

Plan of Operation for Professional Development for the WCSU Educator

**Revised by the WCSB
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* Asterisks indicate portions of this document are taken from "The Guide for the Operation of Local and Regional Standards Boards (LSB/RSB)" (Revised May 2006)

INTRODUCTION

EDUCATOR'S RESPONSIBILITY

What are educators' responsibilities for licensure?

*It is the responsibility of the individual to obtain a license, an endorsement(s), any other license or credential required by these rules or by the applicable endorsement, to attend to all renewal requirements, and to seek renewal in a timely manner. (Vermont Licensing Regulation 5220.6)

It is not the responsibility of the boards to remind educators who do not seek renewal in a timely fashion, nor do boards have an obligation to serve educators beyond their regular meeting schedule.

*Other responsibilities of educators include:

- to know when their educator license expires;
- to maintain their own relicensure records;
- to have an approved IPDP on file at the appropriate time;
- to receive approval and relicensure credit for professional development activities;
- to maintain a relicensure portfolio documenting activities that are connected to their IPDP;
- to submit the relicensure portfolio to the WCSB for a recommendation for relicensure;
- to keep the Licensing Office informed of address and name changes to ensure timely receipt of the renewal form;
- to mail the renewal form, other forms, and fees to the Licensing Office;
- to submit a copy of the certification to the superintendent's office before the beginning of the following school year; and
- Each educator **must** be familiar with the WCSB Plan of Operation process and conditions for obtaining approval of professional development activities, as specified in the WCSB Plan of Operation.

*Note: It is each educator's responsibility to meet these professional licensing requirements in a timely fashion.

TRANSFERS AND NEW HIRES

***Reciprocity** -Approved Individual Professional Development Plans and corresponding approved professional development activities have reciprocity with local and regional standards boards throughout the state and with the VSBPE when the educator is not under the jurisdiction of a local or regional standards board. (Vermont Licensing Regulation 5625)

***Transfers** -Educators transferring from one Vermont supervisory union/district, or other educational entity with a Local Standards Board or Regional Board to another shall be responsible for transferring their IPDP's and corresponding professional

development records to the new local or regional standards board within six months of employment. (**Educators are responsible for the transfer of their files when leaving the district.**) (Vermont Licensing Regulation 5626.1)

*Educators transferring from out-of-state shall develop and file an approved IPDP with the appropriate local or regional standards board within six months of employment. (Vermont Licensing Regulation 5626.2)

*Educators reentering the profession shall file an approved IPDP with the appropriate local or regional standards board within six months of employment. (Vermont Licensing Regulation 5626.3)

***Whom do the local and regional standard boards serve?**

A licensed practicing professional educators employed within the supervisory union renew their license(s) through the LSB or RSB. This includes nurses, guidance personnel, school-to-work personnel, and other specialists. Educators who spend more than 50% of their time as administrators use their regional standards board. RSB members and superintendents have a more complete definition of who is classified as an administrator. (Appendix P -VSBPE Policy SB/D3)

Educators need only use one board.

- Teachers who also hold administrator endorsements renew them through their LSB.
- Administrators who hold teaching endorsements renew them through their RSB.
- Teaching principals who practice the majority of time as teachers apply to the LSB.
- Teaching principals who practice primarily as principals apply to the RSB; teaching principals with a 50/50 assignment choose which board will serve them.

Part-time employed educators also renew through a board. If they work in more than one supervisory union, they use the standards board of the SU where they spend the majority of their time. If the employment is evenly split they may choose which standards board to use.

Educators who are on a **sabbatical or an official leave of absence and interim administrators** are considered employees of the SU and must use the LSB/RSB to renew their license. (Appendix P -VSBPE Policy SB/DS)

Communication with professionals who are not based in main school buildings is critical. For example, EEE, Title I, and "itinerant" teachers may have home bases in isolated locations and need to be kept informed.

Circumstances that require an application directly to the Professional Standards and Licensing Office of the VSBPE are:

- renewal of licenses by educators not employed in the public schools or not served by a local or regional standards board;
- reinstatement of licenses that have lapsed more than two (2) years;
- initial licenses in the state of Vermont; and
- additional endorsement(s) in the state of Vermont.

Para-educators and/or substitutes that hold professional licenses **may** renew their licenses through the LSB under the same conditions as other professionals served by the standards board. This occurs if the individual and the board agree. This practice is encouraged to allow these individuals access to and approval of local professional development.

Para-educators and substitutes that hold professional licenses **may** also renew them through the State Licensing Office. When applying-directly through the Professional Standards and Licensing Office, the only signature required is that of the applicant. If professional development is required, documentation of such must be attached to the renewal form.

PLAN OF OPERATIONS

Windsor Central Supervisory Union Local Standards Board

Date: May 2006

SECTION ONE

BOARD OPERATIONS

I. PURPOSE

A local standards board shall be established and maintained for the primary purpose of recommending teachers/administrators for re-licensure. Such recommendations shall be based on an L/RSB-approved Individual Professional Development Plan (IPDP) and corresponding L/RSB-approved professional development activities; an L/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.

*Administrators who also hold endorsements in fields other than administration shall renew those endorsements through the regional standards board.
(Vermont Licensing Regulations 5622 and 5632)*

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

II. ESTABLISHMENT AND MAINTENANCE

Supervisory Union Schools

*Each supervisory union/district, through its superintendent, shall be responsible for facilitating and supporting the local standards board development and operation.
(Vermont Licensing Regulation 5621.4)*

The Superintendent or designee shall be responsible for informing newly hired Vermont licensed teachers of the L/RSB's existence and contact information and providing the LSB with 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).

The agreement of support between the Superintendent of The LSB **cannot require** prior approval as a condition for final approval of a professional development activity.

*The LSB shall make prior approval available to educators and shall encourage its use. If prior approval is not sought, the LSB may not approve re-licensing credit after the activity has been completed if the activity does not address the goals in the educator's IPDPWCSU and the Local or Regional Standards Board shall be developed and included in an appendix in this plan.

III. BOARD OPERATIONS

A. Statement of Philosophy

PHILOSOPHY

The Windsor Central Supervisory Union believes that all students should be offered the best possible opportunity to become lifelong learners. Given these opportunities, students can develop skills and values necessary to cope with a constantly changing world. In order to accomplish this, the professional licensed educator must acquire, maintain and improve skills to keep the school environment current with the most recent knowledge in these rapidly , changing times. Therefore, professional development will continue to be the responsibility of the educator throughout his/her career. This will include being familiar with understanding the Windsor Central Supervisory Union Plan of Operations, as well as the Five Standards for Vermont Educators: Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability. With this background and a thorough knowledge of their school and community needs, the professional educator will gain the ability to implement the Vermont Framework of Standards and Learning Opportunities into their appropriate endorsement, therefore widening the circles of educational connections.

B. Statement of Board Responsibilities

BOARD RESPONSIBILITY STATEMENT

The purpose of the Windsor Central Standards Board (WCSB) is to recommend professional educators for Level II relicensure and for Level I continuance. The WCSB will evaluate the relevance of the Individual Professional Development Plans (IPDP) in accordance with the goals of the professional educator and district. The WCSB will approve relicensing credit, for professional educators for each endorsement area they choose to maintain. The WCSB will notify educators new to the district about the relicensure process. The WCSB will review for approval, non-traditional activities for

professional growth. The WCSB will grant pre-approval for activities such as conferences and workshops that clearly relate to one's IPDP. The WCSB will serve as advisor and facilitator in assisting licensed educators to accomplish appropriate activities for professional growth, but it is still the responsibility of the educator to understand and implement the process.

The WCSB Local 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 **W.C.S.U. LSB** 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 educators employed by independent schools in the supervisory union area. (**local choice to be included in plan**)
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 Verification of professional development credits for re-instatement of lapsed endorsements
 - e. 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

Membership of the LSB shall be composed of not less than five licensed educators. At least a majority of the membership shall be licensed teachers selected by licensed teachers (Vermont Licensing Regulation 5623). "Educator" means any person who provides administrative, instructional, or other educational services requiring licensure pursuant to these rules. (Vermont Licensing Regulation 5150)

Barnard	1 member
Bridgewater	1 member
Pomfret	1 member
Reading	1 member
Sherburne	1 member
Woodstock Elementary	2 members
Woodstock Union Middle School	2 members
Woodstock Union High School	2 members
Windsor Central Supervisory Union	1 member
Windsor Supervisory Union district administration (non-voting)	1 member

D. Membership Selection

ELECTION DEADLINES

1. New WCSB representatives should be elected by May. The term of office begins July 1st. The election process will be held according to the consensus of those being represented. It is suggested that new members attend the June meeting.
2. A replacement representative for a member of the WCSB will be voted by a majority of the faculty they represent. The election will be held according to the discretion of those being represented.

E. Terms Of Office

The term of office is three (3) years for WCSB representatives. A representative may serve two consecutive terms. A minimum of one year off after the second term is recommended, unless that representative is acting as a replacement due to unforeseen circumstances. If a representative joins the Board as a replacement, the new representative's term can begin after completion of the replacement term.

F. WCSB OFFICERS

By May, the WCSB will elect a chairperson, assistant chairperson or co-chairperson, a secretary and an alternate secretary. Terms for officers will run for one year starting July

1st. Officers can be elected for consecutive years. Newly elected officers should observe at one meeting before assuming their new responsibilities.

CRITERIA FOR DISQUALIFYING MEMBERS

A two-thirds majority vote of this board will be needed. The criteria for expulsion shall be based on the following:

1. Three unexcused absences within a 12 month period. Excuses should be made directly to the chairperson for his or her approval.
2. Refusal or neglect of duties assigned by this board and/or its chairperson.

G. Duties and Responsibilities of Officers and Members

The Chair and/or the Co-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. report expenditures for the previous year to the Department of Education within the required timeframe;
6. provide the 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 the 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 Licensing Office);
8. return signed license renewal forms to educators for their review and forwarding to the Licensing Office;
9. ensure that all LSB members have access to current copies of documents and records;
10. communicate with the LSB consultant in the Department of Education when questions arise;
11. ensure there is representation at all training and conferences for LSB members sponsored by the VSBPE and the Department of Education;
12. provide training and orientation for new LSB members;
13. represent the LSB in any appeal of the LSB action by an educator to the VSBPE;
14. inform the LSB consultant when a change of LSB chair or co-chair occurs.

The Secretary will:

1. take accurate minutes/reports of the board meetings and actions of the WCSB, sending these to the secretarial support at the Supervisory Union for typing and distribution to the schools;
2. document attendance at all WCSB meetings;
3. keep a list of all special committees;
4. notify all persons of appointments to special committees;
5. send out proper notice of called meetings and to conduct necessary correspondence for the WCSB; and :
6. do any correspondence directed by the chairperson.

ALTERNATE SECRETARY

The Alternate Secretary will:

1. assume the duties of the secretary, if he/she is absent;
2. assist the secretary in his/her duties, such as maintaining the master list of LSB actions;
and
3. notify and make sure that all necessary elections and ballots (if desired) have taken place by the allotted dates and collect the results to be presented to the WCSB.

All members of the L/RSB shall:

1. become knowledgeable about the LSB 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 LSB to individual educators and educators whom they represent.
10. maintain the individual educator files for their schools.

H. Documents and Records

For reasons of legal defensibility:

1. The LSB shall maintain the following documents: (*VSBPE Rules, Regulation 5624*)
 - a. Board minutes;
 - b. The W.C.S.B. 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. The most recent Annual Report
 - 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 Licensing Office
 - any correspondence between the board and educator.
2. All individual members of the LSB 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 LSB 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 LSB 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 LSB 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 LSB 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 LSB. This form is located in the LSB file at the Superintendent's Office .

I. Approval of the Plan of Operation

1. The **WCSB LSB** shall seek approval of their Plan of Operation from the educators in the supervisory union/district/ school which the board serves.
2. Approval is indicated by a majority of those voting. Revised copies of the Plan of Operation will be available for review for a 2 week period prior to the vote. At the staff meeting following this period, each school will hold an independent election. Results will then be combined to determine a majority vote.
3. Date of approval shall be documented on a cover sheet with a final copy 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 Regulations 5624.4 and 5635.4)

1. The LSB 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 LSB'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
4. Any revision of this document or forms used by WCSB, requires a two-thirds

majority vote by Australian Ballot of the Windsor Central Supervisory Union professional educators.

5. Approval is indicated by a majority of those voting. Revised copies of the amended Plan of Operation will be available for review for a 2 week period prior to the vote. At the staff meeting following this period, each school will hold an independent election. Results will then be combined to determine a majority vote.

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 WINDSOR CENTRAL STANDARDS BOARD

I. PURPOSE

A local standards board shall be established and maintained for the primary purpose of recommending teachers for re-licensure. Such recommendations shall be based on an L/RSB-approved Individual Professional Development Plan (IPDP) and corresponding L/RSB-approved professional development activities; an L/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 Regulations 5622 and 5632)

II. MEETINGS

- A. Meeting dates and times will be established at the beginning of each school year and communicated to all educators and schools served by the LSB.

1. The WCSB shall meet at least once a month during the school year. The dates, location and times shall be determined by the board and posted in schools by September so that all professional educators will be notified. A listing of the current members will be combined with the meeting schedule to be posted in September.
2. Any decisions will be made by majority vote of the WCSB.
3. The first yearly meeting of the Board shall be held on the second Tuesday of September. The final meeting will be on the second Tuesday of May with a discretionary meeting in June. Board members will be provided with a year long calendar of regular meetings prior to the September meeting.
4. **SUMMER ACTION:** If a Board action is needed, but cannot be done during the school year at a scheduled meeting because of an emergency, the Board will convene at an agreed upon time during the summer months. A quorum of 5 board members is needed for this meeting, and a majority vote is required to pass any decisions.
5. Notification of discretionary meetings will be made by the Board Chair using the most expedient method, (e-mail or telephone.)
6. A quorum will consist of 5 board members and a majority vote is required to pass any decisions.

TIME LINE: In order to receive action by June 30, all material for relicensure must be submitted by educators to the WCSB representative by March 1. The WCSB will meet in March and April to review portfolios.

INCOMPLETE RENEWAL PROCEDURE: If an educator has not completed licensure requirements by June 30th of a given year, it will be the responsibility of that educator to contact the WCSB directly.

PROCEDURES FOR DECISIONS

- A. **The WCSB LSB** 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 capacity allows.

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 LSB for consideration **by March 1**. When an educator does not complete the license renewal process within the timeline established by the LSB, the LSB Chair will notify the educator'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 LSB. Materials must be re-submitted **within 4 week(s)**.
5. Documentation of professional development activities for which re-licensure credit is sought must be submitted to the LSB **within two years** of completing the activity. It is preferred that all PDAs are approved at minimum one month prior to the submission of the portfolio.
6. Licensed educators new to the supervisory union/district shall submit documentation of their professional development activities within six months of employment.
7. The LSB 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 5435.2*)

IV. IPDP REQUIREMENTS AND APPROVAL PROCESSES

- A. A Level II License shall be issued, upon recommendation of a local or regional standards board, to educators 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 LSB, 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 LSB within six months of employment (*Vermont Licensing Regulation 5626.1*) The activity forms relating to the IPDP.

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, shall submit an IPDP to the appropriate LSB within six months of employment. (*Vermont Licensing Regulation 5626.3*)

E. Newly Vermont-licensed Level II educators transferring from out-of-state shall submit an approved IPDP to the LSB 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 LSB within six months of employment. (*Vermont Licensing Regulation 5625*)

G. IPDP REQUIREMENTS

1. The WCSU LSB 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 WCSU LSB 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 WCSU LSB will not recommend an educator for license renewal unless a new IPDP has been approved by the board.

:

H. CRITERIA FOR IPDP APPROVAL: ENDORSEMENT COMPETENCIES (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

IPDP's may be amended until the month of September of the 7th year. An educator may have to change the goals in his/her IPDP to reflect a change in position, assignment, level or subject, or to reflect a change in the district/supervisory union focus or initiatives.

Amendments should be discussed with your LSB or building representative. Prior to the approval of any further professional development activities, the amended IPDP should be presented to the WCSB for approval. A copy of the approved amended IPDP will be attached to the previous IPDP and the original returned to the educator.

V. PROFESSIONAL DEVELOPMENT ACTIVITIES

A. Prior and Final Approval

1. The LSB cannot require prior approval as a condition for final approval of a professional development activity.
2. The LSB shall make prior approval available to educators and shall encourage its use. If prior approval is not sought, the LSB 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.

Educators will use the forms in **Appendix D(Professional Development Activity Form) 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 LSB shall be in increments of no less than thirty (30) minutes.
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.

The LSB **cannot require** prior approval as a condition for final approval of a professional development activity.

*The LSB shall make prior approval available to educators and shall encourage its use. If prior approval is not sought, the LSB 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. The LSB **cannot require** prior approval as a condition for final approval of a professional development activity.

*The LSB shall make prior approval available to educators and shall encourage its use. If prior approval is not sought, the LSB 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.

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 16 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* 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 LSB chair may contact the Department of Education. Prior approval of online professional development from the LSB 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 LSB is recommended.

D. Paid Professional Development Activities

The LSB 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 knowledge and performance standards.

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

1. Requests to the LSB 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
 - ___ 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 LSB 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 LSB 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 LSB 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 WCSU **Local** Standards Board. For example, an activity proposed by an applicant to meet one of his or her IPDP goals might be viewed as inappropriate

2. 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 WCSU **LSB** chair or the designee of the chair, the educator may then initiate a reconsideration process.
3. When the LSB 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.
4. It is important that the educator and **the WCSU LSB** 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 WCSU **Board**. A reconsideration discussion with the educator shall take place at the next regularly scheduled LSB/RSB meeting unless the educator and the Board agree in writing to a different date.
 - b. The WCSU **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 WCSU **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 WCSU **LSB** denies an educator's application for license renewal, the educator may appeal the LSB 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 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 LSB/RSB 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.

SECTION II
EDUCATOR RESPONSIBILITIES AND INFORMATION

***A) Relicensure Process -General Information**

1. The Licensing Office will mail a license renewal form to the educator's home address in January the year the license expires. Educators **must** notify the Professional Standards and Licensing Office of any name or address changes to ensure delivery of the renewal form.

2. Once approved by the LSB, each individual educator will be responsible for verifying the recommendation of the LSB and mailing the signed renewal form, other forms, and fee(s) to the Professional Standards and Licensing Office.

Address:

Vermont Department of Education
Professional Standards & Licensing Office
120 State Street
Montpelier, VT 05620
Telephone: (802) 828-3150 (Professional Standards)
(802) 828-2445,2446 (Licensing)
FAX: (802) 828-5107

The licensing office will mail your new license to your home address. Review the license to make sure it is consistent with the WCSB's action. Report any inconsistencies to your representative or to the chairperson.

When you receive your new license send it to the WCSB and the Superintendent for their files.

***B) -Levels of License and License Renewal Requirements**

Levels of License

- Level I -Beginning Educator 3 years
- Level II -Professional Educator 7 years

There are separate processes and portfolio requirements for the three (3) types of license renewals:

- 1 -Level I License to Level I License
- 2 -Level I License to Level II License
- 3 -Level II License to Level II License

***C) Level I License to Level I License**

A teacher who holds a Level I license must practice under the Level I endorsement area for three years prior to requesting a move to Level II. If an educator has not practiced under a Level I endorsement for three years they may renew a Level I. Following an the initial renewal, to maintain a Level I, three credits need to be earned in the endorsement area of the license.

An endorsement may not revert back to a Level I License after it has been moved to a Level II Professional Educator License. (Vermont Licensing Regulation 5413).

Level I License holders who have practiced in an endorsement area for the equivalent of three years shall apply to their local or regional standards board for a Level II License for that endorsement area. If the educator does not receive a recommendation for a Level II License/endorsement, the educator may renew one time at Level I. At the end of 6 years, if no recommendation has been made for a Level II, the educator will lose their Level I license.

Moving from a Level I to a Level II requires that the educator provide the LSB with an IPDP but does not require the three credits.

Trades and Industry endorsements that require a Technical Development Plan shall be issued on a Level I License valid for three years. The approved Technical Development Plan shall be completed within those three years. A Trades and Industry endorsement may not be renewed on a Level I License if the Technical Development Plan is not satisfactorily completed unless the Commissioner determines extenuating circumstances exist. Upon satisfactory completion of the Technical Development Plan that is indicated on a form signed by the Director of the Technical Education Mentor Program and the Commissioner, the educator shall apply to the local standards board for a Level II License and provide the board with a copy of the signed form. If the educator is not employed by an educational entity served by an approved local standards board, the educator may apply to the Licensing Office for a license in accordance with sections 5411 and 5412. (Vermont Licensing Regulation 5414)

*** Educator Checklist: Level I License to Level I License**

_____ Submit the completed State Department of Education License Renewal Form to the LSB/RSB Chairperson for approval according to the timelines in the Plan of Operation.

_____ Submit a copy of other credential(s) if required e.g., valid Vermont RN License, valid Vermont Driver's License (Vermont Licensing Regulation 5432A.d. and (VSBPE Appendix I).

_____ After the Board returns the renewal form; check to see if it accurately reflects expectations about the Board's action.

_____ Mail the approved license renewal form, appropriate fee(s), and other required state forms to the Licensing Office for processing.

_____ Check the new license for accuracy and submit copies to the LSB and the superintendent.

***D) Level I License to Level II License**

Level I License holders who have practiced in an endorsement area for the equivalent of three years shall apply to their local or regional standards board for a Level II License for that endorsement area.

A Level II License shall be issued, upon recommendation of a local or regional standards board, to educators who have:

- a. successfully practiced in an endorsement area for three years, or the equivalent as determined by VSBPE policy, under a Level I License;
- b. an approved Individual Professional Development Plan (IPDP) for the ensuing licensure period;
- c. demonstrated the following characteristics:
 - * ability to plan instruction;
 - * ability to maintain a positive learning environment;
 - * ability to conduct learning experiences for individuals as well as groups;
 - * knowledge of content area; and
 - * interest and motivation in continuing professional development.
- d. satisfactorily completed an approved Technical Development Plan required for Trades and Industry endorsement and provided documentation set forth in Section 5345 of these rules. (VSBPE)
- e. documentation of any valid licenses, credentials, or reports that are required by the endorsement sought (Vermont Licensing Regulation 5421 and (VSBPE Appendix I).

Educators who currently hold both a current Level I License and a current Level II License, and have Level I endorsement(s) being recommended for a Level II License, shall have the endorsement(s) issued on their current Level II License. The expiration date of the additional endorsement(s) shall be the expiration date of the current Level II License (Vermont Licensing Regulation 5422).

By June, 2000 all Vermont educators practicing in a public school must present a relicensure portfolio to their local or regional standards board in order to be recommended for relicensure.

***Educator Checklist: Level I License to Level II License**

- _____ Have the principal or supervisor document three years of successful practice under the endorsement (VSBPE Appendix C), (WCSB, Appendices G & H)
- _____ Submit a copy of other credential(s) if required e.g., valid Vermont RN License, valid Vermont Driver's License, etc. (Vermont Licensing Regulation 5432 Ad. and (VSBPEAppendix I).
- _____ For Trades and Industry educators, if applicable, submit form verifying satisfactory completion of the Technical Development Plan.
- _____ Develop and submit a new IPDP for the next Level II renewal cycle (IPDP Form, WCSB Appendix B). New IPDP's must be approved before the Board makes a recommendation for license renewal.
- _____ After the Board returns the renewal form, check to see if it accurately reflects expectations about the Board's action.
- _____ Mail the approved license renewal form, appropriate fee(s), and other required state forms to the Licensing Office for processing.
- _____ Check the new license for accuracy and submit copies to the LSB and the superintendent.

***E) Level II License to Level II License**

*By June 2000, all Vermont educators practicing in a public school must present a relicensure portfolio to their local or regional standards board in order to be recommended for relicensure.

Level II License holders employed as educators in Vermont public schools, or other Vermont educational entities that are served by a local or regional standards board, shall seek a recommendation for renewal of their Level II License and endorsement(s) through their local or regional standards board. Such recommendation shall be made by the local or regional standards board if the applicant has:

1. presented a professional relicensure portfolio approved by the local or regional board (Licensing Regulation 5432 A. 1 and Section IV .R.)
2. met locally designed standards set forth in a local or regional standards board plan of operation that has been approved by the VSBPE (Vermont State Board of Professional Educators)

Educator Checklist: Level II License to Level II License

- ___ Submit Relicensure Portfolio (WCSB Appendix H), which includes:
 - ___ personal information -name, school, teaching or administrative context, year
 - ___ completed State Department of Education License Renewal Form
 - ___ table of contents
 - ___ copy of current license and, if applicable, copies of any valid licenses or credential required by the endorsement (VSBPE Appendix ,1)
 - ___ completed IPDP and amendments
 - ___ evidence of a minimum of 9 relicensing credits in subject areas related to each endorsement and to the IPDP goals
 - ___ supportive documentation or evidence of new educator learning that shows how each of the Five Standards for Vermont Educators; Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability -has been addressed
 - ___ a narrative on each piece of supporting documentation which
 1. describes the documentation (What is it?)
 2. connects the documentation or evidence both to one's IPDP goals and to the Five Standards (Which goal(s) and standard(s) does it meet?)
 3. reflects on the impact, the documented experiences had on one's practice and/or student learning (How did the activity change your practice and impact student learning? What meaning did it have for the educator or students?)
 4. connects learning to Endorsement Competencies
 - ___ New IPDP for the next relicensure cycle
 - ___ Any other requirements of educator's LSB
 - ___ After the Board returns the renewal form, check to see if it accurately reflects expectations about the Board's action.
 - ___ Mail the approved license renewal form, appropriate fee(s), and other required state forms to the Licensing Office for processing.
 - ___ Check the new license for accuracy and submit copies to the LSB and the superintendent.

IPDP DEVELOPMENT AND APPROVAL

*** 1. WHAT IS AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)?**

An IPDP is an outline of professional development goals that are directly related to the Five Standards for Vermont Educators. The intent of an IPDP is to improve practice and student learning and to guide each educator's professional development for the ensuing relicensure period. The goals and corresponding professional development activities **must** be designed to result in new learning and growth for the educator. A portion of the IPDP **must** be connected to the school's initiatives for improving student learning. An IPDP must be well-planned and thoughtfully implemented. (See WCSBL appendices A and B)

*** 2. WHEN DOES AN EDUCATOR DEVELOP AN IPDP?**

Each Level II Vermont educator and those educators moving from Level I to Level II who are practicing in a school that is served by a local board **must** develop and file an IPDP at the time of license renewal, according to the Plan of Operation, before any professional development activities may be approved for relicensure credit. A recommendation for license renewal is contingent on a new IPDP having been approved.

***Timely IPDPs**

- *The Licensing Regulations require that an IPDP for the ensuing licensing period be in place at the time the LSB approves an applicant's request for license renewal. This is an important requirement.
- *No professional development activity or credit proposal shall be approved by the LSB unless the applicant has complied with the above requirement.
- *The regulations require that an applicant who has had an IPDP approved by one LSB, and who is subsequently employed by a school district under the jurisdiction of another LSB, transfer his or her IPDP to the new LSB within six months of the employment (Vermont Licensing Regulation 5626.1)
- *An educator who does not have an approved IPDP, and is hired by a school district, must submit an IPDP to the appropriate LSB within six months of employment. (Vermont Licensing Regulation 5626.3)
- *In regards to amended IPDPs, only Professional Development activities aligned with the most current approved IPDP will be approved.

*** 3. HOW DOES AN EDUCATOR DEVELOP AN IPDP?**

The following are some suggestions and resources for educators to use when developing an IPDP:

- a. Develop appropriate professional development goals using the 1999 Five

Standards for Vermont Educators. Administrators should use the competencies for school administrators.

- b. Consider how IPDP goals will improve individual practice as well as implementation of Vermont's Framework of Standards and Learning Opportunities.
- c. Consider how IPDP goals connect to the school's initiatives for improving student learning.
- d. Consult with colleagues, especially those in like disciplines or who teach the same grade level(s) and those who have similar expertise and knowledge, teaching style, educational background, and professional history .
- e. Review formal evaluations and annual goals and discuss your educational needs and aspirations with other colleagues and supervisors. Goals developed for another purpose such as supervision or evaluation may also be incorporated into an IPDP.
- f. Continue implementing and researching knowledge and skills acquired at meaningful conferences and workshops. Consult the LSB/RSB Plan of Operation for the list of non-traditional professional development activities available for professional development.
- g. Draw inspiration from professional journals and other educational publications.
- h. Ask students to complete course evaluations or surveys and review them for insights on teaching and needed expertise.
- i. Discuss Individual Professional Development Plans with colleagues and get their ideas for implementing them.

*** 4. WHAT CRITERIA DOES THE WCSB USE TO APPROVE IPDPs?**

An IPDP must include focused goals that:

- *Address the Endorsement Competencies
- *Lead to improved practice and student learning;
- *Connect to each of the Five Standards for Vermont Educators;
- *Reflect each endorsement held;
- *Connect to the school's / district's initiatives for improving student learning; and
- *Lead to professional development activities that will promote new learning and growth for the educator, rather than focus merely on time and effort spent.
- *One goal should address standards-based learning.
- *THE GOALS MUST REFLECT NEW LEARNING AND GROWTH FOR THE EDUCATOR, NOT JUST TIME AND EFFORT.

IPDP'S MAY BE DEVELOPED USING A VARIETY OF APPROACHES:

- *Set one goal for each of the Five Standards for Vermont Educators (WCSB Appendix C);
- *Set goals, then identify the Standard(s) to which the goals may apply; and/or

*Set goals and professional development activities/strategies, then identify the Standard(s) to which they might be linked.

5. AMENDING IPDPs

IPDP's may be amended until September of year 7 in a licensing period. An educator may have to change the goals in his/her IPDP to reflect a change in position, assignment, level or subject, or to reflect a change in the district/supervisory union focus or initiatives.

Amendments should be discussed with your LSB or building representative. The amended IPDP should be presented to the WCSB for approval. A copy of the approved amended IPDP will be attached to the previous IPDP and the original returned to the educator.

***6. DO APPROVED IPDPs HAVE RECIPROCITY WITH LOCAL AND REGIONAL STANDARDS BOARDS?**

- *Approved Individual Professional Development Plans and corresponding approved professional development activities have reciprocity with local and regional standards boards throughout the state and with the VSBPE when the educator is not under the jurisdiction of a local or regional standards board. (Vermont Licensing Regulation 5625)
- *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 IPDP's and corresponding professional development records to the new local or regional standards board within six months of employment. (Vermont Licensing Regulation 5626.1)

*** 7. WHEN DO NEW EDUCATORS IN A DISTRICT FILE THEIR IPDP?**

- *Educators transferring from out-of-state shall file an approved IPDP with the appropriate local or regional standards board within six months of employment. (Vermont Licensing Regulation 5626.2)
- *Educators reentering the profession shall file an appropriate IPDP with the appropriate local or regional standards board within six months of employment. (Vermont Licensing Regulation 5626.3)

PROFESSIONAL DEVELOPMENT ACTIVITIES

RELICENSING CREDITS

Nine credits are currently needed for Level II relicensure. Three (3) of the nine (9) credits must be in the content area(s) of each endorsement(s) held. These three credits do not need to be college courses. Non-traditional professional development activities may be approved. All activities must be relevant to the goals of the IPDP and/or endorsement area(s). Some activities may apply to more than one endorsement.

*The Application for Professional Development Activity form should be submitted to your school WCSB representative. The WCSB representative will review this form for completeness and accuracy prior to submission to the WCSB.

*The LSB **cannot require** prior approval as a condition for final approval of a professional development activity.

*The LSB shall make prior approval available to educators. If prior approval is not sought, the LSB 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.

*Each educator must be familiar with the process and conditions for obtaining approval of professional development activities, as specified in the Plan of Operation.

*Traditional Professional Development activities -college courses, workshops, etc., that clearly meet the individual's stated goals may be pre-approved by the building representative. After the activity has been completed, the educator should provide documentation to the WCSB representative to go to the board for final approval. If the representative has any question about the appropriateness of the activity, he/she should present it to the full WCSB for both prior and final approval.

*Non-Traditional Professional Development activities. It is strongly recommended that prior approval be obtained for these activities for credit. A narrative, log of hours, or summary will be needed as documentation.

*Prior approval is required for On-line learning or coursework.

*Final documentation/verification must be submitted to the WCSB upon completion of any professional development activity in order to receive relicensing credit. A copy will be placed in the educator's WCSB file. A copy of the final approval will be given to the educator.

*Paid Professional Development Activities can be used for relicensing credit if it can be shown to provide new learning and growth for the educator even if the educator is compensated. The professional development activity must also relate to the educator's IPDP and/or endorsement(s)

***LSB criteria for Approval of Professional Development Activities**

Every request for relicensing credit for professional development **must** show:

- ___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)

Copies of grade reports for classes/courses should be submitted. Copies of attendance/participation documentation for workshops, conferences, etc. should be submitted. A short narrative is required discussing the five items above for final approval of all relicensing credit activities (traditional and non-traditional professional development activities).

Number of Re-licensure Credits Required

6. "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.
7. Clock hours submitted to the LSB shall be in increments of no **less than .5 hours**. The WCSB is limiting approval of professional development activities to 1 credit (15 hours contact time). Credit requests which are less than a whole credit (1.0) can be combined with other related professional development activities as a whole credit approval.
8. 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.
9. Level I to Level II
No professional development credits are required when moving from a Level I to a Level II.
10. 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.

Appropriate Activities for Professional Development and Re-licensure Credit

5. 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* to determine types of credit and credit limitations
6. 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.
7. 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 LSB chair may contact the Department of Education. Prior approval of online professional development from the LSB is recommended.
8. 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 LSB is recommended.

.These include, but are not limited to:

Traditional professional development:

- Graduate courses and/or appropriate undergraduate courses
- Workshop participation
- Conference participation
- Local and regional staff development

Non-traditional professional development:

- Job-embedded new learning activities that occur in the regular working day
- Workshop preparation and presentation
- Conference preparation and presentation

- Curriculum work
- National Board for Professional Teaching Standards (NBPTS) certification or portfolio preparation
- Research
- Educational advocacy activities involving Vermont's student population
- Educational district, state, or national committee service
- Mentor/protege activity
- Peer coaching/review
- Educational travel
- Educational work experience
- Professional writing/publishing
- Grant writing
- School-community partnership initiatives
- School-business/industry partnership initiatives
- Educator initiated projects

It is important that professional development activities provide new and extended learning for the educators rather than time and effort. (The State Board recommends time spent on committees should be documented for the portfolio as evidence of one of the Five Standards.) Some committee work may not be worthy of relicensure credit, unless new learning for the educator can be documented. It may not be "high quality" professional development.)

PORTFOLIO DEVELOPMENT-CURRENT MINIMUM REQUIREMENTS

***Relicensure Portfolio**

1. What is a Relicensure Portfolio?

A relicensure portfolio documents and validates the educator's growth as a professional. It provides a vehicle for accountability as a learning professional and the formal opportunity for the educator to reflect on his or her work and demonstrate accountability for professional growth and improved student learning.

The portfolio is an organized selection of evidence that indicates how an educator has met his or her IPDP goals, The Five Standards for Vermont Educators, and his or her school's initiatives for improved student learning. It is reflective and highly individualized.

The portfolio provides each professional educator the opportunity to reflect upon his or her goals and to assess his or her success ~ having met them during the relicensure period just completed. This evaluation process should create a basis from which to identify new IPDP goals for educator and student growth.

2. When does an educator begin developing a Relicensure Portfolio?

The portfolio is a work in progress. Educators should begin collecting evidence to support their IPDP goals, the Five Standards for Vermont Educators, and their school's initiatives as soon as they begin a new relic ensure cycle. This collection represents an ongoing effort to document professional growth, so that portfolio development is a dynamic process.

Over the course of the relicensure cycle, the educator may continually edit the portfolio with artifacts and documentation that best reflect his or her individual growth.

3. What must be included in a Relicensure Portfolio?

The relicensure portfolio must be presented in a clear and concise format. The physical presentation may be a 1-2 inch binder or an electronic or other suitable format.

VSBEPE required components:

- *personal information -name, school, teaching or administrative context, year
- *completed State Department of Education License Renewal Form
- *table of contents
- *copy of current license and, if applicable, copies of any valid licenses or credentials required by the endorsement
- *completed IPDP and amendments
- *evidence of a minimum of 9 relicensing credits in subject areas related to each endorsement and to the IPDP goals
- *supportive documentation or evidence of new educator learning that shows how each of the Five Standards for Vermont Educators -Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability - has been addressed
- *a narrative on each piece of supporting documentation which:
 - describes the documentation or evidence (What is it?)
 - connects the documentation or evidence both to one's IPDP goals and to the Five Standards For Vermont Educators (Which goal(s) and standard(s) does it meet?)
 - reflects on the impact the documented experiences had on one's practice and/or student learning (How did the activity change your practice and impact student learning? What meaning did it have for the educator or students?)
- *new IPDP for the next relicensure cycle

4. What might be included in a Relicensure Portfolio?

- *resume
- *statement of educational philosophy

- *reflective narrative on the accomplishment of one's IPDP goals
- *additional evidence of student learning
- *additional evidence of educator learning
- *listing of additional relicensing credits earned in each of the Five Standards for Vermont Educators
- *multiple means of documentation -student work, evaluations, videos, paper, case studies, transcripts, lesson plans, publications, testimonials, web page

5. What are indicators of a quality professional Relicensure Portfolio?

- *addressing the goals of the educator's Individual Professional Development Plan (IPDP)
- *addressing the Five Standards for Vermont Educators
- *evidence of 9 required credits for relicensing, including 3 credits in each subject area of endorsement (this is recommended but not yet in the Licensing Regulations)
- *evidence of a connection of a portion of the educator's professional development to the school's initiatives for improved student learning
- *demonstrated ability to teach using Vermont's Framework of Standards and Learning Opportunities
- *evidence of professional growth over time
- *evidence of student learning and growth over time
- *reflections on one's learning and teaching

6. National Board Certification

A portfolio submitted by an educator for National Board Certification shall be considered as comparable to a relicensure portfolio for renewing the comparable endorsement. This portfolio may be used once during the period of National Board Certification.

SUGGESTED PORTFOLIO ITEMS

A portfolio might also include any of the following supporting documentation of traditional and non-traditional forms of learning:

- records of professional course work (grade reports/papers)
- writing, publication, presentations, workshops
- proof of attendance at conferences and workshops
- critiques of conferences and workshops
- copies of committee work (curriculum, reports)
- evidence of peer coaching or Mentoring (journals, records)
- samples of student work to document an activity

- videotapes of professional activities such as presentations, classroom projects, etc.
- letters from students or parents
- letters from administrators

APPROPRIATE ACTIVITIES FOR RELICENSING CREDIT

A) COLLEGE UNIVERSITY COURSES

Any course from a college or university shall be considered for licensing credit. Credit will be granted after successful completion and verification of the course.

If one audits a course, one will need verification from the instructor as to topic(s) and clock hours spent in class.

- Every 15 clock hours equals 1 relicensing credit.

B) WORKSHOPS, CONFERENCES, SEMINARS, SYMPOSIA, IN-SERVICE TRAINING AND THE LIKE:

It is expected that professional educators participating in a workshop or conference will attend all sessions. Clock hour credit will be granted only for time spent in active participation.

- Every 15 hours equals 1 relicensing credit.
- When printed agenda is presented as documentation for a workshop, the time allocated for registration, breaks, and lunch will be subtracted. To receive credit for those times, an educator must furnish the WCSB with a summary of learning activities accomplished at that time.

C) VISITATIONS/OBSERVATIONS AND/OR STAFF EXCHANGE

The objectives of a visitation/observation or staff exchange must be relevant to one's teaching assignment, relicensing endorsement(s), or to new learning.

- A minimum of 15 clock hours per year for 1 relicensing credit, not to exceed 3 credits during a relicensing period for visitations/observations and/or staff exchange.

D) TRAVEL

To qualify for relicensing credit, any travel should be primarily for professional development. The professional educator should state clearly the purpose of the proposed trip and its professional benefits for new learning. The professional educator is expected to submit a brief written log outlining his/her new learning experiences.

- A minimum of 1 credit and no more than 3 credits may be earned during a relicensing period for travel experience.
- Additional learning activities, such as courses or independent studies while traveling will accrue credits according to other individual professional development activities described.

E) WORK EXPERIENCE

To obtain relicensing credit, work experience must be relevant to one's endorsement area(s). The professional educator shall document how the work experience has enriched their teaching assignment, endorsement area, and promote in new learning.

- A minimum of 1 credit but no more than 3 credits may be earned during a relicensing period for work experience.
- 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 relicensure credit. (Appendix J)

F) INDEPENDENT PROGRAMS

Examples of this would be: research, professional reading, writing/publishing, grant-writing, or other activities approved by the WCSB.

- The professional educator shall document how the independent program will benefit them professionally, educationally, and how it will benefit them in new learning.
- 15 clock hours equals 1 relicensing credit, a maximum of 6 credits will be given for each independent program during one's relicensing period.
- Classes/workshops -participation and presentation
- Curriculum work -professional writing publications, grant writing
- Advocacy -school committees
- College/collaborative-mentor protege
- Travel experiences
- Independent projects

G) COMMITTEE WORK

No more than 3 credits may be earned during a relicensing period for committee work. The implementation of the committee work must demonstrate direct impact upon student learning. Documentation of hours and signature of committee chair must be submitted along with a narrative.

