phrase "abused its discretion" means the local or regional standards board:

1) failed to follow its own procedures in considering the educator's IPDP or professional development activities, or other requirements of the approved Plan of Operation that are necessary for an educator to receive a recommendation for license and/or endorsement renewal,

2) failed to exercise its discretion by not acting on the educator's IPDP or request for professional development credit, or other requirements necessary for an educator's license and/or endorsement renewal, or

3) exercised its discretion for clearly untenable reasons or to an extent clearly unreasonable.

6. Decision of VSBPE

If the Standards Board for Professional Educators finds that the local or regional standards board did not abuse its discretion, it shall accept the recommendation of the local or regional board. If it finds that the local or regional standards board did abuse its discretion it may either reject or modify the recommendation or remand the matter to the local or regional standards board for further deliberations.

The full VSBPE shall review any recommendations of its subcommittee or the local or regional board as well as any written or oral submissions of the parties at a regularly scheduled meeting no later than 60 days following the recommendation. If the VSBPE agrees with the recommendation, it shall adopt it. Otherwise, the VSBPE may issue its own recommendation with regard to licensure or endorsement.

The recommendation of the VSBPE shall be in writing and contain the reasons for the recommendation and, if unfavorable to the applicant, give notice to the applicant of the right to appeal the recommendation to the State Board of Education.

7. Appeal to the State Board of Education

If the Vermont Standards Board for Professional Educators votes to deny relicensure or endorsement renewal after following the process set forth in paragraph III above, the educator shall be notified in writing of the decision and its underlying reasons as well as of the automatic right of appeal to the Vermont State Board of Education and the procedures there of.

An appeal to the State Board of Education shall be filed in writing within 30 days of the date of the VSBPE recommendation. If an appeal is not filed within the applicable time frame, unless the applicant demonstrates to the VSBPE that exceptional circumstances existed for the omission, the license or endorsement shall be deemed denied.

Appeal to the State Board of Education shall be according Section 5713.1 D of the Rules Governing the Licensing of Educators and the Preparation of Educational Professionals

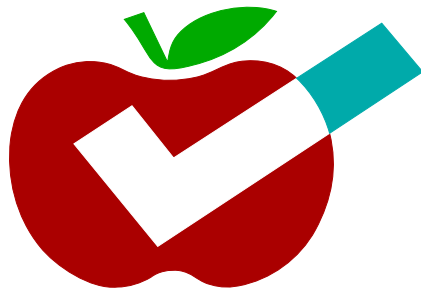
8. Educator Status During Appeal

When a denial of renewal is under appeal, the educator may continue to be employed as licensed until a decision is rendered or right of appeal is waived.

CHAMPLAIN VALLEY REGIONAL STANDARDS BOARD

THE PLAN OF OPERATION

Appendices



Appendix A

FIVE STANDARDS FOR VERMONT EDUCATORS

Please note that the bulleted Quality Indicators which follow each Principle provide examples of evidence that the educator has met the Principle. These Quality Indicators are intended to provide guidance to educators seeking initial licensure or relicensure. They are not intended to be an exhaustive list for evaluation purposes.

LEARNING

(Expertise in the Endorsement Area)

Each Vermont educator is knowledgeable about the standards for his/her professional endorsement(s). Each educator continues to acquire new learning in the content of his/her endorsement(s) and reflects this new learning in professional practice.

Principle #1 The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities*.

Quality is indicated when an educator:

- Demonstrates professional competence in the standards required for his/her endorsement(s). [Please refer to the Regulations Governing the Licensing of Educators for the specific knowledge and performance standards required for each endorsement. These regulations are available through the Department of Education and on the Department's website at www.state.vt.us/educ/.]
- Continually increases knowledge and skills in the knowledge and performance standards of his/her endorsement(s)
- Adjusts curriculum and professional practice as a result of increased knowledge in order to improve student learning

PROFESSIONAL KNOWLEDGE (Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve Learning Opportunities for all students.

Principle #2 The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.

Quality is indicated when an educator:

- Understands the developmental nature and needs within each domain (e.g. cognitive, linguistic, psycho/social, physical) of the population he/she teaches, including understanding the tremendous variation in typical development across domains and among individuals
- Applies this developmental knowledge to all curriculum, instruction, assessment, and classroom organization and management decisions
- Understands learning theory and applies this research to all curriculum, instruction, assessment, and classroom organization and management decisions

Principle #3 The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.

Quality is indicated when an educator:

- Creates or modifies environments, and instructional and assessment activities to meet the individual needs of all students
- Flexibly groups and regroups students in order to meet their learning needs and instructional goals
- Recognizes signs of significant exceptionalities, such as developmental delay or giftedness, in one or more domains
- Accesses materials and resources, and collaborates with other personnel, to differentiate instruction in order to accommodate the needs of exceptional learners and others with special learning needs such as English Language Learners

Principle #4 The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities*.

Quality is indicated when an educator:

- Uses assessments of students prior knowledge to plan and differentiate instruction in order to maximize student learning
- Appropriately selects and employs a range of instructional strategies consistent with current best practices, in order to meet instructional goals and the needs of diverse learners
- Provides opportunities for students to use multiple modes to demonstrate and communicate their learning

- Evaluates and selects materials for their appropriateness to specific curricular and instructional goals
- Selects or creates learning tasks that make subject matter meaningful to students and enable them to think critically, solve problems, and demonstrate skills
- Engages students in purposeful discourse by using appropriate questioning strategies
- Maximizes the amount of time spent on instruction by effectively managing routines and transitions
- Actively teaches Vermont's Vital Results for communication, including:
 - Incorporating developmentally appropriate strategies to promote oral language, vocabulary, and concept development germane to specific content area(s)
 - Explicitly modeling and teaching specific strategies that support students comprehension of written materials within the content areas
 - Selecting or adapting a variety of materials at a range of reading levels to accommodate diverse learners
 - Recognizing a student's need for individualized reading support in one or more skill areas (e.g., comprehension, decoding, fluency) and knowing when and where to seek support for that student
 - Designing or selecting tasks that support writing development
 - Evaluating student reading and writing against grade appropriate expectations and benchmarks, providing grade appropriate models of good writing to guide students, and assisting students to use Vermont's reading and writing standards to guide and evaluate their own work
 - Helping students to pose, focus, and refine research questions; to gather, synthesize, and evaluate information from a variety of sources to answer those questions; and to organize their findings into thoughtful and clear presentations

Principle #5 The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.

Quality is indicated when an educator:

- Models and facilitates respectful dialogue and rational argument in order to create an emotionally safe learning environment where students feel comfortable taking intellectual risks

- Appropriately interprets student behavior in order to anticipate and prevent students from disrupting or disengaging from a lesson
- Provides a comfortable, safe, and engaging physical environment for learning
- Takes steps to ensure that culturally and linguistically diverse students are full participants in the classroom community
- Uses knowledge of factors influencing individual and group motivation, including the importance of fairness and consistency of expectations and of student involvement in developing classroom rules and consequences, to make appropriate classroom management decisions
- Creates a positive classroom community by providing opportunities for every student to work collaboratively with others on learning and service tasks, to assume various stewardship and leadership roles within the classroom, and to resolve conflicts using specific conflict resolution strategies
- Cares for students in a sustained way that recognizes learning barriers, while communicating belief in students' abilities to overcome those barriers
- Organizes classroom materials and procedures to facilitate student autonomy and responsibility for learning
- Incorporates regular classroom celebrations of learning and accomplishments
- Manages and diffuses conflict between or among teachers, students, parents and/or colleagues

Principle #6 The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.

Quality is indicated when an educator:

- Connects the Fields of Knowledge and Vital Results within Vermont's Framework of Standards and Learning Opportunities, and uses both, as well as other relevant professional standards (e.g. NCTM, NCSS), to plan curriculum and instructional activities that connect the standards with student needs and interests
- Takes steps to ensure that his/her instructional program is consistent with the school's and district's PK-12 curriculum

Principle #7 The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.

Quality is indicated when an educator:

- Uses assessments as teaching tools, not just as final judgments
- Uses a cycle of pre-assessment, design, implementation, and post-assessment to facilitate individual student learning and to guide instructional decisions
- Applies knowledge of basic measurement issues, including validity and reliability, to develop or adopt appropriate assessments
- Considers the appropriateness of different assessment strategies and methods in regard to different assessment purposes and different age groups/learners
- Consistently monitors student learning, offering feedback that corrects misunderstandings and enhances comprehension as well as providing specific guidance on ways to improve performance
- Develops effective rubric scales to evaluate student performance
- Provides opportunities for students to analyze, reflect upon, revise, and evaluate their own work
- Incorporates assessment tasks and strategies that encourage and enable students to demonstrate their learning through multiple modes including the arts

Principle #8 The educator integrates students with disabilities into appropriate learning situations.

Quality is indicated when an educator:

- Identifies the specific strengths and challenges of each student and supports each student's engagement in learning that addresses content knowledge
- Develops instructional plans and uses instructional techniques that effectively and appropriately integrate all students into the regular education program
- Collaborates with relevant educational teams in the development of effective educational practice and accommodations
- Creates an inclusive learning climate for all students

Principle #9 The educator integrates current technologies in instruction, assessment, and professional productivity.

Quality is indicated when an educator:

- Is familiar with the *National Educational Technology Standards for Teachers* (2000, International Society for Technology in Education) and uses them to guide and assess his/her efforts to integrate technology into the teaching and learning processes
- Chooses and integrates a variety of developmentally appropriate technological tools to support standards-based curricular and instructional objectives (e.g., to access or analyze information, communicate ideas, or facilitate student collaboration)
- Uses technology to support documentation, assessment, analysis, and evaluation of student development and learning
- Is aware of and able to use various technologies to differentiate instruction, including the accommodation of special needs
- Uses technology to enhance communication with families and colleagues, record keeping, and instructional planning
- Models the ethical, legal, and safe use of educational technologies

Principle #10 The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.

Quality is indicated when an educator:

- Reflects upon his/her own cultural background and how it may affect his/her teaching and interaction with students, colleagues, and parents
- Sets social norms for the classroom or school that do not tolerate discriminatory behavior
- Models ways to respect individual differences and to resolve conflicts that arise from individual differences
- Recognizes and understands discriminatory behavior, and the responses to discriminatory behavior by targeted students
- Incorporates into his/her teaching reading materials and activities that explore the consequences of various forms of discrimination for individuals and communities
- Facilitates a learning climate where issues of discrimination are discussed openly in a way that is supportive of personal growth

COLLEAGUESHIP

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national professional standards, Vermont's Framework of Standards and Learning Opportunities, district goals, and school goals and/or action plans.

Principle #11 The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.

Quality is indicated when an educator:

- Actively contributes to school-wide initiatives such as curriculum committees, action-planning teams, and other school improvement efforts
- Demonstrates a willingness to give and receive critical feedback
- Uses multiple approaches to establish proactive and on-going relationships with parents in order to enhance student learning

ADVOCACY

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

Principle #12 The educator recognizes the multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

Quality is indicated when an educator:

- Demonstrates sensitivity to the individual economic, cultural, and familial influences affecting each student's life
- Collaborates with other professionals inside and outside of the school to ensure his/her students receive necessary educational services and other supports for learning
- Advocates for school and community policies and practices that promote the high achievement and healthy development of all students

ACCOUNTABILITY

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators and in the competencies for his/her endorsement(s). This growth is documented through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adaptation of practice to improve student learning. In addition, a portion of each educator's IPDP and professional portfolio is connected to his/her school's initiatives for improving student learning.

Principle #13 The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.

Quality is indicated when an educator:

- Complies with and keeps abreast of changes in students and parent's rights, educator responsibilities and roles, and procedural mechanisms within current educational laws and regulations, including laws and regulations in the areas of harassment, discrimination, liability, confidentiality, and special education, and standards for practice within his/her endorsement area

Principle #14 The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.

Quality is indicated when an educator:

- Continually analyzes and reflects upon all aspects of his/her practice using various techniques, including videotaping, peer observation, reflective journaling, or action research, in order to strengthen the quality and effectiveness of his/her practice
- Develops and implements an Individual Professional Development Plan (IPDP) that addresses each of *The Five Standards for Vermont Educators*, the knowledge and performance standards required for his/her endorsement(s), and the school's action plan
- Actively participates in professional organizations and keeps abreast of research findings related to improvement of instruction in his/her endorsement area(s)
- Uses information from self and peer analysis, along with data on student achievement and other feedback, to set priorities for professional development and improve practice
- Adjusts his/her practice as a result of student assessment data, professional development, self-reflection, peer critique, and supervision and evaluation input

Principle #15 The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.

Quality is indicated when an educator:

- Uses a variety of assessment strategies to evaluate student growth and understanding in relation to standards, and as a result of the data gathered, modifies instruction to improve student learning

Principle #16 The educator maintains useful records of student work and performance and knowledgeable, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

Quality is indicated when an educator:

- Uses assessment standards that are public and known to both students and parents, including providing models of student work that illustrate attainment of those standards
- Maintains accurate records of student work
- Regularly communicates, in a manner easily understood by students and parents, information about school and classroom goals, performance expectations, and student needs and progress

Appendix B

Champlain Valley Regional Standards Board INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

1. Name _____
2. Home Address _____
3. Work Address _____
4. School district where employed _____
5. Administrative position _____
6. Code #(s) Level II Endorsement Title(s) New Expiration Date

7. Conduct a self-assessment using the thinking prompts on pages 17-19 of The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators:
8. Include the Reflective Results of your Self-Assessment below.

GOAL NUMBER ONE

Specific:

Measurable:

Attainable:

Relevant:

Time-Bound:

Please check which of the IPDP requirements listed below are appropriate for this particular goal. The following chart also serves as a reminder that professional development and activities relating to your goal must have connections with the Five Standards and Sixteen Principles for Vermont Educators; TO YOUR ENDORSEMENT, YOUR SCHOOL ACTION PLAN AND TO STUDENT ACHIEVEMENT. Activities connected to this goal are expected to be documented in your Portfolio through Artifacts.

Your Portfolio must also include a Reflective Narrative as described in the Licensing Regulations (page 41 of The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators).

Learning	Professional Knowledge	Colleagueship	Advocacy	Accountability
Principle 1	Principles 2-10	Principle 11	Principle 12	Principles 13-16
There is only one.	Which ones?	There is only one.	There is only one.	Which ones?

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES FOR GOAL NUMBER ONE

(See page 22 and Appendix G of The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators.

Activities To Be Undertaken

1. Endorsement Competencies To Be Addressed

2. School Initiatives To Be Addressed

GOAL NUMBER TWO

Specific:

Measurable:

Attainable:

Relevant:

Time-Bound:

Please check which of the IPDP requirements listed below are appropriate for this particular goal. The following chart also serves as a reminder that professional development and activities relating to your goal must have connections with the Five Standards and Sixteen Principles for Vermont Educators; **TO YOUR ENDORSEMENT, YOUR SCHOOL ACTION PLAN AND TO STUDENT ACHIEVEMENT.** Activities connected to this goal are expected to be documented in your Portfolio through Artifacts.

Your Portfolio must also include a Reflective Narrative as described in the Licensing Regulations (page 41 of The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators.

Learning	Professional Knowledge	Collegueship	Advocacy	Accountability
Principle 1	Principles 2-10	Principle 11	Principle 12	Principles 13-16
There is only one.	Which ones?	There is only one.	There is only one.	Which ones?

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES FOR GOAL NUMBER TWO

(See page 22 and Appendix G of The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators.

Activities To Be Undertaken

1. Endorsement Competencies To Be Addressed

2. School Initiatives To Be Addressed

GOAL NUMBER THREE

Specific:

Measurable:

Attainable:

Relevant:

Time-Bound:

Please check which of the IPDP requirements listed below are appropriate for this particular goal. The following chart also serves as a reminder that professional development and activities relating to your goal must have connections with the Five Standards and Sixteen Principles for Vermont Educators; TO YOUR ENDORSEMENT, YOUR SCHOOL ACTION PLAN AND TO STUDENT ACHIEVEMENT. Activities connected to this goal are expected to be documented in your Portfolio through Artifacts.

Your Portfolio must also include a Reflective Narrative as described in the Licensing Regulations (page 41 of The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators).

Learning	Professional Knowledge	Colleagueship	Advocacy	Accountability
Principle 1	Principles 2-10	Principle 11	Principle 12	Principles 13-16
There is only one.	Which ones?	There is only one.	There is only one.	Which ones?

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES FOR GOAL NUMBER THREE

(See page 22 and Appendix G of The Vermont Re-Licensing Process: A Reflection of Ongoing Professional Growth, A Handbook for Educators.

Activities To Be Undertaken

1. Endorsement Competencies To Be Addressed

2. School Initiatives To Be Addressed

SIGNATURE PAGE

Signature of Administrator

Date

Name of Zone Chair

Action:

Date:

Clarification Needed ()

Moved Forward ()

Signature of Zone Chair

Name of CVRSB Chairperson

Action:

Date:

Clarification Needed ()

Approved ()

Signature of CVRSB Chair

Appendix C IPDP Checklist

Name of Administrator _____

Date of Review _____

θ Please check : Must be present for each Standard.

Goals

- ÷ Lead to improved practice and student learning.
- ÷ Connect to each of the *Five Standards and Sixteen Principles for Vermont Educators*.
- ÷ Reflect each endorsement held.

Rationale

Activities

Referenced to the Vermont Framework

Connect to the school=s/district=s initiatives for improving student learning.

θ References to Licensing Standards:

Learning

Professional Knowledge

Collegueship

Advocacy

Accountability

All endorsements addressed, including Student Learning and the School Action Plan.

Correct endorsement codes/dates

Signature of Zone Chair _____

Clarification needed

Moved forward

Permission to Release a copy of your IPDP

Appendix D

Champlain Valley Regional Standards Board PROFESSIONAL DEVELOPMENT ACTIVITY FORM

Name _____ Administrative Position _____

District _____ License Expiration Date _____

Endorsements Held _____

Endorsements to which this activity applies

Please check the activity for which you are requesting credit. Number of Credits

- | | |
|---|---|
| 1. ____ Academic Course
Workshop/Training/Conference/Seminar | 2. ____ |
| 3. ____ Designing/Developing/Presenting/Teaching
through
Courses, Workshops, Conferences
travel or | 4. ____ Applied experience in content area
employment, internship, educational
volunteer service. |
| 5. ____ Local school/district activities or action
projects/
research/reform projects. | 6. ____ State education activities or reform
committees. |
| 7. ____ Institutions of higher education reform-
publication
Partnerships with K-12 schools. | 8. ____ Educational research and |
| 9. ____ National Board for Professional Teaching
CDL add-ons) | 10. ____ Industry Credentials(e.g. EMT or |
| 11. ____ Mentor to a new teacher
professional | 12. ____ Clinical CEUs for other required
licenses |
| 13. ____ Peace Corps experience
partnership initiatives | 14. ____ School-business/industry
or School-community partnership |
| 15. ____ Other | |

Complete 1 - 4:

1. Name/Title of Activity

2. Sponsoring Institution (if applicable):

3. Please explain how this activity is connected to your IPDP Goals:

Portfolio Connections

For Final Approval of professional development activity(to be submitted upon completion of activity)

4. Attach appropriate documentation (transcript, grade report, certificate of attendance, etc.) See VSBPE policy on Activities that Qualify for Professional Development Credit. These will all serve as Artifacts for your Portfolio.

5. The impact of this professional development upon your practice must be incorporated into the Reflective Narrative about your goal required as part of your Portfolio.

6. Additional Documentation.

7. Date of completion. _____

Administrator Signature _____

=====

PLEASE NOTE: Final approval must be accomplished within one year of the date of completion. If additional time is needed a written request must be made to your District Representative.

π FINAL APPROVAL

These credits to be applied to the: Current Licensing Period 9 Next Licensing Period 9

Name of Zone Chair	Hours/Credits Approved
<u>Action</u>	<u>Date</u>
Documentation Needed _____	_____
Final Approval _____	_____

Appendix E

SUMMARY OF STEPS IN THE LICENSE RENEWAL PROCESS FOR LEVEL II ADMINISTRATORS

1. Write an Individual Professional Development Plan (IPDP).
2. Submit your IPDP to your district zone for initial screening. Once reviewed, your plan will be Amoved forward@ for approval or returned to you for clarification.
3. Submit your plan (20 copies) to the chair of the Champlain Valley Regional Standards Board (CVRSB) for approval.
 - Procedures 1-3 may also be used to amend your plan.
4. Submit documentation of your activity for final approval to your district zone. Be sure the form is signed by the zone chair.
5. Repeat step 4 for each activity you want for relicensure credit or standards validation.
6. Upon completion of the seven-year renewal cycle, submit your license renewal form and a portfolio meeting the requirements as outlined in this plan by February First of the year in which your license expires. In addition, a new IPDP should be submitted for the next seven year cycle to your zone chair. Upon CVRSB approval, the chair will sign the license renewal form and return it to you through your district representative.
7. Submit the signed renewal form, tax/child support certification, and renewal fees to:

Vermont Department of Education
Educator Licensing Office
120 State Street
Montpelier, VT 05602

8. You will receive your new seven (7) year license from the licensing office of the Vermont Standards Board for Professional Educators.

Name:

Appendix F

Portfolio Activities

Endorsement Areas

Activities Approved by Zone	Credits	X	X	X	X	Kinds Of Activities *	Learning	Professional Knowledge

The members of Zone _____ approve this portfolio and recommend that it be moved forward for Consideration by the full membership of CVRSB.

Signature of Zone Chair _____

Date _____

Appendix G

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS

Champlain Valley Regional Standards Board

Dear Board Chair,

I have recently written my I.P.D.P. , and after careful consideration, I have made the following decision regarding my current endorsements:

These are the endorsements I plan on renewing in my I.P.D.P.:

_____, _____, _____

_____, _____, _____

These are the endorsements I want to discontinue:

_____, _____, _____

_____, _____, _____

I realize discontinuing endorsements is serious. However, I also realize that under current procedure I can re-activate these endorsements in the future by meeting regulatory requirements and following the procedures the VSBPE has established.

(Administrator Signature)

(Title)

(School District)

Note: This signed form should accompany your State form (signed by the chair of the CVRSB) the pink form and include your check.

Appendix H

Reflections on Goals That Integrate to the Five Standards

Your IPDP goals were developed based on the five standards and sixteen principles, as outlined in *The Five Standards for Vermont Educators: A Vision for Schooling*. Each educator demonstrates professional growth over time in each of these and in the competencies for his/her endorsement(s). This growth is documented through a professional portfolio that includes evidence of rigorous professional development, reflective practice, adaptation of practice to improve student learning and connections with school initiatives. Asking yourself the following questions may help you as you reflect on the relationship of your professional development to each of the Five Standards and Sixteen Principles and as you build your portfolio over your seven re-licensure years.

Learning (Expertise in the endorsement area)

1. How did this professional development experience improve my ability to teach in my endorsement area?
2. How does this increase my ability to ensure that my students meet or exceed standards in Vermont's Framework of Standards and Learning Opportunities?
3. How have I adjusted my curriculum and professional practice as a result of what I have learned?

Professional Knowledge (Methodology and pedagogy)

1. How did this experience help me to better provide learning opportunities that support my students' intellectual, physical, social and/or emotional development?
2. How have I created equitable instructional opportunities that respond to the needs of all students?
3. How have I increased my ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in Vermont's Framework of Standards and Learning Opportunities?
4. How do I integrate the Vital Results for Communication into my curriculum?
5. What have I done to create a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety?

Page One

6. How have I implemented, adapted, revised or created curriculum based on standards, knowledge of subject matter, and student needs and interest?
7. As a result of my professional development, how have I applied learning theory and/or instructional and assessment activities to meet the individual and developmental needs of all students?
8. How have I created a learning climate that shows support for and integrates students with disabilities at appropriate levels of activity through differentiated instruction?
9. How have I been able to integrate technology into my instruction, assessment and my professional productivity?
10. Have I developed a deep understanding of the conditions and actions, which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin? How have I taken proactive steps to address discrimination?

Collegueship

1. How did my interaction with colleagues strengthen this professional development experience?
2. How was our work mutually beneficial?
3. How was the collaborative experience purposeful, and focused on teaching and learning?
4. What effect did this experience have on student success?
5. How did colleagues discuss conflicting ideas? Was it done with candor, sensitivity and respect? (Glickman, 1994, Renewing America's Schools)
6. Did I contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and/or staff development? (National Board for Professional Teaching Standards)
7. How did I work collaboratively and creatively with parents, engaging them productively in the work of the school? (NBPTS)
8. What was my unique contribution to the experience?

Advocacy

1. In what ways did this experience affect my ability to improve the educational health of my students?
2. How have I established collaborative relationships with school colleagues, parents, agencies, and others in the community at large to support students' learning and well-being?
3. How has my professional development helped me recognize the multiple influences on students inside and outside the school and accesses appropriate systems of support for students?
4. How have I advocated for school and community policies and practices that promote the high achievement and healthy development of all students?
5. How do I remain aware of laws and regulations related to student and educator rights and responsibilities?

Accountability

1. Which portions of my IPDP and professional portfolio are connected to my school or district initiatives for improving student learning?
2. How have I demonstrated accountability for improving my professional practice and student learning?
3. What have I done to keep abreast of laws related to student and educator rights and responsibilities?
4. How have I been able to apply current state and federal law age regulations as they pertain to all children and colleagues?
5. How do I assess student progress in relation to standards, and modify plans and instruction to improve student learning? Can I give examples?
6. What variety of assessment strategies do I use to evaluate student growth and understanding in relation to standards, and as a result of that data, modify instruction to improve student learning?
7. I maintain useful records of student work and performance and knowledgeably, effectively, and responsibly communicate student progress in relation to standards in a manner easily understood and I am able to share examples.

Appendix I

Vermont's Licensing Regulations

Educators must follow the requirements of the revised regulations when developing a new IPDP.

Level I license Renewal:

- A Level I license is valid for **three years**
- A Level I license holder who has taught for three years in the area of his/her endorsement must apply for a Level II license
- A Level I license holder who has taught for **three years** in the area of his/her endorsement who does not receive recommendation from an administrator for a Level II license can apply to renew Level I for another three years and then reapply for Level II.
- The Level I license of an educator who does not receive a recommendation for a Level II license after the second application shall become lapsed.
- Level I license holders employed as educators in Vermont but who have not practiced in their particular endorsement area for three years, shall seek a recommendation for renewal of that Level I endorsement through their local or regional standards board. **To receive a three-year Level I renewal, the educator shall show professional growth through completion of a minimum of three professional development credits in the endorsement area.**
- The holder of a Level I endorsement that has been renewed shall continue to seek renewal of that endorsement in accord with Rule 5431.1.5 until such time as the educator qualifies to apply for renewal of the endorsement as a Level II endorsement.
- Educators not employed in Vermont shall seek renewal of a Level I endorsement through the Licensing and Professional Standards Office.

Moving from Level I to Level II:

- The educator must have successfully practiced in an endorsement area **for three years** under a Level I License with the support of a mentor as defined by the State Board of Education in consultation with the VSBPE.
- The educator must submit an IPDP developed in accordance with the new requirements.

Goals shall include:

- * Analysis of professional practice and student learning data;
- * The content knowledge and performance standards in effect at the time of renewal for the endorsement being moved to Level II;

- * Each of the Five Standards for Vermont Educators; and,
- * The action plan or improvement initiatives of the school where the educator is employed, as appropriate.

□ The educator must provide verification from an administrator who has supervised the educator's work that the educator has demonstrated the competencies required by the endorsement at a professional level. The Licensing and Professional Standards Office shall provide a signature form for administrators to use for this purpose.

Renewing a Level II License:

□ A Level II license holder employed by a Vermont independent school shall seek a recommendation for renewal from a local standards board designated by the VSBPE to serve independent schools, or may seek a recommendation for renewal from the local standards board for the school district in which the independent school is located if that board agrees to serve that independent school or educator.

□ A Level II license holder who is not employed by a Vermont entity served by a local or regional standards board at the time of application for renewal, shall apply to the Licensing and Professional Standards Office for renewal.

□ A local or regional standards board shall recommend renewal of a Level II endorsement if the applicant presents a professional portfolio that includes:

- * The current IPDP;
- * Documentation of professional growth pursuant to the IPDP goals including:
 - * Reflection upon new learning and its impact upon professional practice;
 - * Reflection upon how changes in professional practice have impacted student performance;
 - * Linkages between goals and activities and school action plans or improvement initiatives, as appropriate;
 - * Demonstration of growth in each of the Five Standards for Vermont Educators;
 - * Documentation of a minimum of nine re-licensing credits per endorsement related to the educator's IPDP. At least three re-licensing credits must address the specific content knowledge and performance standards of each endorsement recommended for renewal.
- * An approved IPDP developed in accordance with the new criteria.
- * A portfolio submitted by an educator for National Board Certification shall be considered as
 - equivalent to a re-licensure portfolio for renewing the comparable endorsement.

Reinstatement of Lapsed Licenses or Endorsements:

- If an applicant is under the jurisdiction of a Regional Standards Board, apply to that board for approval of Professional Development Activities.
- Only the Licensing Office can reinstate lapsed licenses.

Appendix J

5626 Transfers

5626.1 Educators transferring from one Vermont supervisory union/district, or other educational entity with a local standards board, to another shall be responsible for transferring their IPDPs and corresponding professional development records to the new local or regional standards board within six months of employment.

5637.1 Administrators transferring from one supervisory union/district, or other educational entities with a regional standards board, to another shall be responsible for transferring their IPDPs and corresponding professional development records to the new regional standards board within six months of employment.

I _____ request that my re-licensure file, including my

Educator name

Individual Professional Development Plan and activity approval forms be released to me. I am leaving the jurisdiction of the Champlain Valley Regional Standards Board.

Educator Signature

Date

The re-licensure files of _____ were released from
Educator name

the Champlain Valley Regional Standards Board to

RSB board chair name

on _____ by

Date

CVRSB Chair's signature

Appendix K

VERMONT STANDARDS BOARD **FOR PROFESSIONAL EDUCATORS**

POLICY ON APPROVED PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EDUCATORS

Professional Development for license/endorsement renewal shall relate to the content area of one's endorsement and to the teaching and learning process

The following activities meet state professional development requirements for relicensure or reinstatement of a lapsed license and shall be approved by RSBs and the Licensing Office when the activities meet the requirements below and when all required documentation has been submitted. In some cases, there are restrictions on the total number of required credits that may be earned through particular categories of activities.

Other activities may be acceptable upon consultation with the Champlain Valley Regional Standards Board and the Licensing Office.

(1) In order to be approved, professional development activities submitted for license/endorsement renewal shall:

relate directly to the knowledge and performance standards of the endorsement(s) being renewed and or to the Five Standards for Vermont Educators and the sixteen Educator Principles incorporated within the Five Standards and

relate directly to the goals outlined in the educator's approved Individual Professional Development Plan (IPDP).

(2) Relicensure credit may be awarded for activities that are paid or unpaid and required by the school/district or self-selected.

(3) Relicensure credit is a unit of measure assigned by a local or regional standards board, or the Licensing Office, to professional development activities other than academic credit bearing courses that meet standards for relicensure/reinstatement. Fifteen (15) clock hours of professional development is equivalent to one (1) relicensure credit. Relicensure credits and academic credits apply equally toward relicensure/reinstatement requirements.

(4) The minimum contact time required for relicensure credit to be accrued is one-half (2) hour.

(5) Preapproval of professional development activities is suggested but not required.

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Name of the Activity	Documentation Must Include	Limitations
1. Academic Courses (graduate, undergraduate)	<input type="checkbox"/> Official transcript or grade report	<input type="checkbox"/> Credits granted will be equivalent to credit indicated on the transcript or grade report <input type="checkbox"/> No limit on percentage of required credits that may be earned in this manner
2. Workshops/Seminars/ Professional Conferences Sponsored by Credible and Recognizable Organizations (e.g. Vermont NEA, ASCD, school districts, VASS, NSTA, DOE etc.)	<input type="checkbox"/> Verification of participation, program content and contact hours	<input type="checkbox"/> No limit on percentage of required credits that may be earned in this manner
3. Designing, Developing and Teaching Courses or Workshops	<input type="checkbox"/> Course or workshop syllabus <input type="checkbox"/> Verification by institution or organization that course/workshop was held	<input type="checkbox"/> Limited to initial offering or complete redesign of course/workshop <input type="checkbox"/> Limited to 1/3 of required credits per endorsement
4. Applied Experience in Content Area of Endorsement Through Employment in a Related Non-Educational Setting or Internship, or Through Related Educational Travel or Volunteer Service	<input type="checkbox"/> Description of job/position, educational travel or volunteer service <input type="checkbox"/> Employer or sponsor verification of experience or service, including number of hours or weeks of participation <input type="checkbox"/> Documentation of the travel (may include journal, tickets, museum stubs, itinerary, etc.)	<input type="checkbox"/> Limited to 1/3 of required credits per endorsement
5. Local School District Activities or Action Research/Reform Projects	<input type="checkbox"/> Brief description of goals and outcome of activity/project <input type="checkbox"/> Verification by project/activity convenor of the participant=s role and number of contact hours	<input type="checkbox"/> Limited to 1/3 of required credits per endorsement
6. State Education Activities or Reform Projects/Committees	<input type="checkbox"/> Brief description of goals of activity/project <input type="checkbox"/> Verification by project/activity convenor of the participant=s role and number of contact hours	<input type="checkbox"/> Limited to 1/3 of required credits per endorsement

7. Institution of Higher Education Reform Activities-Partnerships with K-12 Schools	<input type="checkbox"/> Brief description of goals of activity/project <input type="checkbox"/> Verification by project/activity convenor of the participant=s role and number of contact hours	<input type="checkbox"/> Limited to 1/3 of required credits per endorsement
8. Educational Research and Publication	<input type="checkbox"/> Verification of research and publication by recognizable and credible organization or verification of acceptance of the thesis by an academic advisor in the case of degree-related research	<input type="checkbox"/> Limited to 1/3 of required credits per endorsement
9. National Board for Professional Teaching Standards (NBPTS) Certification	<input type="checkbox"/> Letter from the state of Vermont Department of Education National Board Certification Coordinator verifying submission of the portfolio or a copy of the national Board Certificate earned	<input type="checkbox"/> A NBPTS portfolio may be submitted in lieu of a relicensure portfolio only once for each comparable endorsement unless the educator also completes the certificate renewal process. (Please contact the Department of Education or RSB for an updated list of the comparable endorsements
10. Industry credentials (e.g., Emergency Medical Technician) or Commercial Driver=s License (CDL) add-ons	<input type="checkbox"/> Official documentation of passage of the examination or receipt of the first CDL	<input type="checkbox"/> Limited to 1/3 of required credits per endorsement <input type="checkbox"/> Limited to first issuance of credential or CDL
11. Peace Corps Experience	<input type="checkbox"/> Verification by the organization director(or equivalent) of participant=s role and number of months of participation	<input type="checkbox"/> Limited to 2/3 of required credits per endorsement
12. Mentor to a New Teacher	<input type="checkbox"/> Verification by the school principal of assignment to this role, number of mentees mentored and total number of mentor training and contact hours involved	<input type="checkbox"/> Limited to 1/3 of required credits per endorsement

<p>13. Clinical Continuing Education Required for Other Required Professional Licensure (applies to Educational Speech-Language Pathologists, School Nurses and Associate School Nurses, School Social Workers and School Psychologists only)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Official transcript or grade report if an academic course <input type="checkbox"/> Verification of participation, program content and contact hours if a workshop/seminar/professional conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited to 2 of required credits per endorsement
<p>14. School-Business/Industry or School-Community Partnership Initiatives</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Brief description of goals of partnership <input type="checkbox"/> Verification by project organizer of the participant=s role and number of contact hours 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited to 1/3 of required credits per endorsement