Department of Education (DOE)

Policies and Procedures Handbook

Making a Difference
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DOE Vision:
The Vision of the Department of Education at the University of Vermont is “to be a national and international leader in generating new knowledge and preparing professional educators who make a difference in the lives of children, youth, families, and communities.”

DOE Mission:
The Mission of the Department of Education at the University of Vermont is “to produce and share high quality research and scholarship to prepare reflective students for the work of transforming educational settings, school systems and communities. To this end, our teaching, research, and service seek to foster a more just and humane society.”

DOE Shared Beliefs:
Shaped by research, practice, and dialogue, faculty developed a set of shared beliefs that inform the common work of faculty and candidates. These shared values guide course and program development and are incorporated into field and clinical experiences. These beliefs comprise the unit’s conceptual framework. (created in 2016)

1. Knowledge is socially constructed from prior knowledge and experience.

   Faculty pedagogy begins with discovering what candidates know about the subject matter and then proceeds by engaging and challenging students and colleagues in dialogue (Vygotsky, 1978). All learn through authentic practice and reflection (Dewey, 1916). We seek to model constructivist practices in order to prepare our candidates to use these practices.

2. The purpose of education is to advance social justice and democracy.

   Unit faculty draw on traditions that support democratic principles (Dewey, 1916) and an appreciation for diversity within communities. We understand that educators play a major role in shaping "a more humane and just society" (CESS Mission Statement). Our faculty consider it a moral imperative to prepare educators who strive for social justice. To become successful educators, candidates will need to develop knowledge and skills to serve as change agents so that they can effectively contribute to creating just and caring schools.
3. Educators must demonstrate respect for diversity and a belief that all students can learn and have value in their community.

Teachers and other school professionals must be prepared to respond to demographic and cultural changes in schools and communities in order to engage all learners. Our faculty support school practices that foster cross-cultural understanding and that encourage students to become effective leaders for social justice. Learning communities should demonstrate respect for and honor our diverse cultures. Schools should use culturally responsive practices that reflect the belief that all students can learn and each individual's inclusion in a classroom adds value to the classroom community.

4. Educators must work collaboratively with families and other partners to facilitate the development of each individual's potential.

Competent educators construct learning communities that include attending to all students, families, colleagues, and related professionals. To implement inclusive school practices, candidates need the knowledge and skills to design pedagogical and intervention strategies that engage each learner in meaningful activity. Education facilitates development of human potential by engaging students with developmentally appropriate practices, building on individual strengths, and empowering students. The classroom community should respect all students as having dignity and worth and enable all learners to achieve personal excellence.

5. Teaching practices must be research-based, innovative, and inclusionary.

School professionals learn through curriculum development, assessment of student work, analyses of school culture, reflection on findings, and by learning to think critically about their work and the impact of it on PreK-12 learners. By promoting meta-cognitive skills and by committing to collaborative practices, our faculty emphasize the need to work effectively across disciplines for the purpose of empowering learners at all levels so that students are fully prepared to engage in contemporary challenges.
Goal of the UVM Department of Education

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

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

Chair: The Chair of the Department of Education mentors and supervises faculty, creates workloads, meets with faculty for annual reviews, plans and facilitates faculty meetings, represents the Department in meetings with the Dean, works with the budget office, teaches when appropriate and attends program meetings when appropriate.

Vice Chair: The Vice Chair of the Department of Education collaborates with the chair on all appropriate duties. The Vice Chair is a member of the weekly DOE leadership committee meetings with the Director of Teacher Education and the Chair. There are invited guests like the Director of Student Services or the Director of Assessment and Accreditation when appropriate.

Director of Teacher Education: The Director oversees field work, procedures and policy, evaluates student progress by monitoring program benchmarks, serves as licensing officer for all programs, chairs several partner and department committees, facilitates the Student Support Team(SST), teaches and supervises candidates when appropriate, scores candidate portfolios and plans the First Time First Year Conference for new education candidates.

Program Coordinators: Each licensure program has a coordinator that manages the details of that individual program. The coordinator plans and facilitates program meetings, works with faculty to determine coverage for all courses and field supervision, attends Department planning meetings, facilitates and creates the Specialized Program Association (SPA) reports for national accreditation, advises candidates and works with the Director to place their students with individual mentors for clinical experiences.

Program Faculty: Teach and supervise candidates in their programs, attend all program meetings, participate in curriculum mapping, score candidate portfolios, advise candidates, attend Department and College meetings, serve on university and department committees, and conduct research.

Office Program Generalists: Support all faculty and students in our programs through various tasks involving outreach to partners, schedule of courses and recording data.
Department Committees

Department of Education Faculty: The faculty in the Department convene approximately 4 times each semester to discuss matters that are relevant to the department as well as individual programs. The meetings are led by the Chair of the Department with status reports from the Director of Teacher Education, Program Coordinators, Office of Student Services, Office of Technology, Department Subcommittees and the Accreditation Director. Minutes are taken and distributed to all faculty after each meeting.

Assessment Council: This group convenes 3-4 times per semester for the purpose of discussing all issues related to accreditation, collection and analysis of program and Department data, validity and reliability of assessment instruments, formulation of actions required to meet State and National accreditation goals, and the creation of new assessments when appropriate. This committee is led by the Director of Assessment and Accreditation and the members consist of faculty representation from every licensure program in the College. Minutes are taken at these meetings and distributed to all faculty.

Department of Education Leadership Committee: This committee meets weekly for the purpose of discussing issues that impact the entire DOE. The standing members of the committee are the Chair, Vice Chair and Director of Teacher Education. When appropriate the committee will invite members of the Dean’s office for consultation and collaboration. (e.g. Director of Student Services, Director of Assessment and Accreditation.

Clinical Supervisors Committee: This group meets 3 or 4 times per semester for the purpose of discussing all issues that are related to our clinical field experiences. The committee is comprised of University supervisors from all programs and is led by the Director of Teacher Education. This group develops and revises common assessments used with candidates in all programs, discusses and shares current practices across programs that relate to clinical experiences, and ensures that state and national guidelines are implemented with regard to hours, types of placements and work with mentor teachers in the field.

Student Support Team (SST): The Student Support Team meets at the request of faculty or candidates in the Teacher Preparation Programs. This team was created for the purpose of supporting candidates to achieve successful completion in their program. Faculty may refer candidates based on their academic performance in coursework, performance in the field, or if they see that there might be personal issues that are impacting the candidate in a negative way. It is chaired by Director of Teacher Education.

Student Affairs Committee: This Committee was established to address issues that involve College of Education and Social Services Students. This committee meets at the end of each semester to determine the status of students who have not met the GPA requirements and have performed poorly during a semester. The group has developed categories that determine the status of the candidates. Letters are sent to the program coordinators, advisors and
students informing them of their status with actions that they need to take in order to get back into good academic standing. This committee also reviews policies and procedures regarding academic standards, waivers, substitutions not handled at the program department level. The committee reports to the Dean in advance regarding matters of academic probation and dismissal. Membership consists of representatives appointed by the College programs and a representative from the Student Services office who serves as a non-voting member.

Program Committees: Each program establishes a schedule for program meetings. The faculty determines the agenda for each meeting and decides on relevant topics that will be discussed. At these meetings faculty address curriculum, course and supervision coverage, look at handbooks and other program documents, discuss students of concern, make recommendations to the Chair and Director, communicate with Student Services, work on accreditation and initiate any revisions that are appropriate to their programs.

Research Initiatives:
The Research Initiatives Committee (RIC) focuses on identifying, communicating and implementing strategies for enhancing opportunities for research across the College of Education and Social Services (CESS). Membership is open and voluntary and is comprised of faculty members and others conducting research across the Department of Education, Department of Leadership and Developmental Science, and the Department of Social Work. The committee serves as a “think tank” for the enhancement of research efforts across the college, with a particular focus on: 1) solidifying and clarifying research partnerships with key state agencies, including the Agency of Education and Agency of Human Services; 2) creating opportunities for CESS researchers to become aware of one another’s research and to develop new and/or cross-disciplinary research projects; 3) disseminating information on upcoming research and grant funding opportunities; and 4) identifying components of the CESS Strategic Plan that can be used to leverage the growth of current and future research opportunities.

Committee for the Education for Cultural and Linguistic Diversity (ECLD):
This group was formed to create and support our ECLD minor. “Due to the increasing ethnic and linguistic diversity in our society creates opportunities and challenges that impact schools, communities and workplaces. Candidates in the ECLD minor the critical knowledge and skills necessary to work in a multicultural world.” This committee oversees the creation of courses and clinical experiences that will benefit and support this minor. They monitor the various pathways that our available to candidates in CESS and students from other colleges. This committee communicates with the Director of Teacher Education in order to facilitate collaboration with the Agency of Education.
Programs (Majors) and Minors offered in the UVM Department of Education

Our Department offers programs for both graduate and undergraduate candidates who aspire to become professional educators. For details visit www.uvm.edu/cess/doe.

Undergraduate programs

- Art Education
- Early Childhood Education
- Early Childhood Special Education
- Elementary Education
- Middle Level Education
- Music Education
- Physical Education
- Secondary Education

Graduate Programs

- Curriculum and Instruction
- Early Childhood Special Education
- Middle Level Education
- Secondary Education
- Special Education

University Minors

- Special Education
- Education for Cultural Linguistic Diversity
- Coaching
- Human Development and Family Studies
Building Blocks (4 Year Plan)

Year 1
Pre-Professional Coursework
Introductory topics relevant to education:
- Brain Research and Learning Theory
- Child Development
- Introduction to Special Education

Year 2
Pre-Professional and some Professional Coursework
- Practicum Experiences in the Field
- Content and Pedagogy Classes
- Technology Integration

Year 3
- Increased Practicum hours in the field, Pedagogy classes
- Opportunities to Minor in Special Education and Dual Certification for General and Special Education (18-21 credits)
- International Semester Study Abroad
  - New Zealand Classes in Auckland with accompanying field experience (in some programs)
  - Others through OIE

Year 4
Full year Internship for Dual Certification Students, One semester full-time student teaching for all students
- Completion of Major, Concentration work and Professional coursework
- Recommendation for Licensure

Opportunities to Minor in
Education for Cultural & Linguistic Diversity
Minor leading to ELL Certification (18 credits)

Issues of Diversity, working with ELLs learners
Schools and Society, Service Learning Opportunities
Placement Procedures and Protocol
for Student Teaching/Practicum
in the Department of Education

The procedures below have been put in place in order to ensure that appropriate placement sites are secured for all of our teacher candidates.

Securing Placement sites (with recommendations from Program Coordinators if there are preferred sites):

- Inquiry letters are sent out to administrators or placement coordinators from the Director of Teacher Education’s office to potential sites in order to determine capacity at individual schools.
  - Initial letters are sent in early October for the following academic year (e.g. October 2017 for Fall 2017/Spring 2018)
  - The Director will follow letters with emails and phone calls if necessary.
  - Candidates do not secure their own placement sites

- Staff from individual programs provide a list with approximate numbers of all potential interns for the following academic year to the Director to ensure that the appropriate number and type of placements have been secured.

- The Director creates a list of mentor names, with grade level or content area after capacity has been determined at the placement sites. This list is forwarded to the Program Coordinators as soon as they are finalized.

- The Director is available to organize an orientation meeting for potential intern to fill out appropriate applications and receive information about the internship in March of the year prior to the internship. (unless programs have individual meetings)

- The Program Coordinator and faculty in each individual program match their candidates with appropriate mentors and submit the completed list to the Director with interns and mentor teachers. Some programs only place student teachers one semester per academic year but still need to submit their lists. Interns are required to interview or visit their potential placement. The deadlines are set by the individual programs.

- If there is a need for an additional placement(s) that falls outside of the deadlines, this must be communicated to the Director. The Director will then pursue a placement based on availability as soon as possible
Required Paperwork for Placements:

- Each district must have a Memorandum of Understanding (MOU) signed by the superintendent in order for our interns to be permitted to work in any school in that district. **These MOU’s are sent to the superintendents every three years through the Dean’s office.**

- Each candidate assigned to a placement must sign a **clinical experience contract** (delineates acceptable professional behavior) and **mutual agreement** (signed by principal, mentor teacher, intern and program coordinator). These documents are filed in the Director’s office within the **first two weeks of the internship.**

Establishment of new placement site:

- If a program has the need to place an intern at a site that has not been used previously by the program, the coordinator must check with the Director of Teacher Education in order to determine if the district has signed an MOU **prior** to confirming a placement with the candidate mentor teacher or administrator in that new site

- The Director will ensure that an MOU is sent to the superintendent and notify the program coordinator when it is in place.

The program will then follow the protocol stated above and secure all the required documents for the internship provided the placement is appropriate and there is a UVM supervisor available.

Practicum placements are arranged internally for each program and supervisors are assigned during workload meetings with the Chair in consultation with the Program Coordinators.
Monitoring Candidate Progress

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

The Student Affairs Committee monitors candidate GPA at the completion of each semester. If a candidate’s GPA is below a 2.0 or if they have not met program requirements, they can be placed on academic trial or dis-enrolled from the program. Beginning in a candidate’s junior year, the Director of Teacher Education sends a letter out to candidates who are not meeting the criteria for continuation toward student teaching each semester. These criteria include: overall GPA of at least 3.0, GPA of at least 3.0 in education coursework, GPA of at least 3.0 in content course work (for secondary candidates), passing scores on the PRAXIS Core exam or equivalent SAT/ACT/GRE scores, and positive PADA reviews. The letter details areas of concern that must be addressed for continuation. If requirements are not met, candidates can be dis-enrolled from the program. Students may appeal this decision to their program for review and it is then passed to the Director of Teacher Education where a final decision is rendered. In addition to these common requirements, each program has programmatic assessments that are used to monitor candidate progression.

At the end of the junior semester prior to admission to student teaching, candidates must have a 3.0 GPA, they must have passed the PRAXIS Core or have equivalent passing SAT, ACT or GRE equivalents, they must have met grade requirements for all education and content courses, and they must have satisfactory or meets expectation PADA reviews from practicum experiences. In addition, each program has performance assessments embedded in their practicum experiences that are used to evaluate candidate skills.
Appeal Process for Student Teaching Internship Rationale:

- **Teacher Preparation Programs** in the Department of Education in the College of Education and Social Services have agreed upon the following requirements to be met by candidates **prior** to their internship:
  - 3.0 Overall GPA
  - 3.0 GPA in professional coursework
  - Passing PRAXIS CORE or equivalent SAT/ACT/GRE scores
  - Secondary Education- 3.0 GPA content area

**Warning Letters and Appeal Process:**

- **Warning letters** are sent to all juniors from the office of the Director of Teacher Education and indicate that the student has not met one or more of the requirements as listed above. **In the letter, we inform the student that they must file an appeal upon receipt of this letter indicating how the requirements will be met by registration of the semester prior to student teaching (e.g., October of Fall semester for Spring Student Teaching and February of the Spring Semester for Fall Student Teaching) if any one of the requirements stated above are still not met. The program will not place the intern until this appeal is filed and a decision is rendered.**

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

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

**DOE Student Support Team (SST):** The Student Support Team will convene at the request of a candidate or faculty member for the purpose of providing advice and supports to ensure successful completion of a teacher preparation program in the Department of Education. This team consists of the Director of Teacher Education, a representative from the Student Services Office, the referring faculty and the Program Coordinator.

**Reasons for Referral**

Reasons for an SST referral might include:

- Candidate is doing very poorly or is failing a class and has not followed through on a corrective plan of action developed between the student and the instructor.

- Candidate is not meeting the benchmark for GPA requirements in their program and has not attempted to correct this issue with their advisor, faculty or Program Coordinator.

- Candidate is not meeting internship requirements (based on mentor or supervisor evaluations or unsatisfactory PADA) and has not followed through on a corrective plan of action developed by the field-based mentor and/or university supervisor.

- Candidate’s performance is not satisfactory and student is not following through on a course of action specified by the Student Affairs Committee.

- Candidate exhibits a pattern of behaviors (erratic or poor attendance, consistent lateness, abrupt changes in performance, seems disengaged or distracted consistently with no explanation.) that may signal changes in their mental health and a need for a referral to the counseling center or other appropriate services.

- Instructor has other data indicating that the student is in need of supports beyond that which can be provided in the classroom (e.g., evidence of a learning disability or other learning challenge that may need to be documented and addressed through Access).

- Candidate requests additional supports.

**Procedures:**

- Faculty, supervisor or mentor complete a referral form which indicates the strengths and areas of concern of the candidate.
• **Meeting 1**

  The referring faculty or mentor, program coordinator and representative from Student Services meet with the Director of Education to discuss the issues and formulate an Action Plan for the candidate.

• **Meeting 2**

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

• **Meeting 3**

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

- **Counseling and Psychiatry Services (CAPS):** CAPS offers a variety of services to the UVM community including short-term individual counseling, urgent needs counseling, group counseling, outreach and education, psychiatry, referrals, and consultation services. Visit [http://www.uvm.edu/~chwb/psych/](http://www.uvm.edu/~chwb/psych/)

- **Four-year Career Plan:** Where will you be after graduation? The four-year plan helps you stay on track to achieve your goals. It’s never too early to map out your objective. Learn more at [http://www.uvm.edu/~career/?Page=4yearplan.php&SM=4yearplansubmenu.html](http://www.uvm.edu/~career/?Page=4yearplan.php&SM=4yearplansubmenu.html)

- **Student Accessibility Services (SAS):** SAS provides accommodations to students with documented disabilities, including exam accommodations, notetaking, advisement, and advocacy. Visit [http://www.uvm.edu/academicsuccess/student_accessibility_services](http://www.uvm.edu/academicsuccess/student_accessibility_services)

- **Writing Center:** The Writing Center supports students at any point in their undergraduate or graduate career in the process of completing academic, professional, or personal writing projects. Learn more at [http://www.uvm.edu/wid/writingcenter/](http://www.uvm.edu/wid/writingcenter/)

- **Career + Experience Hub:** Inside and outside the classroom, UVM is committed to helping you prepare for life after college. Choose experiences throughout your four years that broaden your horizons and build skills for a lifetime. Visit [http://www.uvm.edu/~uvmhub/](http://www.uvm.edu/~uvmhub/)

- **Clubs & Organizations:** Over 80% of University of Vermont students are involved in a club - and with about 170 recognized clubs. A full listing can be found at [http://www.uvm.edu/sga/?Page=clubs.php&SM=menu_clubs.html](http://www.uvm.edu/sga/?Page=clubs.php&SM=menu_clubs.html)

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

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

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

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

Requirements for CESS recommendation: In order to be eligible for a recommendation for a license from the College of Education and Social Services the candidate must meet the following requirements:

- Overall GPA of 3.0 or greater
- Passing PRAXIS Core scores or equivalent SAT, ACT or GRE scores) see attachment for cutoff scores
- A grade of B or better in the final student teaching internship
- Successful completion of all program requirements and benchmarks
- Passing Vermont Licensure Portfolio scores evaluated by two faculty members

Non-licensure: If a candidate has accumulated at least 75 hours in their program and has determined that they do not wish to teach in a public setting or if they are not able to meet the benchmark for student teaching (GPA of 3.0, PRAXIS CORE or equivalent, professional benchmarks) they may apply for Non-Licensure status. This means that the candidate will graduate with a degree from their program (e.g. Elementary, Early childhood, Art) without a licensure recommendation from CESS. With this status candidates may teach in a private school, overseas or work with children in another capacity.

- Procedure for Non-Licensure status from your program
  - Complete the application for non-licensure found at https://www.uvm.edu/cess/studentservices/cess_forms
  - The candidate will be notified via email after a decision is rendered.
• **Requirements for Non-Licensure Status**
  - Complete all professional and content coursework in the program with the exception of Student Teaching and the accompanying seminar
  - Maintain the required overall GPA to remain in the College (2.0)
  - No portfolio is required
  - Passing PRAXIS or equivalent scores are not required
Applying for a License in Vermont

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

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

**NOTE:** Portfolios must be submitted no later than 1 year following degree conferment.
- Portfolios will be reviewed no more than 2xs per year – December and May. A program may decide to review a portfolio at another time.
- If we do not receive the portfolio within the time frame above the candidate will not receive a recommendation from the college and will be considered Non-Licensure

The VLP is aligned with the Vermont Core Teaching Standards.

**Overview of the Vermont Core Teaching Standards**

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the
discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

More information about the portfolio can be found at:
https://sites.google.com/site/vermontslicensureportfolio/home
Vermont Testing Requirements for Educator Licensure and Testing in other States

Academic Tests for Vermont Educators

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

Praxis Core Academic Skills Test

- **Combined Test** (includes Reading, Writing, and Mathematics Tests): Test Code 5751 (Cost - $150.00)
  - Reading: Test Code 5712 – pass score is 156 (Cost $50.00 registration fee plus $40.00 per test)
  - Writing: Test Code 5722 – pass score is 162 (Cost $50.00 registration fee plus $40.00 per test)
  - Mathematics: Test Code 5732 – pass score is 150 (Cost $50.00 registration fee plus $40.00 per test)

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

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

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

- **Art**: Test Code 5135 – pass score is 161 (Cost $50.00 registration fee plus $146.00 test fee)
- **Early Childhood Education**: Test Code 5001 if seeking K-3 level of endorsement. (See Elementary Education for test details)
- **Elementary Education**: Test Code 5001 – see individual test scores below. (Cost $170.00)
  - **Social Studies**: Test Code 5004 - pass score is 155 (Cost $50.00 registration fee plus $60.00 per test)
  - **Science**: Test Code 5005 - pass score is 159 (Cost $50.00 registration fee plus $60.00 per test)
  - **English**: Test Code 5002 – pass score is 157 (Cost $50.00 registration fee plus $60.00 test fee)
  - **Mathematics** Test Code 5003-pass score is 157 (Cost $50.00 registration fee plus $60.00 test fee)
- **English to Speakers of other Languages**: Test Code 5362/0362 – pass score is 155 (Cost $50.00 registration fee plus $120.00 test fee)
- **Health**: Test Code 5551 – pass score is 163 (Cost $50.00 registration fee plus $120.00 test fee)
- **Math**: Test Code 5161 – pass score is 160 (Cost $50.00 registration fee plus $120.00 test fee)
- **Middle Grades English**: Test Code 5047 – pass score is 164 (Cost $50.00 registration fee plus $146.00 test fee). Note: the English test can be used to satisfy the Middle Grades English testing requirements.
- **Middle Grades Math**: Test Code 5169 – pass score is 165 (Cost $50.00 registration fee plus $120.00 test fee). Note: The Math test can be used to satisfy the Middle Grades Math testing requirements.
- **Middle Grades Science**: Test Code 5440 – pass score is 150 (Cost $50.00 registration fee plus $120.00 test fee). Note: The General Science test can be used to satisfy the Middle Grades Science testing requirements.
- **Middle Grades Social Studies**: Test Code 5089 – pass score is 165 (Cost $50.00 registration fee plus $146.00 test fee). Note: the English test can be used to satisfy the Middle Grades English testing requirements.
- **Music**: Test Code 5114 – pass score is 162 (Cost $50.00 registration fee plus $146.00 test fee)
- **Modern and Classical Language: American Sign Language**: Test Code 0634 – pass score is 3+ or 170 (Cost $50.00 registration fee plus $146.00 test fee)
- **Modern and Classical Language: Latin**: Test Code 5601 – pass score is 147 (Cost $50.00 registration fee plus $120.00 test fee)
• **Modern and Classical Language: French.** Test Code 5174 – pass score is 162 (Cost $50.00 registration fee plus $160.00 test fee)

• **Modern and Classical Language: German.** Test Code 5183 – pass score is 163 (Cost $50.00 registration fee plus $160.00 test fee)

• **Modern and Classical Language: Spanish.** Test Code 5195 – pass score is 168 (Cost $50.00 registration fee plus $160.00 test fee)

• **Modern and Classical Language: Chinese.** Test Code 5665 – pass score is 164 (Cost $50.00 registration fee plus $160.00 test fee)

• **Physical Education:** Test Code 5095 – pass score is 169 (Cost $50.00 registration fee plus $146.00 test fee)

• **Reading ELA Specialist:** Test Code 5301 – pass score is 164 (Cost $50.00 registration fee plus $146.00 test fee)

• **Science:** For a full science endorsement, candidates must meet a passing score on the General Science AND one subject specific test of their choosing. A limited endorsement in a science content area requires passing the Biology, Chemistry, Earth Science or Physic test.

  • **General Science:** Test Code 5435 – pass score is 157 (Cost $50.00 registration fee plus $120.00 test fee)

  • **Biology:** Test Code 5235 – pass score is 151 (Cost $50.00 registration fee plus $120.00 test fee)

  • **Chemistry:** Test Code 5245 – pass score is 160 (Cost $50.00 registration fee plus $120.00 test fee)

  • **Earth Science:** Test Code 5571 – pass score is 158 (Cost $50.00 registration fee plus $120.00 test fee)

  • **Physics:** Test Code 5465 – pass score is 140 (Cost $50.00 registration fee plus $120.00 test fee)

  • **Social Studies:** Test Code 5086 – pass score is 153 (Cost $50.00 registration fee plus $146.00 test fee)

  • **School Psychologist:** Test Code 5402 – pass score is 147 (Cost $50.00 registration fee plus $120.00 test fee)

• **School Leaders Licensure Assessment:** Test Code 6011 – pass score is 163 (Cost $50.00 registration fee plus $425.00 test fee)

**Out of State Licensure** Students who are planning to teach in another location outside of Vermont should check professional testing requirements for states to which they will be seeking a license.
Department of Education Websites

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

Connecticut

Colorado
https://www.cde.state.co.us/cdeprof/licensure_authorization_landing

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

Maine
http://www.maine.gov/doe/cert/

Massachusetts

New Hampshire
https://www.education.nh.gov/certification/

New Jersey
http://www.state.nj.us/education/educators/license/tcis/

New York
http://www.nysed.gov/teachers
Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators

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 students and their families, and we advocate for them in the school and community settings.

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

5220 Rules of Professional Conduct

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

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

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

- Committing any act of child abuse, including physical and/or emotional abuse;
- Committing any act of cruelty to children, or any act of child endangerment;
- Committing any sexual act with, or soliciting any sexual act from, any minor, or any elementary or secondary student regardless of age;
Committing any act of harassment as defined by state or federal law or regulation;

Soliciting, encouraging or participating in a romantic or sexual relationship (whether written, verbal or physical) with a student, the educator knows or should know is a student, in the absence of countervailing facts;

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

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

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

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

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

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

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

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

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

Deliberately falsifying, deliberately misrepresenting, or deliberately omitting when requested, information regarding the evaluation of students and/or personnel;
Deliberately improper administration of state or federal mandated standardized tests (including, without limitation, changing a student’s test answers, copying or teaching identified test items, and reading a test to students without authorization);

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

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

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

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

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

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

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

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

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

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

5529 Principle IX. A professional educator complies with obligations to report alleged unprofessional conduct. Unprofessional conduct of an administrator includes, but is not limited to:
The failure of a superintendent who has reasonable cause to believe an educator has engaged in unprofessional conduct to submit a written report to the commissioner;

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

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

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

Taking, sharing or disseminating inappropriate pictures (digital, photographic or video) of colleagues.
Department of Education (DOE) Policies and Procedures Handbook

APPENDICES
Dear Administrator Name,

I hope that your school year is going well. It is that time of the year when I begin to seek placements for the next school year. For that reason, I am making the initial request regarding your interest and capacity to host student teaching interns for the spring, 2018 semester. It is our hope that we can continue our collaborative and valued partnership.

When you have determined the capacity at your school and expressed a desire to continue working with our students, we will then finalize the names of specific teachers so that we may fill our placements. We will send along a transcript, resume and cover letter for each perspective intern so that you will have a clear picture of each of our interns.

We are sincerely grateful for the opportunity to place our students in your school and value the relationships that are so crucial to the success of this internship experience. They are exposed to sound educational practice, participate in a collegial community and become practitioners under the guidance of their mentor teacher and university supervisor.

Thank you so much for the many opportunities that you offer our students and it is our hope that we will continue this important relationship in the future.

Please indicate your willingness to continue to host student interns from our undergraduate programs by contacting me via email: ellen.baker@uvm.edu or phone: 656-5778.

Sincerely,

Ellen Baker
Director of Teacher Education
Dear Administrator,

As the Director of Teacher Education one of my responsibilities is to seek placements for our student interns. I can then maintain a clear picture of where and with whom our interns are placed. For that reason, I am making the initial request regarding your interest and capacity to host student interns in the Spring 2017 semester for Primary and/or Secondary Part C placements. It is our hope that we can promote and continue a collaborative and valued partnership.

When you have determined the possible capacity at your organizations and expressed a desire to work with our students, we will then finalize the names of specific mentors so that we may fill our placements. We will send along a transcript, resume and cover letter for each perspective intern so that you can learn more about the intern, and an interview can be arranged prior to the final placement.

We are sincerely grateful for the opportunity to place our students in your school and value the relationships that are so crucial to the success of this internship experience. They are exposed to sound educational practice, participate in a collegial community and become practitioners under the guidance of their mentor teacher and university supervisor.

Please indicate your willingness to host student interns from our Early Childhood Special Education Program for Primary and Secondary placements by contacting Ellen Baker, Director of Teacher Education through email ellen.baker@uvm.edu or at 802-656-5778.

Sincerely,

Ellen Baker  
Director of Teacher Education  
College of Education & Social Services
Dear Administrator,

As the Director of Teacher Education one of my responsibilities is to seek placements for our MAT student interns. I can then maintain a clear picture of where and with whom our interns are placed. For that reason, I am making the initial request regarding your interest and capacity to host MAT student interns in 2017/2018. It is our hope that we can continue our collaborative and valued partnership. The MAT mentors work with our interns for 3 full days a week during the fall and 5 full days a week with the opportunity for interns to solo teach for 4 weeks during the spring semester.

We are in need of mentors who have at least 3 years of teaching experience, demonstrate a strong commitment to collaboration, co-teaching and student-centered classroom practices, and are attentive to Act 77 and changing state regulations with respect to flexible pathways and proficiencies. Please let us know if you have possible mentors in English, Spanish, French, Mathematics, Biology, Earth Science and Social Studies. Once we have a sense of the available mentors at your school, we will send a transcript, resume and cover letter for each perspective intern so that an interview can be arranged prior to the final placement.

Please let us know by April 24th of mentor availability by contacting Ellen Baker, Director of Teacher Education through email or phone: ellen.baker@uvm.edu or 656-5778.

Sincerely,

Ellen Baker
Director of Teacher Education
College of Education & Social Services
In order to be eligible for, and to retain a field placement, behavior at the university and in the field must demonstrate a high level of professionalism. Student interns should note that illegal and unethical behaviors may result in immediate removal from the field placement. In addition to field-based expectations, the University of Vermont has the following expectations:

**Professionalism:**
- Dress appropriately for field placement.
- Follow all rules for behavior established by your field placement site.
- Never provide alcohol or unauthorized drugs to students or families.
- Never come to your field placement under the influence of alcohol or drugs (this includes being hung over).
- Do not engage in corporal punishment or restraint of students.
- Assess students based on performance, not on personal relationships.

**Interactions with Students and Families**
- You are a teacher. Do not interact with your students or families as peers.
- Do not engage in inappropriate physical contact with students.
- Do not go to your students’ homes unless it has been sanctioned by the field placement.
- Do not invite students to your home unless it has been sanctioned by the field placement.
- Do not provide rides to students or families unless it has been sanctioned by the field placement.

**Electronic Use & Communication:**
- Maintain a professional online presence.
- Always use a site-based email to communicate with students and their families around placement issues.
- Do not friend, reference or post photographs of your students or their families on ANY social media site unless used in a classroom.
- Do not engage in online personal communication (phone or text) and interactions with students or their families unless it has been sanctioned by the field placement or related to school concerns.

*This list is not exhaustive of the expected, inappropriate and unprofessional behaviors*

I, ___________________________ have read and will abide by the Clinical Experience Contract.

Print Name

Intern Signature ______________________________ Date ______________

Program ________________________________
**All Clinical Experiences**

**The University of Vermont**

**COLLEGE OF EDUCATION AND SOCIAL SERVICES**

**Teacher Education Program**
Waterman 533 Waterman
802-656-3356

**Internship Mutual Agreement**
Department of Education
Semester Fall/Spring Year

<table>
<thead>
<tr>
<th>Intern Name</th>
<th>Advisor</th>
<th>College</th>
<th>Education</th>
<th>Course #(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td>EDEL 285</td>
<td>12</td>
</tr>
</tbody>
</table>

This agreement is to confirm that ________________ has been placed for his/her Internship at ________________ school/district/agency

in ________________ for the period from ________________ to ________________

grade/classes date date

He/she will work with the following courses with a mentor that is certified to teach these content/endorsement areas.

<table>
<thead>
<tr>
<th>Classroom/Mentor teacher(s)</th>
<th>Grade/Age Level</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

The Intern and Mentor teacher(s) have agreed to follow the policies and procedures as described in the *Elementary Education Student Teacher Handbook* and as specifically described in the mentor teacher packet of materials and the Clinical Experience Agreement signed by the STUDENT.

<table>
<thead>
<tr>
<th>Team Members</th>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administrator</td>
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<tr>
<td>UVM Internship Supervisor</td>
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<tr>
<td>Elementary Education Representative</td>
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</table>
Hello Program Coordinators/Advisors,

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

- Overall GPA, 3.0
- Professional Coursework, 3.0
- Secondary Content, 3.0

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

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

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

I am attaching the three (3) sample letters that were agreed upon in the Clinical Supervisor's meeting.

Best,

Ellen Baker
Director of Teacher Education
College of Education & Social Services
Dear Student,

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

As of today, you are missing:

- Cumulative GPA of 3.0 - your current Cumulative GPA is ______
- Content GPA of 3.0 - your current Content GPA is ______

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

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

Sincerely,

Ellen Baker
Director of Teacher Education

Cc: Program Coordinator
    Advisor
    Student File
## Benchmarks for Programs in the Department of Education

<table>
<thead>
<tr>
<th></th>
<th>Admission</th>
<th>Continuation</th>
<th>Entry to Student Teaching</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td>- GPA</td>
<td>- Overall GPA 2.75 or better by the end of sophomore year (in most programs)</td>
<td>- Overall GPA of 3.0 or better</td>
<td>- 3.0 GPA</td>
</tr>
<tr>
<td></td>
<td>- SAT/ACT Scores</td>
<td>- Positive ratings on the PADA</td>
<td>- 3.0 GPA of better in education courses</td>
<td>- Completion of student teaching with a B or better</td>
</tr>
<tr>
<td></td>
<td>- Minimum high school content specific requirements</td>
<td>- GPA of 3.0 or better in education courses</td>
<td>- Pass PRAXIS Core or meet waiver with SAT/ACT/GRE scores</td>
<td>(performance on common assessments contributes to grade)</td>
</tr>
<tr>
<td></td>
<td>- References</td>
<td>- Passing grades in content courses (C or better) or overall content GPA or 3.0</td>
<td>- Positive ratings on the PADA</td>
<td>- Passing reviews on all components of the licensure portfolio.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Passing grades in content courses (C or better) or overall content GPA or 3.0</td>
<td>- Passing PRAXIS II score in Secondary only for graduation. Other programs complete PRAXIS II after gradation (for licensure in VT)</td>
</tr>
<tr>
<td><strong>Graduate Initial</strong></td>
<td>- Overall Undergraduate GPA of 3.0 or better</td>
<td>- GPA of 3.0 or better</td>
<td>- 3.0 GPA</td>
<td>- 3.0 GPA</td>
</tr>
<tr>
<td><strong>Licensure</strong></td>
<td>- GPA of 3.0 or better in content coursework</td>
<td>- Positive ratings on the PADA</td>
<td>- Pass PRAXIS I (now PRAXIS Core) or meet waiver with SAT/ACT/GRE scores</td>
<td>- Completion of student teaching with a B or better</td>
</tr>
<tr>
<td></td>
<td>- GRE scores</td>
<td>- Passing grades in education courses (B or better)</td>
<td>- Positive ratings on the PADA</td>
<td>(performance on common assessments contributes to grade)</td>
</tr>
<tr>
<td></td>
<td>- Completion of content specific course requirements</td>
<td></td>
<td>- Passing grades in education courses (B or better)</td>
<td>- Passing review on all components of the licensure portfolio.</td>
</tr>
<tr>
<td></td>
<td>- Prior experience with youth</td>
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<td></td>
<td>- Passing PRAXIS II score (for licensure in VT)</td>
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<tr>
<td></td>
<td>- References</td>
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<td></td>
<td>- Pass Comprehensive exams</td>
</tr>
</tbody>
</table>
Student Support Team (SST) Protocol for Teacher Education Students

1) Student Issue goes to SST (consisting of Director of Teacher Education, Program Coordinator, Dean of Students and Advisor).

2) Faculty that has concern regarding issue will fill out referral form and send to Director of Teacher Education electronically or deliver hand written copy.

3) Teacher Education Director coordinates work of the Student Support Team. Teacher Education Director convenes meeting for the SST group (Program Coordinator from the student’s program, student’s advisor, Director and Dean of Students).

4) Teacher Education Director sets up face to face meetings or email conversation about the issue. Team formulates an Action Plan for the student.

5) Meeting is then held with the student to inform he/she of their options, present the Action Plan or the decision of the student support team depending on the situation. Additional supports might be put into place.

6) Teacher Education Director is responsible for follow up to ensure the issue is resolved and may need to call additional meetings until the issue is resolved.

7) Once the issue is resolved Teacher Education Director informs the Chairperson and Dean’s office of final resolution of issue.
Student Support Team Referral Form

Name of Student ______________________

Major __________________ Major concentration ______________________

Advisor __________________

Year __________________

Person making this referral ______________

Reason for referral:

Student’s Strengths:

(Continue on next page if needed.)
Student Strengths, continued:

Available Meeting Dates and Times:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
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Submitted to Director of Teacher Education:

Date_________Time:________________
## Proposed Action Plan

**Student**

**Program**

**Faculty Reporter:**

**Date:**

**Academic Advisor:**

**Follow up meeting date:**

<table>
<thead>
<tr>
<th>Concern</th>
<th>Goal/Objective</th>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
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**Student Signature:**

**Director Signature:**

**Faculty Signature:**
Student Affairs Committee
Academic Standing Protocol

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

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

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

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

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

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

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

(*) If you need to carry less than 12 hours be certain to provide a typed rationale during the first week of classes which will be reviewed by the Student Affairs Committee. Bring your rationale to 528 Waterman.
(**) Only applies to students who have been assigned grades of incomplete.

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

Continued On Trial
Students who had "on trial" status and who considerably improved their academic record, but who are not yet in good academic standing, may be "continued on trial" and will be expected to meet the "conditions of trial."

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

Some examples of program specific benchmarks include:

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

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

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

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

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

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

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

## Dismissal appeal process

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

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

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

## Dismissal Letters:

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

**Services available for support**

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

- The Learning Cooperative (802) 656-4075
- Career Services (802) 656-3450
- Student Accessibility Services (802) 656-7753
- Mosaic Student Center (802) 656-3819
- Counseling Center (802) 656-3340
Date

Dear

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

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

**Dismissal**

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

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

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

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

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

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

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

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

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

2. Submit your appeal via email to: CESSSTSV@uvm.edu
Application for Non-Licensure Status
College of Education and Social Services

Name____________________________________ Student ID____________________________________

Program/Major________________________________ Advisor________________________________

Overall GPA:____________________________ Professional GPA:______________________________

Passed PRAXIS Yes______________ No______________

Intended Graduation Date:____________

Reason for Request: (fill out here or attach another document if you wish)

________________________________________________________

Candidate Signature
Steps to Apply for Initial License in Vermont or other States

- Intern responsibilities at UVM:
  - Complete teacher preparation program meeting all requirements
  - Overall GPA of 3.0
  - B or better in Student Teaching
  - Portfolio read and met by two readers
  - Graduate

- UVM responsibilities:
  - Student Services will be notified when all requirements are met by the program.
  - They will instruct the registrar to stamp your transcript with a recommendation for licensure.
  - The Agency of Education grants the license.

- Responsibilities after graduation:
  - Arrange to take the PRAXIS II for your particular endorsement.
  - Ets.org/praxis website will provide information to you about which version to take.
  - Begin the application process
  - The Agency of Education will only hold your application for 14 days, do not start the process until you have the following:
    - Passing scores on the PRAXIS II
    - Transcript from UVM with stamp
    - Criminal Record Check (CRC). You must get a new CRC since the Agency cannot accept any that were done for employment, Student Teaching or from another state.

- Applications for other States
  - Go to the website for the state where you wish to teach and determine what professional exam is required (some states take PRAXIS II, others require a different set of exams (e.g. Massachusetts takes MTels and NY has another set of tests).
  - You will still need your transcript with the stamp for reciprocity purposes.
Becoming a Vermont Educator
Initial License Online

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

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

---

Dear Carrie Stevens,

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

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

---

Continue on with the Preliminary Questions:

Click “Save & Go to Next Step”

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

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

Click “Save & Go to Next Step”

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

Click “Save & Go to Next Step”

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

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

Click “Save & Go to Next Step”

The testing requirements will automatically pop up when choosing certain endorsements. Choose how you will meet the testing requirements. If there is a Praxis II (two) test associated with your endorsement, you will need to click on “Praxis II – Requirements” in blue before the system will let you move on.
Enter Education Details – Choose “Add Educator Details” in the upper right corner please upload your official transcript here.

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

Please upload a copy of your OOS educator’s license here. If applicable, enter your school employment details. Choose “Add Employment” in the upper right corner.

Click “Save & Go to Next Step”.

Complete all four legal sections.
Click “Save & Go to Next Step”.

Complete Disclosure Form:

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

Complete all three sections, Oath, Consent to Release, and Attestation:
Click “Save & Go to Next Step”.

Check all boxes:

Click “Save & Go to Next Step”.

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

Upon paying your NON-REFUNDABLE application processing fee, the system will bring you to your pending application checklist. Your pending application checklist is an additional place to upload any required documentation. In addition, this is where you will need to print the fingerprint supported record check forms. (see the words “click here” in blue).
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<th>Item #</th>
<th>Item</th>
<th>View/Attach</th>
<th>Item Status</th>
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<tbody>
<tr>
<td>1</td>
<td>REQUIRED: Official undergraduate and graduate transcripts with the degree and date conferred. Educator may upload directly to checklist.</td>
<td>Documents (1)</td>
<td>Information Received</td>
</tr>
<tr>
<td>2</td>
<td>Review Good Standing Declaration. (AOE staff only)</td>
<td>Documents (0)</td>
<td>Pending</td>
</tr>
<tr>
<td>3</td>
<td>Review Disclosure form. (AOE staff only)</td>
<td>Documents (0)</td>
<td>Pending</td>
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<tr>
<td>4</td>
<td>Authorization to release criminal record check information.</td>
<td>Please click here to print the form and send the form to the Supervisory Union that originally processed your criminal record check.</td>
<td>Pending</td>
</tr>
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<td>5</td>
<td>Review Exam Data. (AOE staff only)</td>
<td>N/A</td>
<td>Pending</td>
</tr>
<tr>
<td>6</td>
<td>Review testing requirements for ACT</td>
<td>N/A</td>
<td>Pending</td>
</tr>
<tr>
<td>7</td>
<td>Others</td>
<td>Documents (0)</td>
<td>N/A</td>
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New Criminal Record Check

The Agency of Education has changed the Criminal Record Check (CRC) requirements so that they are in compliance with Federal regulations. The information that we sent previously just did not seem clear enough for me so I asked for clarification. Please see the instructions below:

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

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

- Students need to log in to the ALIS system through the site that I provided in the licensure information
- When the application is submitted you will be charged $12 fee for the CRC. This is paid to the Vermont Department of Public Safety and is non-refundable
- Within your checklist at the submission of your application-print the form: request for Criminal Record Check. Have a notary sign the form and mail to the Agency of Education, 219 N Main Street, Barre, VT 05641.
- An email is then sent to the educator to log into the Vermont Online Licensing System.
- Bring this completed form with you to your fingerprinting appointment at an identification center or police station.
- The VT Criminal Information Center sends the CRC results to the AOE about 6-8 weeks after fingerprints are taken.
- While waiting for the CRC the educator will receive a “letter of eligibility” from the AOE which they can give to perspective employers (this expires in 3 months).
- Once this is received the application can be finalized.
- Once an applicant on ALIS has uploaded all required information including the Criminal Record Check materials into the initial application (not just creating an account). While waiting for the CRC the educator will receive a “letter of eligibility” from the AOE which they can give to perspective employers (this expires in 3 months).
- Once this is received the application can be finalized.

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

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

ETS for PRAXIS I and II

www.Ets.org/praxis
www.Ets.org/praxis/register/disabilities
www.Ets.org/praxis/register/accommodations
www.Ets.org/praxis/about/fees/feewaivers
www.Ets.org/praxis/prepare/study
www.Ets.org/praxis/prepare/study

Agency of Education

http://education.vermont.gov/educator-quality/online-licensing
http://education.vermont.gov/educator-quality/become-a-vermont-educator
http://education.vermont.gov/educator-quality/become-a-vermont-educator/reciprocity
http://education.vermont.gov/vermont-schools/school-operations#school-directories