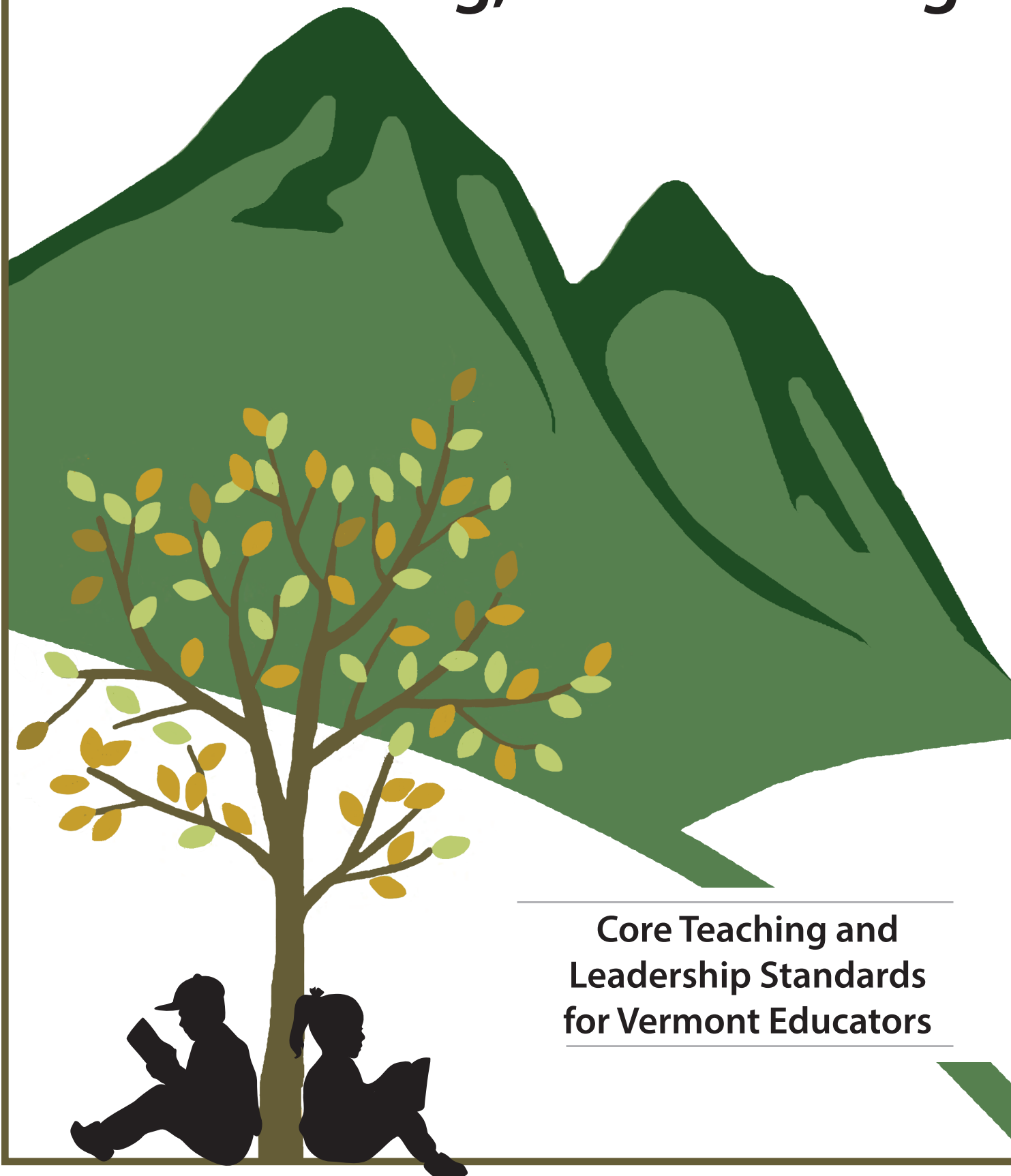


A Vision for Teaching, Leading, and Learning



**Core Teaching and
Leadership Standards
for Vermont Educators**

June 26, 2013

Dear Colleagues:

For more than two decades Vermont's vision for teaching has been based on Vermont's *Five Standards and 16 Educator Principles* which identified essential educator practices. Over the course of the last twenty years schools have shifted dramatically to become more student-centered, standards driven, and accountable. Our students too are more diverse, engaged by technology and eager to become global citizens. It is important to re-examine what knowledge and skills educators need to be successful in today's schools.

The Vermont Standards Board for Professional Educators (VSBPE) is proud to announce our adoption of new professional educator standards. The teaching standards are based again on the *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (2011)*, while the leadership standards stem from the 2008 *Interstate School Leaders Licensure Consortium (ISLLC)*. Together the Core Teaching and Leadership Standards for Vermont Educators form a blueprint for the performances and essential knowledge that every educator should strive toward to ensure that all preK-12 students are college and career ready.

The VSBPE has chosen to also include the *Learning Forward* standards for professional learning in this book because of the increasing importance of professional growth and reflection. Finally, this document includes the *Code of Professional Ethics and Rules of Professional Conduct*.

Why did the VSBPE adopt the new standards for educators?

- Vermont last adopted teaching standards in 1992 and endorsement competencies for leaders in 1998.
- The revised standards are written for *all* educators along the career continuum, from aspiring teachers and leaders to more experienced educators.
- The standards are compatible with Common Core Standards and are aligned with the National Board for Professional Teaching Standards.
- They are based on current research and best practice in the field.
- They are more student-centered, collegial, and interdisciplinary.
- Cultural diversity, technology, and family and community collaboration have a greater prominence in the standards.

The new standards call for:

- Personalized learning for diverse learners
- A stronger focus on application of knowledge and skills
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and administrators

On a personal level, we understand the importance of strong teachers and education leaders in our schools. The standards included here promote a shared vocabulary and vision for what we expect of educators. They describe what is important for educators to know and be able to do. The professional standards included here have evolved just as schools and educators have over the last twenty years. We look forward to our continued evolution together.

Sincerely,



Steven John
Chair, Vermont Standards Board for Professional Educators



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Introduction

Purpose

The purpose of this document is to serve as a resource for educators, leaders, districts, professional organizations, teacher education programs, and others. As each set of standards included here emphasizes the skills and knowledge needed for 21st century teaching and learning, they form the basis for teacher preparation, licensure, and professional learning. This document was created to replace *A Vision for Schooling*, adopted by the Vermont Standards Board for Professional Educators (VSBPE) in August 2003. The previous “Apple Book” included the Five Standards and Sixteen Principles for Vermont Educators. The new “Tree Book” includes:

- Core Teaching Standards for Vermont Educators
- Core Leadership Standards for Vermont Educators
- Professional Learning Standards
- Code of Professional Ethics

Alignment

The Core Teaching and Leadership Standards for Vermont educators stem directly from the Interstate Teacher Assessment and Support Consortium (InTASC) model core standards, from the Interstate School Leader Licensure Consortium (ISLLC) 2008 educational leadership policy standards, and from the companion document of performance expectations and indicators for education leaders produced by the Council of Chief State School Officers (CCSSO). Adopting national standards, ensures that Vermont’s standards are compatible with the Common Core State Standards for students in mathematics and English language arts, the National Board for Professional Teaching Standards (NBPTS) accomplished teaching core principles, and the National Council for Accreditation of Teacher Education (NCATE) accreditation standards. There is also a direct correlation between the standards and national teacher evaluation work, including Danielson’s Framework¹ and the Marzano Teacher Evaluation Model². Finally, the Core Teaching and Leadership Standards for Vermont Educators are compatible with the Learning Forward (formerly National Staff Development Council) professional learning standards.

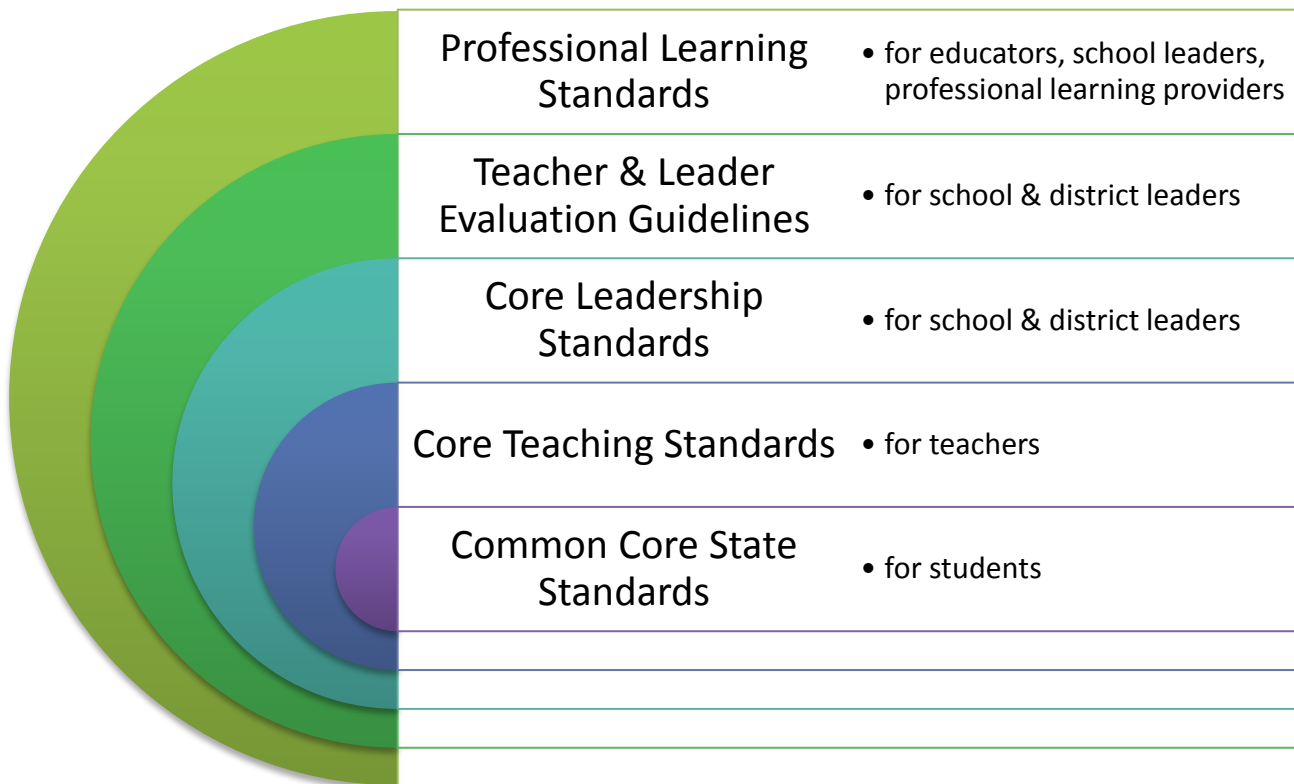
The relationship between and among the standards in Vermont is seen in the following graphic. Pictured here, student standards are the central focus of our work. The Core Teaching Standards immediately follow as they define how a teacher can best support students in meeting the Common Core Standards. The Core Leadership Standards function to support

¹ Source: The Danielson Group, Correlation of Danielson Framework for Teaching to InTASC Standards, accessed 11/28/12. Website: <http://www.danielsongroup.org/ckeditor/ckfinder/userfiles/files/Danielson%20Framework%20correlation%20with%20InTASC.pdf>

² Source: Learning Sciences International, *The Marzano Causal Teacher Evaluation Model Alignment to INTASC Model Core Teaching Standards*, (2011). Website: http://www.marzanoevaluation.com/files/Marzano_Causal_Model_Alignment_to_InTASC_Teaching_Standards.pdf

high-quality instruction and by extension student learning. Next, teacher and leader evaluation guidelines (see [Vermont Guidelines for Teacher and Leader Effectiveness](#)) support effective evaluation systems where educators are provided with the necessary feedback to guide them in improving their professional practice. Ideally, the professional learning standards function in conjunction with evaluation systems to promote effective professional growth and learning practices that lead to improved student learning. Ultimately, the standards remain distinct but function together to create a coherent system organized around the needs of students.

EDUCATION STANDARDS FOR VERMONT

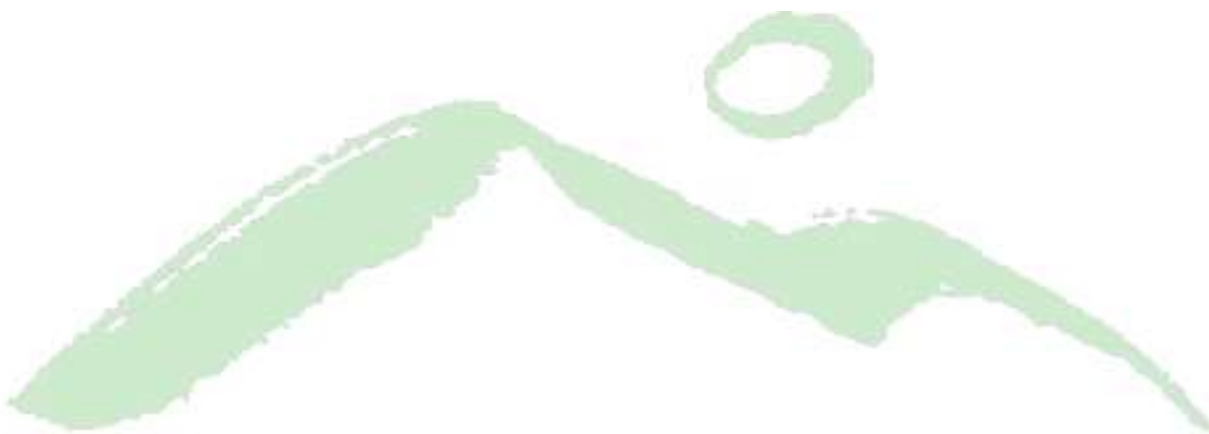


How to Use this Book

This book has been divided into sections devoted to each set of standards. Each section includes an introduction as well as the detailed standards themselves. This allows each section to function alone or in relation to the other standards.

Supporting Effective Teaching in Vermont

Core Teaching Standards for Vermont Educators



INTRODUCTION

The dedication and professionalism of Vermont educators make our schools strong. This is especially important given the research that finds that teachers are the most important school-based factor affecting student achievement (Hanushek, Eric A., John F. Kain, and Steven G. Rivkin. 1998). The increasing attention to teaching effectiveness, however, necessitates that we create a coherent system of support so that educators can continue to achieve at a high level.

These standards form the foundation of a system of support for educators by outlining what educators across all content and grade levels should know and be able to do to be effective in today's schools.

In 2011, the Vermont Standards Board for Professional Educators (VSBPE) adopted the *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards*. These standards form the foundation of such a system by outlining what educators across all content and grade levels should know and be able to do to be effective in today's schools. The Vermont Core Teaching Standards (e.g. InTASC) embody the VSBPE's vision for having a caring, competent, highly effective educator in every Vermont classroom. Education professionals from across the country, including practicing teachers, teacher educators and state education agency staff, drafted these research-based standards. The ten standards call for:

- Personalized Learning for Diverse Learners
- A Stronger Focus on Application of Knowledge and Skills
- Improved Assessment Literacy
- A Collaborative Professional Culture
- New Leadership Roles for Teachers and Administrators

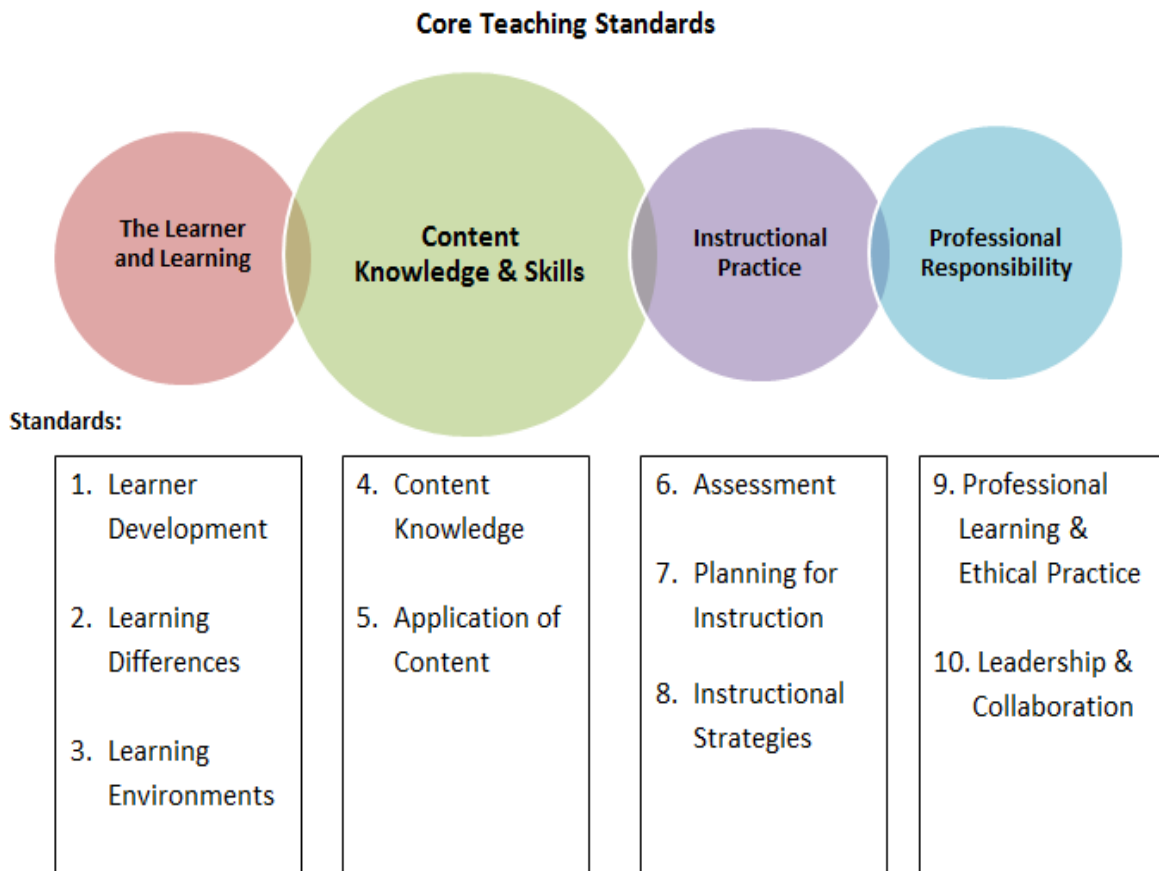
The revised standards are compatible with the Common Core State Standards for math and English language arts, with [National Board for Professional Teaching Standards](#) (NBPTS), and Learning Forward professional development standards. The standards also align with the Interstate School Leader Licensure Consortium (ISLLC) 2008 educational leadership policy standards adopted by the VSBPE in 2011. The VSBPE chose to format the Core Leadership Standards similarly to the Core Teaching Standards to emphasize this alignment. This compatibility with other sets of standards and documents helps establish a coherent continuum of expectations for teachers from the novice stage through accomplished practice.

STRUCTURE OF THE STANDARDS

Vermont's Core Teaching Standards are interrelated and overlap significantly. While each standard depicts a discrete aspect of teaching or leading, the actual practice of education incorporates many standards simultaneously. The ten standards can be grouped into four general categories: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. The categories are further explained by performance and knowledge indicators and critical dispositions. *Performance* indicators are included first because they are the aspect of teaching that can be observed and assessed. *Essential Knowledge* indicators describe the

knowledge necessary for effective practice. Finally, *Critical Dispositions* describe the habits of professional action and moral commitments that underlie the work of educators.

The Content category is depicted as larger than the surrounding standards in the following diagram to emphasize its centrality to the work of educators. Educators preparing to become teachers or those planning their professional development process will need to prioritize content knowledge and application. Additional indicators that illustrate *Standard 4: Content Knowledge* and *Standard 5: Application of Content* can be found in the Vermont Licensing Endorsements.



USING THE STANDARDS

The Vermont Core Teaching Standards provide a picture of what professional practice looks like at different developmental stages of a teacher’s career. Educator preparation programs, mentors, and schools can use the standards to support educators as they develop. Educators, too, can use the standards to help guide their professional practice and growth over time. What distinguishes a novice from the accomplished teacher is the degree of sophistication in her/his application of knowledge and skills. Finally, the knowledge and performance indicators are not intended to be checklists, but instead provide ways to picture what each standard means.

INTASC LEARNING PROGRESSIONS

The Core Teaching Standards are not accompanied by rubrics. The CCSSO, however, has created the InTASC Learning Progressions as a resource tool that educators may use to support their work using the standards. Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development describes three developmental levels and offers educators more guidance about how their practice might be improved. Educators using this document can self-assess or work with colleagues to identify professional learning and concrete suggestions on how a teacher can “shift” from one level to the next.

VERMONT TEACHER EFFECTIVENESS

The Vermont Agency of Education established the Vermont Task Force on Teacher & Leader Effectiveness in March 2011 for the purpose of developing statewide teacher and leader evaluation guidelines. The Task Force developed standards for evaluation based on the InTASC standards for teachers and the ISLLC standards for administrators as they are widely accepted standards of teaching and leading that attempt to capture a range of behaviors. The Task Force understands that not all areas of a teacher’s practice need to be or can be measured in an evaluation system. The InTASC standards, however, function as a foundation to support effective instruction.



Standard #1: Learner Development

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

Performances

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

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

Performances

- 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

- 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

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

Performances

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge

- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Critical Dispositions

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate learners content knowledge in their primary language.

Essential Knowledge

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Critical Dispositions

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

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

Performances

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

Essential Knowledge

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

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

Performances

- 6(a) The teacher balances the use of formative, interim, and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge

- 6(j) The teacher understands the differences between formative, interim, and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

Critical Dispositions

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

Standard #7: Planning for Instruction

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

Performances

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative, interim, and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

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

Performances

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

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

Performances

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

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

Performances

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

NEXT STEPS

Supporting the development and continuous growth of effective teachers is essential to the well-being of Vermont's schools. The adoption of Vermont's Core Teaching Standards is an essential first step towards building a coherent system of support for educators. Key partners are already beginning to implement the standards in their efforts to develop such a system. Specifically:

- The Vermont Task Force on Teacher and Leader Effectiveness is working to implement guidelines for teacher and leader evaluation systems that are built upon the Vermont Core Teaching and Leadership Standards across the state.
- The VT AOE is supporting educator preparation programs in adopting the InTASC standards in their approved programs.
- The Results Oriented Program Approval (ROPA) Design Team is working to align the program approval process with the standards in order to better evaluate educator preparation programs and alternate routes to licensure, including Peer Review.
- Local Standards Boards have begun to examine the standards in light of the relicensure process.
- The VSBPE will consider additional ways the standards and the InTASC Learning Progressions can be used to promote mentoring, induction, and professional learning.

Moving forward, the Vermont Core Teaching Standards will serve as a resource to prepare, train, guide, and support Vermont educators.

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Supporting Effective Leadership in Vermont

Core Leadership Standards for Vermont Educators, Internship Requirements and Pathways to Licensure



INTRODUCTION

The expectations for school leaders have shifted dramatically over the last decade in conjunction with an increase in knowledge and understanding of the significant role that educational leadership plays in transforming schools. Today's schools look to leaders to address more than the traditional administrative duties: buses, budgets, and buildings. Administrators across the country are asked to be instructional leaders, to improve teaching and learning so that every student may be successful.

Studies have concluded that 20 to 25 percent of a school's impact on student achievement is attributable to leadership. Furthermore of all school-level factors, only classroom instruction has a greater effect on students' learning (Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004; Marzano, Waters, and McNulty, 2005). Recognizing the importance of school and district leadership, the Vermont Agency of Education, together with the Vermont Standards Board for Professional Educators (VSBPE), has committed itself to identifying ways to support current and aspiring leaders.

Standards are the foundation and can inform all components of an aligned and cohesive system—preparation, licensing, induction, and professional development.

*Educational Leadership Policy Standards:
ISLLC 2008*

The VSBPE last adopted requirements for administrators in 1998. In the fall of 2011, the VSBPE voted to adopt the 2008 *Interstate School Leaders Licensure Consortium (ISLLC) Standards* for PK-12 educational leaders. The six standards call for:

1. Facilitating the development, articulation, implementation and stewardship of a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.

To further support this focus on educational leadership, the VSBPE appointed a stakeholder group of field practitioners to consider revisions to the administrator endorsements and to recommend additional requirements for licensure. This committee first convened in November 2011 and included representatives from each of the administrator endorsement areas: career and technical center director, assistant director for adult education, principal, superintendent, supervisor, and director of special education. Also represented were educational leadership preparation programs, curriculum directors, teachers, and aspiring principals.

Specifically, the VSBPE directed the committee to draft the foundational knowledge and performance standards and to consider additional requirements for all administrator endorsement areas. Parameters for the committee's work were defined by:

- Vermont's *Definition of an Effective School Leader* adopted by the VSBPE on December 9, 2010
- Vermont's *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals*
- *Educational Leadership Policy Standards: ISLLC 2008 (ISLCC 2008)*
- *Performance Expectations and Indicators for Education Leaders*, a companion guide to *ISLLC 2008*
- *Educational Leadership Program Standards – ELCC Revised Standards – March 2009*, published by the National Policy Board for Educational Administration.
- Research on principal certification summarized by the *Northeast and Islands Regional Educational Laboratory (REL)* in the spring of 2011 on behalf of the VSBPE

Finally, the committee chose to strengthen Vermont's Core Leadership Standards by incorporating specific indicators that referenced the knowledge and skills school leaders need to support digital age learning and technology use in transformed schools. To do so, the committee incorporated into the standards themselves a number of the National Educational Technology Standards for Administrators ([NETS-A](#)) developed by the International Society for Technology in Education.

The VSBPE wishes to thank the following members of the endorsement revision committee for their time and expertise in helping to revise the administrator endorsement requirements:

Judith Aiken, Associate Professor, University of Vermont

Mark Aliquo, Director, Burlington Technical Center

Nancy Bush, Cooperative Education Coordinator, Hartford School District

Jill Cramer, Special Educator, Vice-Chair VSBPE, John F. Kennedy Elementary School

Ruth Durkee, Assistant Director for Adult Education, Randolph Technical Career Center

Carole Freeman, Assistant Superintendent, Washington Central Supervisory Union

Rob Fried, Executive Director, Upper Valley Educators Institute

Sally Hayes, 4th Grade Teacher, Aspiring Principal, C.P. Smith Elementary School

Bill Kimball, Coordinator of Curriculum and Assessment, Orleans Southwest Sup. Union

Colleen MacKinnon, Director of Assessment & Accreditation, University of Vermont

Tina Muncy, Interim Coordinator for School Leadership, Upper Valley Educators Institute

Ken Page, Executive Director, Vermont Principals' Association

Ron Stahley, Superintendent, Windham Southeast Supervisory Union

Joe Teegarden, Director, Green Mt. Technology & Career Center

Vicki Wells, Director of Student Services, Addison Central Supervisory Union

The VSBPE would also like to thank the following individuals for their feedback and support of the revision process:

Harry Chaucer, Director Woodruff Institute, Castleton State College

Susan Hayes, Senior Program Associate-Special Education, WestEd

Jeff Francis, Executive Director, Vermont Superintendents Association

VERMONT'S CORE LEADERSHIP STANDARDS

Performance expectations and indicators are observable and measurable statements about what leaders do to ensure effective teaching and successful learning by every student.

Performance Expectations and Indicators for Education Leaders

Vermont's Core Leadership Standards are based on the six ISLLC broad policy standards and functions that establish a strong vision for effective leadership at the school and district level. The VSBPE's endorsement revision committee identified accompanying knowledge indicators to further guide leaders in developing an essential knowledge base that can lead to effective practice, along with a set of performance indicators to identify observable performance expectations that can be measured.

Few school and district leaders can be expected to demonstrate expertise in meeting *all* of the knowledge and performance indicators. Instead, the committee intentionally chose to speak to "educational leaders" in this document to emphasize the idea of shared leadership. The knowledge and performance expectations included here are comprehensive and greater than a single leader can be expected to attain; this is especially true for aspiring leaders and those early in their career. A distributed leadership model, however, would support educational leaders, including teachers, in working together to meet these knowledge and performance expectations within schools and districts. There may also be additional indicators demonstrating the standards that the committee has not identified.

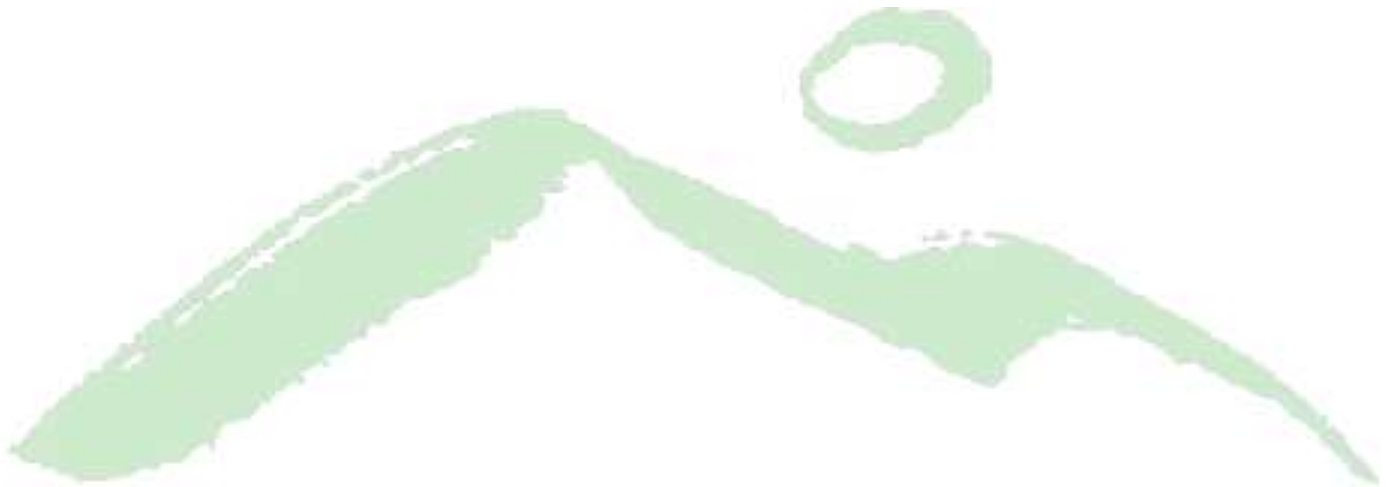
Finally, the VSBPE acknowledges the importance of continued professional growth in relation to the standards. What distinguishes levels of proficiency among those in leadership roles is the degree of sophistication in their application of the knowledge and skills required to lead. Educational leaders in different positions and at different points in their careers can be expected to meet these performance standards at increasingly higher levels of effectiveness as they develop professionally.

Standards Structure

Vermont's Core Leadership Standards are interrelated and overlap significantly. Each standard is supported by a number of *functions* that describe the action or actions for which school leaders are responsible. The functions are further defined by the knowledge and performance indicators, which can be used to monitor progress at career-stages or for differentiated leadership roles. The performance standards, however, come first because they are observable and can be assessed in practice. Key concepts are also referenced across standards. For example, *use of data* is woven throughout the leadership standards because of its value in accountability, decision-making, and reflective practice.

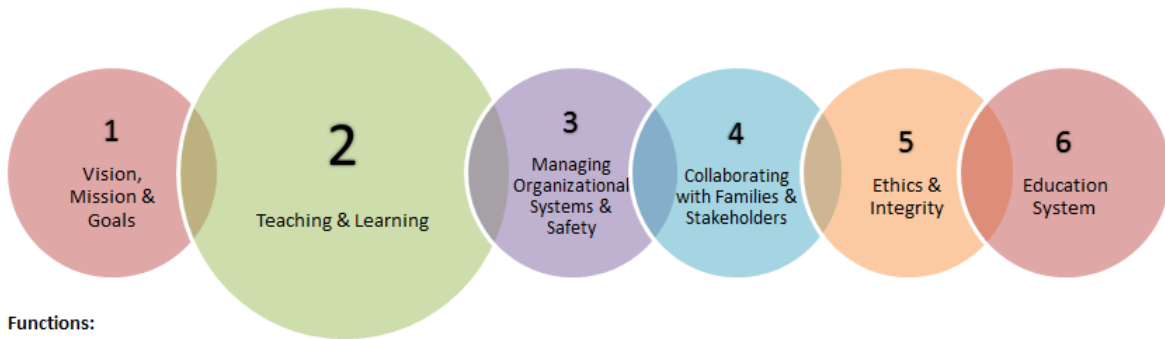
Standard 2, Teaching and Learning, is shown in the following diagram as larger than the other standards to emphasize the centrality of teaching and learning to the work of educational leaders. Educators addressing the standards in preparation for becoming leaders or as part of their professional development process may want to prioritize *Standard 2* when reflecting on the significance of their activities.

Finally, the VSBPE chose a format for the Core Leadership Standards for Vermont Educators that mirrors the Vermont Core Teaching Standards, also adopted in 2011, to emphasize that the standards have much in common (e.g., addressing the needs of diverse learners) while still meeting the unique needs of teachers and leaders.



VERMONT CORE STANDARDS AT-A-GLANCE

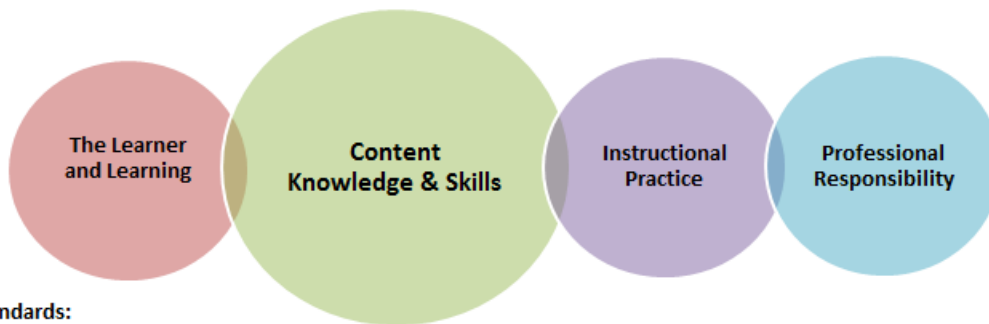
Core Leadership Standards



Functions:

<ul style="list-style-type: none"> 1.1 Shared Vision & Mission 1.2 Data 1.3 Planning 1.4 Continuous & Sustainable Improvement 1.5 Evaluation 	<ul style="list-style-type: none"> 2.1 Culture of Collaboration & High Expectations 2.2 Curriculum & Instruction 2.3 Motivating Learning Environment 2.4 Supervise Instruction 2.5 Assessment & Accountability 2.6 Professional Development 2.7 Instructional Time 2.8 Effective Use of Technology 2.9 Evaluation 	<ul style="list-style-type: none"> 3.1 Systems Management 3.2 Resource Management 3.3 Safety of Students & Staff 3.4 Personnel 3.5 Distributed Leadership 3.6 Instructional Time 	<ul style="list-style-type: none"> 4.1 Data 4.2 Diversity 4.3 Families & Caregivers 4.4 Community Partners 	<ul style="list-style-type: none"> 5.1 Accountability 5.2 Reflective Practice 5.3 Democracy, Equity & Diversity 5.4 Law 5.5 Social Justice 	<ul style="list-style-type: none"> 6.1 Advocacy 6.2 Local, State, & National Concerns 6.3 Emerging Trends
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Core Teaching Standards



Standards:

<ul style="list-style-type: none"> 1. Learner Development 2. Learning Differences 3. Learning Environments 	<ul style="list-style-type: none"> 4. Content Knowledge 5. Application of Content 	<ul style="list-style-type: none"> 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 	<ul style="list-style-type: none"> 9. Professional Learning & Ethical Practice 10. Leadership & Collaboration
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VERMONT LEADERSHIP INTERNSHIP REQUIREMENTS

Rationale

Aspiring educational leaders who complete a high-quality internship will experience leading, facilitating, and making decisions typical of those made by educational leaders within a school environment. A candidate's time spent *doing* the actual work of an administrator during a formalized internship experience with the support of a trained mentor should result in greater success for both the leader *and the school* when the aspiring administrator is hired in the future and lessen the potential damage and expense of principal turnover. The endorsement revision committee, consisting of aspiring and expert practitioners, believes that requiring this kind of experience in schools where future leaders apply theory to practice will best prepare future administrators for the job of leading schools.

Leadership is learned through studying the key concepts and skills used by effective leaders, observing good models and by one's own trial and error in the workplace.

Southern Regional
Education Board,
*The Principal Internship:
How Can We Get It Right*

Research supports the idea that aspiring leaders need frequent and regular experiences in schools throughout a school year to meet a range of authentic educational leadership responsibilities by working with teachers, students and their families, and community members (Southern Regional Education Board). Additionally, the committee believes that future educational leaders benefit greatly from multiple field experiences in diverse educational settings.

Finally, requiring internship experiences for future administrators is considered current best practice across states. For example, the 16th annual edition of *Education Week's Quality Counts 2012* report noted 40 states require an internship for aspiring principals. A new field-based requirement would place Vermont among those states requiring internships.

Internship

The VSBPE has adopted the following definition to promote greater clarity and consistency for aspiring administrators who may be enrolled in a preparation program, pursuing an alternate route, or working under a provisional license.

An "Administrative Internship" means a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings, including employment on a provisional license as an administrator, or other concentrated field experience however named, in which the candidate shall demonstrate competence in the Core Leadership Standards for Vermont Educators (e.g. ISLLC).

Aspiring educational leaders will apply their knowledge to promote the success of every student through a substantial and sustained educational leadership internship experience within a school setting. The internship must be monitored by a qualified, on-site mentor who is licensed in the same area. Candidates will be required to work with teachers throughout the

internship to address curriculum, instructional best practices, and assessment; work with staff and parents to promote student success and improve schools; and work with faculty to implement an improvement initiative and evaluate its effectiveness.

An ideal internship is full-time and job-embedded. One way a candidate could meet the requirement is by working in an appropriately supervised setting under a provisional license with mentoring. Internships, however, can be flexibly scheduled and allow a candidate to teach on a part-time basis while spending several days a week in the role of an administrator during the school day (for a 16 hour weekly minimum). Candidates should have opportunities to gain experiences in two or more types of school settings (e.g. elementary, middle, secondary, urban, suburban, rural, virtual, and alternative schools) in order to deepen their understanding of the knowledge and leadership skills necessary for leadership in PK-12 schools. Ultimately, the time devoted to the internship needs to be sufficient for the candidate to demonstrate competencies as defined by the knowledge and performance indicators outlined in the Core Leadership Standards for Vermont Educators (e.g., ISLLC).

PATHWAYS TO BECOMING AN ADMINISTRATOR

The VSBPE is committed to assuring that learners in Vermont are served by effective leaders who have been well-prepared. As part of its efforts to only license the most-qualified aspiring leaders, the Board has developed three pathways to licensure. Education leaders can become licensed through:

Pathway 1: Completion of an Approved Preparation Program

Aspiring leaders who successfully complete an approved preparation program, an administrative internship, and have documented their meeting of the Core Leadership Standards for Vermont Educators, will receive a recommendation for licensure from their program and be granted a Level I administrator endorsement.

Pathway 2: Completion of Peer Review

Vermont has created an "alternate route to licensure" for experienced educators who wish to become licensed administrators but who have not completed a traditional educator preparation program at a college or university. *Peer Review* is designed for individuals who have acquired the knowledge and skills needed to meet the Core Leadership Standards for Vermont Educators and who have completed internship requirements through a combination of coursework and experiences, rather than strictly through an approved preparation program. Candidates will receive a recommendation for licensure from Peer Review and be granted a Level I administrator endorsement.

Pathway 3: Completion of an Academic Review

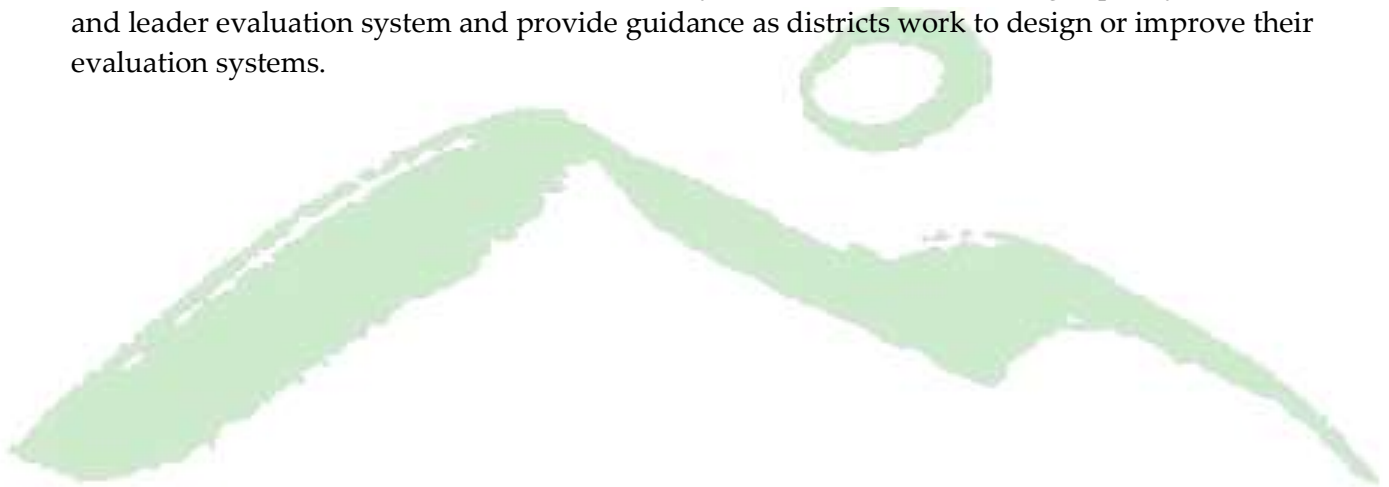
Aspiring leaders may apply for an Academic Review by the Licensing Office after completing coursework that aligns with the Core Leadership Standards for Vermont Educators, meeting internship requirements, and by successfully demonstrating knowledge competencies by a passing score on the School Leaders Licensure Assessment (SLLA) available through ETS. The Licensing Office will grant a Level I

administrator endorsement upon verification that an applicant has met these requirements.

The three Pathways have been established to allow flexibility for leaders entering the field while assuring the public that future administrators have demonstrated the knowledge and skills necessary to lead Vermont's schools. (Please note that additional licensing requirements will apply depending on the administrator endorsement being sought.)

Vermont Leader Effectiveness

The Vermont Agency of Education established the Vermont Task Force on Teacher & Leader Effectiveness in March 2011 for the purpose of developing statewide teacher and leader evaluation guidelines. Working from the InTASC standards for teachers and the ISLLC standards for administrators, the Task Force created the *Vermont Guidelines for Teacher & Leader Effectiveness*, which was subsequently approved by the Vermont State Board of Education on June 18, 2012. The document is intended to clarify essential elements of a high-quality teacher and leader evaluation system and provide guidance as districts work to design or improve their evaluation systems.



Educational Leadership Policy Standards: ISLLC 2008

An education leader promotes the success of every student by...

Standards

Functions

1.	Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders	A. Collaboratively develop and implement a shared vision and mission	B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	C. Create and implement plans to achieve goals	D. Promote continuous and sustainable improvement	E. Monitor and evaluate progress and revise plans				
2.	Advocating nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	B. Create a comprehensive, rigorous, and coherent curricular program	C. Create a personalized and motivating learning environment for students	D. Supervise instruction	E. Develop assessment and accountability systems to monitor student progress	F. Develop the instructional and leadership capacity of staff	G. Maximize time spent on quality instruction	H. Promote the use of the most effective and appropriate technologies to support teaching and learning	I. Monitor and evaluate the impact of the instructional program
3.	Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment	A. Monitor and evaluate the management and operational systems	B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	C. Promote and protect the welfare and safety of students and staff	D. Develop the capacity for distributed leadership	E. Ensure teacher and organizational time is focused to support quality instruction and student learning				
4.	Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	A. Collect and analyze data and information pertinent to the educational environment	B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	C. Build and sustain positive relationships with families and caregivers	D. Build and sustain productive relationships with community partners					
5.	Acting with integrity, fairness, and in an ethical manner	A. Ensure a system of accountability for every student's academic and social success	B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	C. Safeguard the values of democracy, equity, and diversity	D. Consider and evaluate the potential moral and legal consequences of decision-making	E. Promote social justice and ensure that individual student needs inform all aspects of schooling				
6.	Understanding, responding to, and influencing the political, social, economic, legal, and cultural context	A. Advocate for children, families, and caregivers	B. Act to influence local, district, state, and national decisions affecting student learning	C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies						

Standard #1

An education leader promotes the success of every learner by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Function: 1.1 Collaboratively develop and implement a shared vision and mission.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Use varied sources of information and analyze data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all learners and educators. b) Align the vision, mission, and goals to school, district, state, and federal policies, such as content standards and achievement targets. c) Incorporate diverse perspectives, including the aspirations of learners, and craft consensus about vision, mission, and goals that are high and achievable for every learner. d) Advocate for a specific vision of learning in which every learner has equitable, appropriate, and effective learning opportunities and achieves at high levels. e) Identify and adhere to roles, responsibilities, and authority in relation to implementing the vision, mission, and goals. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) The nature of collaborative school visioning and the impact of vision and mission on learner achievement and various methods for involving stakeholders in the visioning process and consensus building. b) Theories and relevant knowledge surrounding learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. c) Role delineation at the school, district, and supervisory union level.

Function: 1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Use or develop data systems and other sources of information (e.g., test scores, teacher reports, learner work samples, climate surveys) to identify unique strengths and needs of learners, gaps between current outcomes and goals, and areas for improvement. b) Make decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects. c) Use data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) The purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impact learning. b) The design and utilization of assessment data for learning. c) Organizational effectiveness and learning

Function:

1.3 Create and implement plans to achieve goals.

Performances	Essential Knowledge
Education leaders: <ol style="list-style-type: none"> a) Identify and remove barriers to achieving the vision, mission, and goals. b) Incorporate the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs. c) Engage diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals. d) Work to bring diverse learners into the dialogue on school improvement so as to engage them in achieving identified goals. e) Advocate for and act on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every learner. 	Education leaders have knowledge of: <ol style="list-style-type: none"> a) Strategic, tactical, and operational program planning, implementation, and evaluation. b) School improvement planning processes. c) Variables that affect learner achievement. d) The impact of school culture on teaching and learning.

Function:

1.4 Promote continuous and sustainable improvement.

Performances	Essential Knowledge
Education leaders: <ol style="list-style-type: none"> a) Develop shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes. b) Communicate and act from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently. 	Education leaders have knowledge of: <ol style="list-style-type: none"> a) The role of professional learning, including adult learning theory, in continuous and sustainable improvement. b) Continuous and sustained improvement models and processes. c) Change processes, including continuous and sustainable improvement and discontinuous change at the building-level. d) Strategic management of human resources and its impact on continuous and sustainable improvement.

Function:

1.5 Monitor and evaluate progress and revise plans.

Performances	Essential Knowledge
Education leaders: <ol style="list-style-type: none"> a) Establish, conduct, and evaluate processes used to engage staff and community in a shared vision, mission, and goals. b) Revise plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and 	Education leaders have knowledge of: <ol style="list-style-type: none"> a) Effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. b) Program evaluation models.

goals.

- c) Obtain and align resources, such as learning technologies, staff, time, funding, materials, training, etc., to achieve the vision, mission, and goals.



Standard #2

An education leader promotes the success of every learner by advocating, nurturing, and sustaining a school culture and instructional program conducive to learning and staff professional growth.

Function: 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Develop shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps. b) Model openness to change and collaborative and transformative practices that enhance learner outcomes. c) Provide support, time, and resources for leaders, staff, and learners to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) The elements of school culture and ways it can be influenced to ensure learner success.

Function: 2.2 Create a comprehensive, rigorous, and coherent curricular program.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Provide coherent, effective guidance for rigorous curriculum and instruction, and align content standards, curriculum, teaching, assessments, professional learning, and evaluation methods. b) Identify and use high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) The development of quality curriculum including principles or theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources.

Function: 2.3 Create a personalized and motivating learning environment for learners.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Develop shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze learner work, monitor learner progress, and redesign curricular and instructional programs to meet diverse needs. b) Provide and monitor effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to engage and help motivate 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) Human development theories, brain-based strategies, proven learning and motivational theories and how diversity influences the learning process. b) Motivational theories that lead to increased self-initiative, self-direction, self-assessment and reflection by learners.

diverse learner populations, including learners with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.

Function:

2.4 Supervise instruction.

Performances	Essential Knowledge
<p>Education leaders:</p> <ul style="list-style-type: none"> a) Provide ongoing feedback using data, assessments, and evaluation methods that improve practice. b) Encourage, guide, and monitor individual professional learning plans and progress for continuous improvement of teaching and learning. 	<p>Education leaders have knowledge of:</p> <ul style="list-style-type: none"> a) Supervision strategies that ensure teachers are demonstrating research based professional practices. b) Individual professional development plans and continuous progress.

Function:

2.5 Develop assessment and accountability systems to monitor learner progress.

Performances	Essential Knowledge
<p>Education leaders:</p> <ul style="list-style-type: none"> a) Develop and appropriately use aligned, standards-based accountability data to improve the quality of teaching and learning. b) Use varied sources and kinds of information and assessments (e.g. test scores, work samples, anecdotal information) to evaluate learning, effective teaching, and program quality. c) Guide regular analyses and disaggregation of data about all learners to improve instructional programs. d) Use appropriate assessment strategies and research methods to understand and accommodate diverse learner and community conditions and dynamics. 	<p>Education leaders have knowledge of:</p> <ul style="list-style-type: none"> a) Multiple purposes, types of assessments, and appropriate use of data from assessments b) Authentic assessments that relate to real-world application of knowledge and skills. c) Multiple methods of evaluation, accountability systems, data collection, and analysis of data.

Function:

2.6 Develop the instructional and leadership capacity of staff.

Performances	Essential Knowledge
<p>Education leaders:</p> <ul style="list-style-type: none"> a) Guide and support job-embedded, standards-based professional learning that improves teaching and learning and meets diverse learning needs of every student. b) Develop time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing 	<p>Education leaders have knowledge of:</p> <ul style="list-style-type: none"> a) Principles of quality professional learning. b) Effective instructional techniques. c) Strategies to encourage individual and shared improvement initiatives. d) Evaluation of professional learning.

information, analyzing outcomes, and planning improvement.	
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Function: 2.7 Maximize time spent on quality instruction.	
Performances	Essential Knowledge
Education leaders: a) Provide and monitor the use of differentiated strategies, materials, and technologies to maximize the effective use of instructional time to enhance deep understanding and critical thinking.	Education leaders have knowledge of: a) School systems that promote efficient and motivating practices in the growth of people through humane processes, and creative resources.

Function: 2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning.	
Performances	Essential Knowledge
Education leaders: a) Promote the use of effective data-based technologies and performance enhancement systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement. b) Promote the use of appropriate methods and strategies for applying technology to maximize learning. c) Ensure instructional innovation focused on continuous improvement of digital-age learning. d) Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.	Education leaders have knowledge of: a) Technology as a pedagogical and administrative tool. b) National standards related to the use of technology in teaching and learning. c) Effective practice in the study of technology and its infusion across the curriculum.

Function: 2.9 Monitor and evaluate the impact of the instructional program.	
Performances	Essential Knowledge
Education leaders: a) Interpret data and communicate progress toward vision, mission, and goals for educators, the school community, and other stakeholders.	Education leaders have knowledge of: a) Program evaluation.

Standard #3

An education leader promotes the success of every learner by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Function: 3.1 Monitor and evaluate the management and operational systems.	
Performances	Essential Knowledge
Education leaders: a) Use effective tools to design, evaluate and revise processes to continuously improve the organizational and operational system. b) Evaluate and revise processes to continuously improve the operational system.	Education leaders have knowledge of: a) How to assess and manage organizational and operational resources of the school/program. b) How to manage the marketing and public relations functions of the school (e.g. by creating meaningful links to members and groups within the surrounding community). c) How to strategically align the operations, mission, vision, and goals of the school with the district's strategic framework.

Function: 3.2 Obtain, allocate, align, and efficiently utilize fiscal and technological resources.	
Performances	Essential Knowledge
Education leaders: a) Develop and facilitate communication and data systems that assure the timely flow of information. b) Allocate funds based on learner needs within the framework of federal and state rules. c) Align resources (e.g. time, people, space) to achieve the vision and goals. d) Operate within budget and fiscal guidelines and direct them effectively toward teaching and learning. e) Seek and secure additional resources needed to accomplish the vision and goals. f) Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.	Education leaders have knowledge of: a) Methods and procedures for managing the school's operations. b) Methods and procedures for managing school facilities. c) Methods and procedures for strategically aligning resources with school priorities.

Function: 3.3 Promote and protect the welfare and safety of students and staff.	
Performances	Essential Knowledge
Education leaders: a) Maintain the physical plant for safety, ADA requirements, and other access issues to support learning of every student.	Education leaders have knowledge of: a) Policies and procedures for providing school personnel, learners, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and

- b) Develop and monitor a comprehensive safety and security plan.
- c) Involve teachers, and learners in developing, implementing, and monitoring guidelines and norms for accountable behavior.
- d) Involve parents and families in supporting guidelines and norms for accountability.
- e) Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.

violence-free school.

Function:

3.4. Recruit, support, and retain effective educators.

Performances

Education leaders:

- a) Implement practices to recruit and retain highly qualified personnel.
- b) Conduct personnel evaluation processes that promote professional practice to enhance student growth and learning in keeping with district and state policies.

Essential Knowledge

Education leaders have knowledge of:

- a) Methods and procedures for managing the school's resources, including human resource development.
- b) Hiring practices that fully and effectively screen candidates.
- c) Evaluation systems that support effective teaching.

Function:

3.5 Develop the capacity for distributed leadership.

Performances

Education leaders:

- a) Distribute and oversee responsibilities for leadership of operational systems.
- b) Advocate for and create collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.
- c) Clarify and adhere to roles, responsibilities, and authorities within leadership model.

Essential Knowledge

Education leaders have knowledge of:

- a) The meaning of distributed leadership and how to create and sustain it.
- b) The effective delineation of leadership roles.

Function:

3.6 Ensure teacher and organizational time is focused to support quality instruction and learning.

Performances

Education leaders:

- a) Assign personnel to address diverse learner needs, legal requirements, and equity goals.

Essential Knowledge

Education leaders have knowledge of:

- a) Time management and setting work priorities.
- b) The creation and management of school schedules.

Standard #4

An education leader promotes the success of every learner by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Function: 4.1 Collect and analyze data and information pertinent to the educational environment.	
Performances	Essential Knowledge
Education leaders: a) Collect and accurately communicate data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform political debates.	Education leaders have knowledge of: a) The collection and analysis of data and information pertinent to the school educational environment.

Function: 4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	
Performances	Essential Knowledge
Education leaders: a) Capitalize on diversity (e.g. cultural, ethnic, racial, economic) as an asset of the school community to strengthen educational programs. b) Demonstrate cultural competence in sharing responsibilities with communities to improve teaching and learning.	Education leaders have knowledge of: a) Cultural competence. b) Diverse cultural, social and intellectual community resources. c) Techniques for conducting focus groups and community surveys to encourage full stakeholder participation.

Function: 4.3 Build and sustain positive relationships with families and caregivers.	
Performances	Essential Knowledge
Education leaders: a) Apply communication and collaboration strategies to develop family and local community partnerships. b) Involve families in decision making about their children's education. c) Use effective public information strategies to communicate with families and community members (e.g. email, night meetings, written materials in multiple languages). d) Links to and collaborates with community agencies for health, social, and other services to families and children.	Education leaders have knowledge of: a) The needs of learners, parents, and caregivers. b) Organizational culture that promotes open communication with families and caregivers. c) Strategies for effective oral and written communication and collaboration with families and caregivers.

Function:

4.4 Build and sustain productive relationships with community partners.

Performances	Essential Knowledge
<p>Education leaders:</p> <ul style="list-style-type: none">a) Seek out and collaborate with community programs serving learners with special needs.b) Identify key stakeholders and are actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.c) Bring together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.d) Develop comprehensive strategies for positive community and media relations.e) Develop mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (e.g. buildings, playing fields, medical clinics).f) Use public resources and funds appropriately and effectively.g) Secure community support to sustain existing resources and add new resources that address emerging learner needs.h) Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration	<p>Education leaders have knowledge of:</p> <ul style="list-style-type: none">a) The needs of school community partners.b) School organizational culture that promotes open communication with community partners.c) School strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners.

Standard #5

An education leader promotes the success of every learner by acting with integrity, fairness, and in an ethical manner.

Function: 5.1 Ensure a system of accountability for every learner’s academic and social success.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Protect the rights and appropriate confidentiality of students and staff. b) Behave in a trustworthy manner, using professional influence and authority to enhance education and the common good. c) Operate consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every learner. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) Federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice.

Function: 5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Model personal and professional ethics, integrity, justice, and fairness and expect the same of others. b) Model respect for diverse community stakeholders and treats them equitably. c) Assess their own personal assumptions, values, beliefs, and practices that guide improvement of student learning. d) Reflect on their own work, analyze strengths and weaknesses, and establish goals for professional growth. e) Model lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional learning strategies. f) Balance professional and personal responsibilities and encourage similar actions for others. g) Promote and model responsible social interactions related to the use of technology and information h) Demonstrate effective communication and interpersonal skills. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) The basic tenants of ethical behavior, the relationship between ethical behavior, building culture and learner achievement. b) The effect of ethical behavior on one’s own leadership. c) The ability to join or create professional networks that allow leaders to support one another’s reflective practice and ethical decision-making.

Function:

5.3 Safeguard the values of democracy, equity, and diversity.

Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Demonstrate respect for the inherent dignity and worth of each individual. b) Model respect for diverse community stakeholders and treat them equitably. c) Demonstrate respect for diversity by developing cultural competency skills and equitable practices. d) Communicate vision and goals and manage political differences e) Help learners and teachers learn how to create and maintain safe and productive learning environments. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) Values of democratic principles including values of social justice and diversity.

Function:

5.4 Consider and evaluate the potential moral and legal consequences of decision-making.

Function:

5.5 Promote social justice and ensure that individual learner needs inform all aspects of schooling.

Standard #6

An education leader promotes the success of every learner by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Function: 6.1 Advocate for children, families, and caregivers.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Advocate for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every learner can meet educational expectations and policy goals. b) Advocate for increased support of excellence and equity in education. c) Advocate for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) Policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities. b) The complex causes of poverty and other disadvantages and their effects on families, communities, children and learning. c) The role of the school as an institution that can significantly ameliorate disadvantages.

Function: 6.2 Act to influence local, district, state, and national decisions affecting student learning.	
Performances	Essential Knowledge
Education leaders: <ul style="list-style-type: none"> a) Facilitate constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes. b) Actively develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education. c) Communicate effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements. d) Build strong relationships with the school board, district and state education leaders, and policy makers to inform and influence policies and policymakers in the service of children and families. 	Education leaders have knowledge of: <ul style="list-style-type: none"> a) The larger political, social, economic, legal and cultural context. b) How to contribute to local, state and federal decisions. c) How learners can influence such decisions through reading, writing, and speaking.

Function:

6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Performances	Essential Knowledge
<p>Education leaders:</p> <ul style="list-style-type: none">a) Support public policies that provide for present and future needs of children and families and improve equity and excellence in education.b) Work with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.c) Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.	<p>Education leaders have knowledge of:</p> <ul style="list-style-type: none">a) Resources and methods of identifying future issues and trends that can affect schools.

Next Steps

Supporting the development and continuous growth of effective leaders is essential to the well-being of Vermont's schools. The creation of Vermont's Core Leadership Standards is an essential first step towards building a coherent system of support for educational leaders. Key partners are already beginning to implement the standards in their efforts to develop such a system. Specifically:

- The Vermont Task Force on Teacher and Leader Effectiveness is working to implement guidelines for teacher and leader evaluation systems that are built upon the Vermont Core Teaching and Leadership Standards across the state.
- While most of Vermont's leadership preparation programs currently use the ISLCC standards, the VT AOE is supporting programs in reviewing their internship requirements and evaluation systems to assure alignment with Vermont's Core Leadership Standards.
- The Results Oriented Program Approval (ROPA) Design Team is considering ways to modify the program approval process to better evaluate educational leader preparation programs and alternate routes to licensure, including Peer Review.
- Regional Standards Boards have begun to examine the standards in light of the relicensure process.
- The VSBPE will consider additional ways the standards can be used to promote mentoring, induction, and professional learning.

Moving forward, the Core Leadership Standards for Vermont Educators will serve as a resource to prepare, train, guide, and support Vermont administrators.



Glossary

Culturally Competent- a person's ability to relate with students and families from different cultural or ethnic backgrounds

Discontinuous Change- a transformation of the existing structure that occurs suddenly, altering the way things have traditionally been done

Distributed Leadership- a model of leadership based on the idea that leadership of an organization should not be based with a single person, but should instead be shared among a group of individuals possessing the necessary skills and knowledge



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VSBPE STANDARDS FOR PROFESSIONAL LEARNING

Adopted by the VSBPE on November 14, 2012



INTRODUCTION

Adopting high-quality standards to guide educators and leaders across a career-continuum does not by itself address the needs of educators seeking ways to better serve students. If educators are to be successful using standards, we must also establish opportunities for educators to reflect and grow in their professional practice. The following Professional Learning Standards are meant to ensure that both the time and resources we dedicate to this professional learning are well-spent.

The VSBPE last adopted professional development standards on October 15, 2004. These standards were based on the National Staff Development Council (now called Learning Forward) standards for professional development and included additional items identified as areas of concern for Vermont educators. The standards were intended to be used by principals, curriculum coordinators, professional development committees, and others involved with educator professional development to evaluate current professional development structures and offerings and to guide development of new programs.

Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.

Learning Forward, 2011

Since 2004, Learning Forward has updated the standards to reflect current research and experience from the field about professional learning. In the last decade, research on professional learning has strengthened the consensus on the elements of effective professional learning. The seven new standards focus attention on educator learning that relates to successful student learning and require professional learning that is interactive, relevant, sustained and embedded in everyday practice.

The new standards' emphasis on *professional learning* over *professional development* is perhaps the most significant shift. Traditionally professional development has referred to activities teachers participate in, such as coursework, conferences, workshops, institutes, mentoring, or action research. Professional development is typically led by external experts who provide little follow-up to educators following the event. Professional development also rarely differentiates among teachers or taps their prior knowledge or experience. Professional learning, on the other hand, refers to a planned and organized process where educators are actively engaged in continuous improvement. Professional learning is collaborative, evidence-based, embedded in an educators' day, and sustained across the school year with opportunities to reflect. Educators work to align their professional learning with their professional goals and with school and district improvement goals.

The updated professional learning standards will support educators in adapting their practice in response to the evolving needs of their students. Educators engaged in professional learning will identify a need and then work to adjust their practice to meet student learning needs, increasing the likelihood of student achievement. Systemic support of this cycle of professional growth by using the standards to plan, facilitate, and evaluate professional learning in schools and districts further ensures that improved learning for educators will lead to improved learning for students.

1. **LEARNING COMMUNITIES:** Professional Learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. **RESOURCES:** Professional learning that increases teacher effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, access, and evaluate professional learning.
5. **LEARNING DESIGN:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
6. **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
7. **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Learning Forward, 2011
For more information, visit www.learningforward.org

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CODE OF PROFESSIONAL ETHICS AND RULES OF PROFESSIONAL CONDUCT FOR VERMONT EDUCATORS

Adopted by the VSBPE on April 15, 2009



INTRODUCTION

Act 214 of the 2006 Vermont legislative session mandated that the VSBPE develop a code of professional ethics and act as advisors regarding its interpretation. The Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators that follow are meant to ensure that our educators demonstrate the highest professional conduct and care for our learners.

Licensing Hearing Panels

Act 214 also required the establishment of a Licensing Hearing Panel (LHP). The LHP is a 14-member teacher majority board that determines compliance with these standards to help assure high caliber professionals and high quality public educational programs for Vermont students. The VSBPE and the LHP convene annually for a mandatory training to discuss the practical application of its standards.

The public vests educators with trust and responsibility for educating the children of Vermont.

VT Code of Professional Ethics

References

Before adopting a new code of professional ethics, the VSBPE reviewed codes of conduct from several states to assure its standards were aligned with current practices from across the country. These included: Pennsylvania, Minnesota, New York, and Connecticut.

5510 Code of Professional Ethics

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

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

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

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

5520 Rules of Professional Conduct

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

5521 Principle I. A professional educator abides by all federal, state and local laws and regulations. Unprofessional conduct includes all conduct listed in 16 V.S.A. § 1698(1).

5522 Principle II. A professional educator maintains a professional relationship with all learners, both inside and outside the classroom, and makes reasonable efforts to protect learners from conditions which are harmful to their health and safety. Unprofessional conduct includes, but is not limited to:

- A. Committing any act of child abuse, including physical and/or emotional abuse;
- B. Committing any act of cruelty to children, or any act of child endangerment;
- C. Committing any sexual act with, or soliciting any sexual act from, any minor, or any elementary or secondary student regardless of age;
- D. Committing any act of harassment as defined by state or federal law or regulation;
- E. Soliciting, encouraging or participating in a romantic or sexual relationship (whether written, verbal or physical) with a student, the educator knows or should know is a student, in the absence of countervailing facts;
- F. Using patently offensive language including, but not limited to, improper sexual comments;

- G. Taking patently offensive pictures (digital, photographic or video) of learners;
- H. Patently improper contact with any minor, or with any elementary or secondary student regardless of age, using any means including electronic media;
- I. Furnishing alcohol or illegal or unauthorized drugs to any student, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs.

5523 Principle III. A professional educator refrains during the course of professional practice from the use of alcohol or drugs not prescribed for the educator's use. Unprofessional conduct includes, but is not limited to:

- A. Unlawful possession of a drug so as to evidence moral unfitness to practice as an educator;
- B. Possessing, using or being under the influence of alcohol or drugs, not prescribed for the educator's use, when on school premises or at a school sponsored activity where learners are present or may reasonably be expected to be present. (1698(1A)).

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

- A. Falsifying, fraudulently altering or deliberately misrepresenting professional qualifications, degrees, academic awards and/or related employment history, when applying for employment and/or licensure;
- B. Failure to notify the state, at the time of application for licensure, of past criminal convictions, or of revocations or suspensions of a certificate or license by Vermont or any other jurisdiction;
- C. Deliberately falsifying, deliberately misrepresenting, or deliberately omitting when requested, information regarding the evaluation of learners and/or personnel;
- D. Deliberately improper administration of state or federal mandated standardized tests (including, without limitation, changing a student's test answers, copying or teaching identified test items, and reading a test to learners without authorization);
- E. Falsifying, or deliberately misrepresenting, information submitted to the Department of Education in the course of an official educational inquiry and/or investigation.

5525 Principle V. A professional educator entrusted with public funds and/or property honors that trust with a high level of honesty, accuracy and responsibility. Unprofessional conduct includes, but is not limited to:

- A. Misusing, failure to account for, or unauthorized use of, public or school-related funds or property;
- B. Using any school equipment for the purpose of gaining access to pornography.

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

- A. Soliciting or accepting gifts or other favors for personal use or gain where there may be an actual or apparent conflict of interest.
- 5527 Principle VII. A professional educator complies with state and federal laws and regulations, relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unprofessional conduct includes, but is not limited to:
- A. Sharing of confidential information concerning student academic or disciplinary records, health and medical information, family status and/or income, and assessment/testing results, with unauthorized individuals or entities;
 - B. Sharing of confidential information by an administrator about employees with unauthorized individuals or entities.
- 5528 Principle VIII. A professional educator fulfills all of his or her obligations to learners. Unprofessional conduct includes, but is not limited to, the failure to provide appropriate supervision of learners at school or school-sponsored activities, or the failure to ensure the safety and well-being of learners.
- 5529 Principle IX. A professional educator complies with obligations to report alleged unprofessional conduct. Unprofessional conduct of an administrator includes, but is not limited to:
- A. The failure of a superintendent who has reasonable cause to believe an educator has engaged in unprofessional conduct to submit a written report to the commissioner;
 - B. The failure of a principal who submits to the commissioner a report of alleged unprofessional conduct to submit it to his or her superintendent as well.
- 5530 Principle X. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, and in professional rights and responsibilities. Unprofessional conduct includes, but is not limited to:
- A. Conduct that unreasonably impairs a colleague's ability to teach or perform his or her professional duties, including acts of harassment or interfering with the free participation of colleagues in professional associations;
 - B. Taking, sharing or disseminating inappropriate pictures (digital, photographic or video) of colleagues.

Application Notes:

1. The foregoing Code of Professional Ethics is adopted in accordance with 16 V.S.A. § 1694(5).
2. Nothing in these Rules can, or is intended to, vary the definition of "unprofessional conduct" which is contained in 16 V.S.A. § 1698. Rather, these Rules enumerate a non-exclusive list of conduct which, if proven in a particular case, might constitute unprofessional conduct.

*"Ensuring a Caring,
Competent, Highly Effective
Educator in Every Vermont
Classroom to Improve
Student Learning."*

Vermont Standards Board
for Professional Educators



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