



University of Vermont

College of Education and Social Services

**Department of Education (DOE)
Educator Preparation Programs
Licensure Handbook
2026-2027**

Table of Contents

Contents

Educator Licensure.....	3
Overview of CESS and the DOE.....	4
Context.....	4
CESS Mission	4
Mission and Goals of the Department of Education	4
Relevant Contacts	5
Undergraduate Programs	6
Graduate Programs.....	7
General Progression to Licensure	8
Requirements for Recommendation for Licensure.....	9
Assessments.....	10
Core Competencies	10
Content Assessments.....	12
Field Placement Procedures	14
Vermont Licensure Portfolio.....	15
Applying for Initial License in Vermont or other States.....	16
Out-of-State Licensure.....	17
Monitoring Candidate Progress.....	18
Status Letters and Appeal Process.....	18
Student Success Team	19
Policy and Procedures for Non-Licensure for Education Majors	22
APPENDICES	24
Appendix A: Student Affairs Committee (SAC) Academic Standing Protocol	25
Appendix B: Student Dismissal Letter.....	27
Appendix C: Letter to Program Coordinators and Advisors re: Status Letters	29
Appendix D: Sample Student Status Letter.....	30
Appendix E: Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators: Rule 5510	31

Educator Licensure

Welcome to the educator preparation programs in the Department of Education in UVM's College of Education and Social Services (CESS)! Welcome, as well, to the long history of the profession of teaching. As with other traditional professions (medicine, law, counseling), standards for entrance are developed and governed by its practitioners. The standards define the knowledge, skills, and dispositions to be an innovative educator who is intentional in designing learning opportunities to enrich the diverse needs of students.

In Vermont, the Vermont Standards Board for Professional Educators (VSBPE) determines the rules for educator preparation and licensure. The VSBPE is comprised of practicing teachers, administrators, and education preparation faculty. The Vermont Agency of Education (VT AOE) enacts the VSBPE rules. The VT AOE, like all state agencies of education, issues teaching licenses based on recommendations from approved education preparation programs.

This handbook provides a description of the requirements UVM students need to meet to be recommended by UVM for a teaching license and guidance in navigating these requirements.

For questions, please contact [Patrick Halladay](#), Director of Educator Licensure.

Overview of CESS and the DOE

Context

Situated in Burlington, Vermont, the main campus of the University of Vermont provides both the cultural and governance center for the University's nine schools and colleges. The University of Vermont (UVM) offers students choices for programs from among more than 100 undergraduate majors, more than 50 master's and graduate certificate programs, and over 25 doctoral programs. UVM is Vermont's only Carnegie-classified Research 1 Institution of Higher Education.

Faculty and staff of the College of Education and Social Services work with undergraduate and graduate students in a variety of programs housed in the three departments of the college: The Department of Education, the Department of Counseling, Human Development and Family Science, and the Department of Social Work. Professional preparation occurs in programs that span all phases of life. CESS also holds the distinction of providing the only teacher preparation programs in the state of Vermont currently evaluated by the Council for Accreditation of Educator Preparation (CAEP).

CESS Mission

The mission of College of Education and Social Services (CESS) is to educate and prepare outstanding professionals in education, social work, and human services; to engage in policy relevant scholarship of highest quality; and to provide exemplary professional service within the state of Vermont, nationally, and globally.

Mission and Goals of the Department of Education

The mission of UVM's Department of Education is to prepare educators who advance a just society and healthy planet through innovative teaching, leadership, service, advocacy, scholarship, and partnership.

Our goal related to Educator Preparation Programming is to prepare knowledgeable and competent professional educators, leaders, and advocates who will promote the social, emotional, and academic well-being of students, families, and communities in the school and other community, state, and national systems.

Essential components of this goal include:

- Candidates are provided with clinical placements in a variety of settings early and frequently.
- Candidates are supervised by licensed professionals and university faculty.
- Candidates participate in a reflective cycle of ongoing self-evaluation and constructive feedback from faculty and clinical supervisors.
- Candidates are afforded opportunities to provide evaluation and constructive feedback to faculty and supervisors during and after their educational experiences.
- Candidates are enrolled in pedagogy and content courses which increase the professional knowledge required to deliver appropriate instruction using various effective strategies.
- Faculty model effective practices of planning, instruction, and assessment through coursework and supervised clinical experiences.
- Faculty and administrators consult regularly with birth-21 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 pursuing initial licensure create a professional portfolio aligned with the Vermont Core Teaching/InTASC Standards which promotes the practical application and analysis of theories and best practices learned throughout their program.

Relevant Contacts

Department Chair (DC)— Kimberly Vannest (Kimberly.Vannest@uvm.edu) The Department Chair mentors and supervises faculty, creates workloads, conducts annual faculty reviews, plans and facilitates faculty meetings, represents the department in meetings with the Dean, works with the budget office, and teaches when appropriate.

Director of Community Collaboration (DCC)—Katie Revelle (Katie.Revelle@uvm.edu) The DCC administers and manages the strategic plan and processes associated with practicum and internships for undergraduate and graduate programs. The office collaboratively identifies goals related to continuous improvement, supports opportunities for co-construction of learning and oversees communications with community partners, and works with programs to secure placements for practicum and student teaching internships. The DCC chairs the Clinical Supervisors meetings and provides training and professional development for all university supervisors, coordinates the Educational Preparation Program Advisory Council, and teaches when appropriate. The DCC works to establish new partnerships in Vermont and throughout the United States.

Director of Educator Licensure (DEL)—Patrick Halladay (Patrick.Halladay@uvm.edu) The DEL manages student and program data related to recommendation for licensure. The DEL collaborates with the registrar, Office of Institutional Assessment, programs, and the Office of Student Services to review and summarize student progress data. The DEL provides accurate data for state and federal reporting and licensure recommendation and works with the Director of Community Collaboration in predicting placement needs. The office provides direct consultation and support services to students seeking licensure in Vermont and across the United States by consulting with students on job options and searches. The office also provides regular orientations and engages in development of recruitment pathways and identifies goals for continuous improvement related to the recruitment, retention, and success of future educators, including management of the summative assessment required for licensure e.g. portfolio and portfolio scoring. The director engages in teaching and advising as needed.

Program Coordinators (PC)—Coordinators manage the operational details of licensure programs in collaboration with the DC, DCC, and DEL. The coordinator works with the directors to plan courses and programming, support supervisors and partner sites, and review data on program benchmarks (see pages 7-8 for list of PCs).

Educational Preparation Program Support – Hannah Trahan (Hannah.Trahan@uvm.edu) The Educational Preparation Program Support assists the Director of Community Collaboration and Director of Educational Licensure in supporting students' community placements and licensure needs.

Department of Education Programs

The Department of Education offers programs for both graduate and undergraduate candidates. For details, visit www.uvm.edu/cess/doe.

Undergraduate Programs

Major	Program Coordinator	Email
Art Education	Erika White	erika.white@uvm.edu
Early Childhood Education	Kate Cowles	kate.cowles@uvm.edu
Elementary Education	Glenn Patterson	glenn.patterson@uvm.edu
Individually Designed Major	Will Major	william.major@uvm.edu
Middle Level Education	Tricia Brown	tricia.brown@uvm.edu
Music Education	Andrea Maas	andrea.maas@uvm.edu
Secondary Education	Jennifer Prue	jennifer.prue@uvm.edu
Special Education	Fall 2026: Colby Kervick & Lori Meyer Spring 2027: Kelly Swindlehurst	colby.kervick@uvm.edu ; lori.meyer@uvm.edu kelly.swindlehurst@uvm.edu
Minors	Program Coordinator	Email
American Sign Language	John Pirone	john.pirone@uvm.edu
Coaching	Leon Lifschutz/Melissa Rocco	leon.lifschutz@uvm.edu ; melissa.rocco@uvm.edu
Computer Science Education	Regina Toolin	regina.toolin@uvm.edu
Education for Cultural and Linguistic Diversity	Arby Ghemari	arby.ghemari@uvm.edu
Special Education	Fall 2026: Colby Kervick & Lori Meyer Spring 2027: Kelly Swindlehurst	colby.kervick@uvm.edu ; lori.meyer@uvm.edu kelly.swindlehurst@uvm.edu
Childhood Studies	Lauren MacKillop	lauren.mackillop@uvm.edu
Certificate	Coordinator	Email
Place-Based Education	Simon Jorgenson	simon.jorgenson@uvm.edu

Graduate Programs

Programs	Program Coordinator/Contact	Email
<u>Advanced Specialties in Educational Practice (M.Ed.)</u>	Kathleen Brinegar	<u>kathleen.brinegar@uvm.edu</u>
• Curriculum & Instruction	Kathleen Brinegar	<u>kathleen.brinegar@uvm.edu</u>
• Reading and Literacy	Audrey Richardson	<u>audrey.flynn@uvm.edu</u>
• School Library and Information Science	Deborah Ehler-Hansen	<u>deborah.ehler-hansen@uvm.edu</u>
• Education for Sustainability	Ali Brooks	<u>ali.brooks@uvm.edu</u>
• Resiliency-Based Approaches	Jessica Strolin-Goltzman	<u>jessica.strolin@uvm.edu</u>
• Computer Science Education	Regina Toolin	<u>regina.toolin@uvm.edu</u>
<u>Educational Leadership (M.Ed.)</u>	Rebecca Callahan	<u>rebecca.callahan@uvm.edu</u>
<u>Educational Leadership and Policy Studies (Ed.D & Ph.D.)</u>	Rebecca Callahan	<u>rebecca.callahan@uvm.edu</u>
<u>Higher Education and Student Affairs (M.Ed.)</u>	Melissa Rocco	<u>melissa.rocco@uvm.edu</u>
<u>Interdisciplinary Studies (M.Ed.)</u>	Cris Mayo	<u>cris.mayo@uvm.edu</u>
<u>Middle Level Education (M.A.T.)</u>	Tricia Brown	<u>tricia.brown@uvm.edu</u>
<u>Secondary Education (M.A.T.)</u>	Tricia Brown	<u>tricia.brown@uvm.edu</u>
<u>Special Education (M.Ed.)</u>	Justin Garwood	<u>justin.garwood@uvm.edu</u>
Graduate Certificates	Coordinator	Email
<u>Resiliency-Based Approaches: Trauma-responsive and Restorative Practices (TRP) or Family-School-Community Collaboration (FSC)</u>	Jessica Strolin-Goltzman	<u>jessica.strolin@uvm.edu</u>

General Progression to Licensure

Year One	• Education foundations (e.g., Child Development, School and Society, Race and Racism, Introduction to Special Education) • Initial field experiences
	• Catamount Core/University requirements • Endorsement content requirements
Recommendation Benchmark	• Plan for demonstration of core competencies through coursework or qualifying score on approved exam
Year Two	• Initial endorsement pedagogy courses • Initial field experiences
	• Additional Catamount Core/University requirements • Endorsement content requirements
	• Enrollment in minors and certificate programs • Potential study abroad
Year Three	• Endorsement pedagogy courses • Field practica
	• Catamount Core/University requirements as schedule allows • Endorsement content courses as schedule allows
	• Potential study abroad
Recommendation Benchmarks	• Overall and major GPA of 3.0 or greater (semester before student teaching internship) • No indicators at “Exploring” and no more than three indicators at “Emerging” on the Dispositions Rubric in semester before internship
Year Four	• Student Teaching Internship • Student Teaching seminar • Remaining endorsement pedagogy courses ○ Courses almost exclusively with students in program
	• Remaining Catamount Core/University requirements • Remaining endorsement content requirements
Recommendation Benchmarks	• Successful completion of Student Teaching Internship • Graduation • Passing Vermont Licensure Portfolio (VLP) • Qualifying score on approved content assessment (Praxis II or similar) • Overall and major GPA of 3.0 or greater • No indicators at “Exploring” or “Emerging” and no more than three indicators at “Approaching Proficient” on the Dispositions Rubric

The chart above represents a typical progression through undergraduate coursework in CESS education preparation programs. Individual programs may deviate from this progression either by year, timelines, or other requirements. Please consult with an individual program for specifics.

Requirements for Recommendation for Licensure

Students complete general education coursework in addition to coursework specific to their endorsement area and university-wide requirements. As a professional preparation program, there are several requirements students need to meet to be recommended for licensure.

Requirement	When Achieved
• Overall GPA of 3.0 or greater • Major GPA of 3.0 or greater	Before student teaching and at graduation (for recommendation; there is potential flexibility around the GPA requirement based on review of individual cases)
Demonstration of core competencies through either coursework or a qualifying score on the Praxis Core/SAT/ACT/GRE exam	Plan for demonstration by end of first year
Successful completion of Student Teaching Internship • A grade of “B” or higher • No indicators at “Exploring” or “Emerging” and no more than three indicators at “Approaching Proficient” on the final Dispositions Rubric	By graduation
Graduation from program; including required program coursework	Graduation
Passing Vermont Licensure Portfolio (VLP)	For recommendation
Qualifying score on content assessment approved by the Vermont Standards Board for Professional Educators (VSBPE) or a commensurate exam approved by another US state or territory (PRAXIS II or similar)	For recommendation

Some endorsement areas have additional requirements beyond those listed above.

Assessments

Core Competencies

To matriculate through a program, all students need to demonstrate meeting the five core academic competencies defined by the Praxis Core exam.

1. Reading
2. Writing
3. Number and Quantity
4. Data Interpretation and Representation
5. Algebra and Geometry

There are several ways to demonstrate meeting these competencies.

1. **Praxis Core Assessment**—The Praxis Core is a standardized test developed by Educational Testing Services (ETS) to assess educators' ability to meet core academic competencies in reading, writing, and math. The tests may be taken as a whole or separately. Each individual test is \$90; all three taken together are \$150. ETS has established no limit to the number of times a candidate can retake any individual test or the combined test. A test-taker must wait 28 days between attempts. The Praxis Core can be taken at approved testing centers or at-home. At-home testing provides more flexibility with dates, though imposing specific restrictions on the testing environment. For more information on the Praxis Core, please visit [their website](#).
 - a. Core Academic Skills for Educators: Reading (Test Code 5713) meets the Reading Competency
 - i. Qualifying score: 156 or higher
 - b. Core Academic Skills for Educators: Writing (Test Code 5723) meets the Writing Competency
 - i. Qualifying score: 162 or higher
 - c. Core Academic Skills for Educators: Math (Test Code 5733) meets the Number and Quantity, Data Interpretation and Representation, and Algebra and Geometry Competencies
 - i. Qualifying score: 146 or higher
2. **SAT**—A student can use SAT scores to demonstrate core competencies. The precise qualifying scores depend on the version of the SAT taken. The scores below refer to the version of the SAT put into circulation on 1 March 2016 and will apply to most UVM students. If a student is looking to use scores previous to March 2016, please see the Vermont Agency of Education [testing page](#).
 - a. SAT Reading and Writing meets the Reading and Writing Competencies
 - i. Qualifying score: 480 or higher
 - b. SAT Math meets the Number and Quantity, Data Interpretation and Representation, and Algebra and Geometry Competencies
 - i. Qualifying score: 530 or higher
3. **ACT**—A student can use ACT scores to demonstrate core competencies.
 - a. ACT English meets the Reading and Writing Competencies
 - i. Qualifying score: 18 or higher

- b. ACT Math meets the Number and Quantity, Data Interpretation and Representation, and Algebra and Geometry Competencies
 - i. Qualifying score: 18 or higher
- 4. **GRE**—A student can use GRE scores to demonstrate core competencies. The precise qualifying scores depend on the version of the GRE taken. The scores below refer to the version of the GRE put into circulation on 1 August 2011 and will apply to most UVM students. If a student is looking to use scores previous to August 2011, please see the Vermont Agency of Education [testing page](#).
 - c. GRE Verbal meets the Reading and Writing Competencies
 - i. Qualifying score: 153 or higher
 - d. GRE Math meets the Number and Quantity, Data Interpretation and Representation, and Algebra and Geometry Competencies
 - i. Qualifying score: 144 or higher

While official score reports are preferred, unofficial score reports of any of the above assessments can be used. Please reach out to the Director of Educator Licensure for details.

The Vermont Agency of Education, in conjunction with the Vermont Standards Board for Professional Educators updates allowable tests regularly. Please contact the Director of Educator Licensure to see if another test you have taken demonstrates meeting core competencies.

- 5. **Existing College Coursework**—A student can use existing college level courses aligned to the core competencies in which a student has received a grade of “B” or higher. That process is as follows:
 - a. Student identifies courses that may align with competencies.
 - b. Student consults with Director of Educator Licensure to discuss potential classes.
 - c. Student and Director of Educator Licensure complete Core Competencies Waiver Worksheet identifying the institution issuing the course credit, course name, course number, and syllabi, if needed.
 - d. Director of Educator Licensure will coordinate record keeping.
 - e. If the course is from an institution other than UVM, student must submit an accompanying transcript and syllabus, if requested.
 - f. DOE courses can be designated by programs or the department as meeting a core competency.
 - a. Preapproved courses do not require submission of syllabi.
 - b. Appropriate Advanced Placement courses would meet specific competencies.
 - i. AP English Language and Composition for writing
 - ii. AP English Language and Literature for reading
 - iii. AP Calculus for Math number sense and algebra and geometry
 - iv. AP Statistics for Math data and statistics
 - c. A single class cannot be designed to meet both the Reading and Writing competencies.
 - d. Occasionally a single class can meet two or three math competencies; currently only MATH 1077 and MATH 1122 have been approved to meet all three math competencies.

- e. Final determination as to whether a course meets one of the core competencies lies with the Director of Educator Licensure.

- 1. Assessments of basic skills approved by other states**—A candidate can opt to take an assessment of basic skills approved by another state. Assuming the candidate receives a qualifying score based on the state in which that assessment is approved, the assessment can be used to meet core competencies. It is the responsibility of the candidate to share a score report with the Director of Educator Licensure.

This flexibility is most commonly used for candidates who will seeking a teaching license in Massachusetts. As SAT, ACT, and GRE scores and existing coursework are not approved demonstrations of basic skills, candidates occasionally opt for the MTEL Communication and Literacy Skills Exam.

Students can “mix and match” across approved demonstrations of competency. For example, a student could meet the writing and reading competencies through SAT scores and the math competency through aligned courses.

Students must provide an official score report or a notarized unofficial score report for qualifying Praxis Core, SAT, ACT, or GRE scores to the Vermont Agency of Education (AOE) with their application for initial licensure.

Students using courses to demonstrate core competencies will need to upload the Core Competencies Waiver Worksheet into the licensing application system when applying for an initial license with the Vermont AOE.

Important Caveat:

The flexibility described above is thanks to the work of the Vermont Standards Board for Professional Educators and the Vermont Agency of Education. If a student is applying for a license in a state other Vermont, it is possible this flexibility will not meet the requirements of that state. Please consult with the Director of Educator Licensure if you are applying for licensure in another state.

Content Assessments

Most endorsement areas offered by UVM require a qualifying score on an assessment of content approved by the VSBPE. Praxis II is the approved test series for Vermont licensure.

Alternatives to Praxis II

As of May 2023, students can now opt to take commensurate tests adopted by other US states or territories in lieu of the Praxis II. For example, an elementary candidate can use a qualifying score on the General Curriculum MTEL 178/278 (the Massachusetts-approved assessment) instead of the Praxis II 5001 Series.

The following guidance applies:

1. Students need to achieve the qualifying score as determined in the state in which the test is approved.
2. Students opting to use alternative tests should understand that their UVM recommendation may not be valid in states other than Vermont.

3. Submit score to report to UVM as most alternative tests will not send reports to UVM or the Vermont AOE.

Standard Error of Measurement (SEM)

Additionally, under 2023 VSBPE action, students who score within two Standard Errors of Measurement (SEM)—the difference in the achieved and “true” scores—of a Praxis II qualifying score can demonstrate competence through additional measures.

1. Additional considerations/outstanding questions:
 - a. GPA of 3.25 or higher in content area
 - b. Advanced degree in content area with a GPA of 3.0 or higher

N.B., A student can only use the SEM flexibility if the Praxis II is taken in advance of graduation. SEM is only applicable to Praxis II exams, not alternative assessments taken in lieu of the Praxis II.

UVM Endorsements not requiring a Content Assessment

A handful of teaching endorsements do not require a content assessment for a UVM recommendation for licensure or a Vermont teaching license. These endorsements may require a content assessment if seeking licensure in other states. The approved UVM programs not requiring a content are:

- Special Education
- School Counseling
- Educational Speech and Language Pathologist
- Computer Science
- Early Childhood Special Education
- Early Childhood Education
 - Not required ***only*** if seeking the birth-PreK endorsement
 - Assessment required for PreK-Grade 3 age range

Praxis Preparation Resources:

There are several Praxis Core, Praxis II, and other licensure test preparation resources available to UVM students through the Howe Library and other locations. Additionally, the Vermont chapter of the National Education Association (VT-NEA) has a limited number of licenses to Study.com available to students in Vermont educator preparation programs. Please reach out to the Director of Educator Licensure for more information.

Field Placement Procedures

More detailed information on the internship placement process is available through the Department of Education's [Internship Handbook](#).

Service Learning/Practicum Placement Process

- While the length and design of a placement depends on the specific program, all practica placements are a minimum of 60 hours in a classroom setting over the course of a semester
- With both service learning and practica placements, the Director of Community Collaboration (DCC) solicits capacity from our partner sites for appropriate placements with consideration of program needs.
- The program and DCC determine the specific placement (school/mentor) for each candidate.
- The DCC attempts to place students in a variety of settings while meeting the licensure requirements of specific endorsement areas.

Internship Placement Process

- The official length of a full-time internship is an academic semester (approximately fifteen weeks). Part-time internships (20 hours/week) last a full academic year.
- As with practicum placements, the DCC works with partner sites and UVM programs to determine appropriate placements.
- Candidates will be asked to complete an application in advance of a match occurring. It is imperative that this is done in a timely manner to optimize placements. A failure to complete an application could lead to a student not being able to matriculate in an internship.

Transfers, Withdrawals, and Dismissals

Occasionally, a practicum or internship placement is unsuccessful and requires a change. This can take the form of a transfer to a new placement or withdrawal or dismissal from the placement. For a detailed discussion of these policies and procedures, please see the Department of Education's [Internship Handbook](#). The procedures for service learning and practicum placements are identical to those of an internship placement.

Vermont Licensure Portfolio

A candidate must complete and pass the Vermont Licensure Portfolio (VLP) to receive a recommendation for licensure from a Vermont educator preparation program.

The goal for the VLP is for candidates to identify and collect a body of evidence that demonstrates their performance as preservice educators and critically analyze how well the evidence demonstrates their progression toward the [Vermont Core Teaching Standards](#).

The portfolio has three parts:

- Part I—candidates demonstrate their readiness to design learning experiences
- Part II—candidates demonstrate their readiness to implement instruction
- Part III—candidates demonstrate their readiness to ensure professionalism

Part II of the VLP cannot be completed in full until the conclusion of the student teaching semester.

While no letter grade is assigned to the portfolio, it is assessed by two faculty members and must be passed by both for a candidate to be recommended for licensure.

The VLP is **NOT** required for a candidate who holds a valid Vermont teaching license or has previously been recommended for licensure in a different endorsement area by UVM or another approved Vermont education preparation program.

Applying for Initial License in Vermont or other States

“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](#)).

All educator preparation programs in the CESS Department of Education lead to a recommendation for licensure in the State of Vermont with endorsements that are determined by the preparation of each candidate in their respective program. UVM issues a recommendation; the Vermont AOE or the licensing agency in the state to which the candidate is applying issues a license.

A candidate will receive a recommendation for licensure from UVM and can apply for a teaching license when all requirements outlined on page 10 have been met. Upon completing the requirements, the Director of Educator Licensure will coordinate with the Office of the Registrar to have a student’s transcript stamped with a recommendation for licensure in the appropriate endorsement area. This stamped recommendation is required to apply for a teaching license.

Along with the application completed in the Vermont AOE [on-line licensing system](#), a candidate will need to submit the following:

- College transcript with recommendation for licensure
- Evidence of meeting the core competencies requirement (test scores or coursework)
- Evidence of meeting content assessment, if needed (Praxis II or other approved exam)
 - An official score report is not required; however, unofficial score reports need to be notarized.
- Additional requirements depending on the endorsement (e.g., PE requires current First Aid, CPR, and AED certificates)
- Application fee

About two weeks after graduation, the Office of the Registrar will have transcripts prepared. The Director of Educator Licensure will inform the registrar to add recommendations to transcripts.

While the steps below are specific to applying for Vermont licensure, other states have analogous procedures:

1. Open a [VLSE](#) account with the Vermont Agency of Education, and complete the licensure application. (An account can be opened at any point, but do not apply until you have the recommendation on a transcript.)
2. Soon after you complete the application, the system will prompt you to get fingerprints taken.
 - a. The VT AOE is not permitted to accept any Criminal Record Checks (CRC) that were secured for student teaching or employment. The candidate will need to complete a new CRC for licensure.
 - b. Do not get your prints taken until the system prompts you to do so!
 - c. Once prompted, have prints taken and, **within 14 days, upload a receipt showing that you have had them taken!**
 - d. If additional time is needed, reach out to the AOE for an extension.
3. When prints have been cleared by the FBI, the system will prompt for final payment.

N.B., If needed of pending employment, the Vermont AOE will issue a Letter of Eligibility (LOE) that has the force of licensure while waiting for your prints to clear the FBI. Applicants can teach as a licensed educator under the LOE.

N.B., Candidates do **NOT** need to wait until licensed to apply for jobs.

Out-of-State Licensure

Students who are planning to teach outside of Vermont should work with the Director of Educator Licensure to understand requirements specific to other states. Please carefully review the website of the licensing agency of the state to which you are applying for testing and other requirements. Some states accept Praxis II assessments. Some accept Praxis II exams but different versions than those approved in Vermont. Some states use different test publishers. Some have additional requirements.

Regardless of the state to which you are applying, candidates will need a transcript stamped with a recommendation from UVM.

Monitoring Candidate Progress

CESS Student Affairs Committee, program coordinators, and the Director of Educator Licensure, in consultation with program coordinators and the Office of Student Services, monitor candidates' progression and progress through their programs.

The Student Affairs Committee monitors candidate GPA at the completion of each semester (see Appendix A for Student Affairs Committee Academic Standing Protocol). If a candidate's GPA is below 2.0 or if they have not met program requirements, they can be placed on academic trial or dis-enrolled from the program. Beginning in a candidate's junior year, the Director of Educator Licensure sends a letter out to candidates who are not meeting at least one of the criteria for program completion (see chart on page 10). Likewise, program coordinators will monitor students' benchmarks (GPA, core competencies) across their first and second years.

Status Letters and Appeal Process

The Director of Educator Licensure sends status letters to any student within one semester of their student teaching who has not met one or more of the core competencies, GPA requirements, or Dispositions Rubric (see chart on page 10) (see Appendix C for Letter to Program Coordinators and Advisors re: Status Letter and Appendix D for Sample Student Status Letter). In consultation with an academic advisor, students receiving a status letter must submit an appeal detailing how all requirements will be fulfilled in advance of registration of the semester prior to student teaching (i.e., October for spring student teaching and February for fall student teaching). The program will not place a student in an internship until an appeal is filed and a decision is rendered. If requirements are not met, candidates can potentially be disenrolled from the program (see Appendix B for Student Dismissal Letter).

Steps in Appeal Process

- Candidate receiving an appeal letter consults with academic advisor to create a plan to meet outstanding requirements.
- Candidate submits an appeal letter to the program coordinator. (If the program does not have a coordinator, the letter should be sent directly to the Director of Educator Licensure.)
 - Candidate should indicate what factors impacted inability to meet the requirements and the plan in place to meet the requirements going forward.
- In accordance with the process determined by each program, the appeal will be reviewed at the program level, and the program coordinator will forward a recommendation to the Director of Educator Licensure.
- The Director of Educator Licensure will make the final decision considering:
 - Plan alignment with Vermont licensure rules
 - Timeline for plan completions
 - Practicality of achieving proposed plan
 - Intended graduation date
- The Director of Educator Licensure will notify the candidate, the program coordinator, the Director of Community Collaboration, and the candidate's advisor of the final decision.

***Candidates may not begin a student teaching placement until the appeal process is completed.**

Student Success Team

The Department of Education is committed to student success and support. To that end there are formal and informal benchmarks for students to be able to self-monitor their academic progress and for programs and the department to provide scheduled check-ins and feedback to students.

1. Meeting with your professional or academic advisor. Advisors will reach out for meetings each semester. We highly recommend you take this opportunity to connect with a professional staff or faculty member, review your schedule, discuss your goals, and develop your awareness of your strengths and needs as a higher education student.
2. Attending orientations and group meetings about your program.
3. Participating in clubs or professional organizations to enhance your network and build a cross-community support structure.
4. Using the dispositions rubric across your field placements to assess your progress and reflect on potential areas for growth.
5. Academic alerts when you are in danger of receiving a low grade for a course.
6. Action plans developed with a site supervisor to address areas of growth in field placements.

On occasions, we all struggle to keep up with demands. Sometimes it is a busy time on the calendar; sometimes we are facing a significant personal or professional event. The faculty and staff are here to support you in these times as well. This is when we implement the Student Success Team process.

Student Success Team

The Student Success Team (SST) provides scaffolding to students needing temporary supports that do not rise to urgent intervention. A pattern of absenteeism, late assignments, missed work, or self-reported emotional or behavioral challenges are among the needs that could precipitate the initial of an SST.

Students may access team support process at any time by speaking with an advisor or faculty member or completing the [SST referral form](#). Faculty and staff may also refer a student for support using the same form.

NOTE: While that SST process is confidential, data the reasons for a referral, recommendations, and outcomes are collected by the Office of Student Services and used to guide the department's continuous improvement goals.

SST referrals are received by the Student Services Team who will connect with the person making the referral to gather information about needs and plan next steps.

Reasons for Referral

A student, staff, or faculty member can access a student success process for any of the following reasons.

- Attendance
- Assignment completion or grades
- Benchmarks, including GPA and standardized exams
- Behavioral challenges
- Social concerns
- Guidance on full, partial, or medical withdrawals
- Dispositions Rubric
 - Any indicator at “Exploring” and/or more than three indicators at “Emerging” on Dispositions Rubric precipitates SST before beginning student teaching internship
 - Any indicator in at “Exploring” or “Emerging” and/or more than three indicators at “Approaching Proficient” on Dispositions Rubric during the student teaching internship precipitates SST to determine supports for the student

Monitoring Plans

At the conclusion of an SST, the team will create a monitoring plan lasting for at least the current and subsequent semester. The specifics of the monitoring plan—including the nature and frequency of check-ins—will be dependent on needs surfaced in the SST.

CARE Forms

CARE Forms exist to assist students needing immediate help or facing an acute crisis. In these instances, a CARE Form should be submitted; faculty, staff, and students are all able to complete a form for a student of concern. Upon submission of a CARE Form, please send a copy to Tiffanie Spencer (tiffanie.spencer@uvm.edu) and Will Major (william.major@uvm.edu). If you are unsure whether a CARE Form is warranted, please reach out to Tiffanie and Will.

Situations in which a CARE Form should be completed include, but are not limited to:

- Repeated absence coupled with non-responsiveness to outreach
- Mental health concerns
- Housing/Food insecurity
- Signs of drug/alcohol abuse

Advising 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.
- [Student Accessibility Services \(SAS\)](#): SAS provides accommodations to students with documented disabilities, including exam accommodations, notetaking, advisement, and advocacy.
- [Writing Center](#): The Writing Center supports students throughout their undergraduate or graduate career in the process of completing academic, professional, or personal writing projects.

Policy and Procedures for Non-Licensure for Education Majors

In rare cases, students may be granted an *exception* to graduate from their program without a recommendation for licensure. Under this non-licensure option, a student can finish an education major without having to complete a student teaching internship. The major still leads to a Bachelor of Science in Education (B.S. Ed.); however, UVM cannot recommend a non-licensure student for a teaching license.

Non-licensure status supports a viable way for the student to graduate and approach work in educational and other settings that do not require a teaching license or pursue graduate study. There are many career options that are available to students who graduate non-licensure. Students are encouraged to access the UVM Career Center for additional advising and exploration.

The non-licensure option may only be considered if a student has earned a minimum of 65 credits. Students with fewer than 65 credits will be referred to the Office of Student Services to explore other academic options. Non-licensure is an exception, and those students with fewer than 65 credit hours or who can be academically nimble should be comprehensively advised to consider another viable academic option.

There are two broad circumstances that allow a student to request a non-licensure exception.

1. A student is unable to successfully complete an education preparation program. This could be for reasons of academic performance, missing benchmarks, or unanticipated personal circumstances.
2. A student late in the program determines that teaching is no longer a career aspiration.

Completion of Non-Licensure Status

Non-Licensure status requires the completion of all program requirements with the exceptions of the Student Teaching Internship, Vermont Licensure Portfolio, senior seminar, and the content exam. In lieu of these requirements, the candidate will work with the Director of Educator Licensure and an academic advisor to design an independent study (6-12 credits), additional coursework, or a combination of both.

Conditions and Process Leading to the Option of Non-Licensure

There are two typical initiators of the non-licensure option:

- Students may express an interest in non-licensure to their academic advisor and/or the Director of Educator Licensure. The advisor, DEL, and student will discuss the request and develop a plan for graduation. Additionally, the student may be referred to the Office of Student Services for customized advising on other academic options or resource supports to aid their decision-making process.
- Advisors may counsel a candidate to non-licensure status when there are serious concerns that the candidate will not successfully complete their program. If a student disagrees with his counsel, the recommendation can be contested. (see [Non-Licensure Administrative Form](#))

Non-Licensure Procedures Status for Education Majors

- The process and decision will be documented using the [Application for Non-Licensure Status \(Exception\) for Education Majors](#) form.
- When an uncontested decision for non-licensure occurs, the DEL will notify the student,

academic advisor, program coordinator, and the Director of Student Services. The Director of Student Services will update the student's degree audit and records pertaining to progress towards graduation.

- When a decision for non-licensure is contested, a meeting will be held with the student, the Director of Educator Licensure, and faculty advisor, and a representative from CESS Student Services. The team will work toward a mediated agreement. If consensus cannot be reached, the Assistant Dean for Strategic Initiatives, Diversity, and Engagement will make the final determination and notify all parties.

Consultation and signature completion will be overseen by the DEL who retains responsibility for documentation.

APPENDICES

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

At the end of the fall and spring semesters, 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.

To remain in "good academic standing," a student must have:

- a) semester or cumulative grade point average above 2.0; and
- b) not failed six or more credit hours of coursework in a given semester

N.B., While students meeting the 2.0 GPA threshold remain in good standing with the college and university, they must also meet specific program benchmarks to progress through the professional portion of their programs.

On Trial (Academic Probation)

A student who earns a semester or cumulative grade-point average higher than that which merits dismissal, but below 2.00 (between 1.0 and 2.0), is placed on trial (academic probation). To avoid dismissal from the University, a student who is on-trial must meet several conditions in the subsequent semester, including, but not limited to:

- Have no grades of "F"
- Carry a course load of 12 or more semester hours*
- Resolve all Incompletes
- Take all courses for a grade
- Attain a semester average of at least 2.0
- Attain a cumulative average of at least 2.0
- Additional conditions as determined by the CESS Student Affairs Committee

*Students carrying fewer than 12 hours must provide a rationale subject to review by the 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 course catalog.

A student discontinued from their program will remain enrolled in CESS with an Undeclared major and may register for courses outside of their original program. Discontinued students have one semester to regain entry to their original CESS program or 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.

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 successful appeal of the dismissal decision; students may appeal to complete coursework as a continuing or distance education student. Students who successfully appeal their dismissal will return with either "on trial" or "continued on trial" status and may 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, students 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.

Dismissal appeal process

The dismissal letter includes specific dates, deadlines, and guidelines for the appeal. Students need to decide if they have appropriate information for an appeal. An appeal must include the following:

1. A description of the circumstances leading to academic difficulty.
2. A plan that will lead to academic success. This should include resources needed to improve performance upon return.

Dismissal Letters:

As per University policy, dismissal letters will be emailed to students. The department will also call you on the phone number indicated in your UVM profile. This phone call is to notify you that there is an important academic status update in your email. We will not leave messages on the phone or with family members regarding specific academic content.

Services available for support

Your first point of contact should be with your academic advisor. Additional resources include:

- Student Services Office— 802/656.3468
- The Learning Cooperative— 802/656.4075
- Career Services—802/656.3450
- Student Accessibility Services—802/656.7753
- Mosaic Student Center— 802/656.3819
- Counseling and Psychiatry Services—802/656.3340

Appendix B: Student Dismissal Letter

Date

Dear [name of student],

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

<https://catalogue.uvm.edu/undergraduate/educationandsocialservices/#regulationtext>

Upon review of your academic record and based on your academic performance at the close of the 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 the following condition(s):

- 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 _____ 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,

Tiffanie Spencer

Assistant Dean for Strategic Initiatives, Diversity, and Engagement

Dismissal Appeal Guidelines

Your appeal should include two parts. Please label them as Part 1 and Part 2.

1. Explain why you experienced academic difficulty, including any extenuating circumstances.
2. Describe your plan for academic success. Based on your explanation in Part 1, list and explain the changes you will be making so that you will achieve academic success. It is essential that you provide more than promises for the committee to review. For example, if you indicated in Part 1 that you were not doing your work, you should not simply indicate you will “study harder.” You need to include specific actions and supports (e.g., getting assistance from the Learning Cooperative concerning time management, study skills, etc.) you will take to improve your academic record.

Please Submit your appeal via email to: CESSSTSV@uvm.edu

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



University of Vermont

College of Education and Social Services

Hello Program Coordinators/Advisors,

We are currently in the process of sending “status letters” to students who have not met one or more of the benchmarks required in advance of student teaching:

- Overall GPA—3.0
- Major GPA—3.0
- Demonstration of Core Competencies—Qualifying Praxis CORE/SAT/ACT/GRE or approved coursework in lieu of testing
- Dispositions Rubric

All advisors and program coordinators will be apprised of relevant students receiving a status letter.

After consultation with an advisor, students will be instructed to file a written appeal with their program coordinator. The program will consider the appeal and forward the recommendation to me as the Director of Educator Licensure. I will make sure that any appeal recommended for approval is in concert with state rules and notify all involved.

Please see the sample letter on the following page.

Best,

Patrick Halladay
Director of Educator Licensure
College of Education & Social Services

Appendix D: Sample Student Status Letter



University of Vermont

College of Education and Social Services

Date

Dear Student,

According to our records, it appears that you have not yet met all requirements to begin a student teaching internship during the _____ academic year. Prior to the placement deadlines for internship, you need to demonstrate meeting the following required benchmarks:

- **Demonstration of core skills in:**
 - **Math (documented by a qualifying score on the Praxis Core Math assessment, an equivalent score on the SAT or ACT, or successfully completing courses aligned with the Praxis Core math standards)**
 - **Reading (documented by a qualifying score on the Praxis Core Reading assessment, an equivalent score on the SAT or ACT, or successfully completing courses aligned with the Praxis Core reading standards)**
 - **Writing (documented by a qualifying score on the Praxis Core Writing assessment, an equivalent score on the SAT or ACT, or successfully completing courses aligned with the Praxis Core writing standards)**
- **Cumulative GPA of 3.0 or higher**
- **Content GPA of 3.0 or higher**
- **Dispositions Rubric**

If you think you have already met, or will be able to meet, the above requirements, please submit an appeal letter to your program coordinator.

If you would like to learn more about using coursework to demonstrate core competencies, please review the additional email attachment; feel free to contact me to see if we can identify aligned courses.

Appeal letters must be received by **Date**.

If you have further questions or think there might be an error regarding your progress, please reach out to me as soon as possible.

Sincerely,

Patrick Halladay
Director of Educator Licensure

Appendix E: Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators: Rule 5510

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 learners, the lifelong pursuit of learning and academic excellence.

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

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

Model Code of Professional Ethics

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.

Principle I: Responsibility to the Profession

The professional Educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other Educators to the same ethical standards.

- A. The professional Educator demonstrates responsibility to oneself as an ethical professional by:
 - 1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
 - 2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
 - 3. Holding oneself responsible for ethical conduct;
 - 4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
 - 5. Refraining from professional and personal activity that may lead to reducing

- one's effectiveness within the school community;
- 6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
- 7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.
- B. The professional Educator fulfills the obligation to address and attempt to resolve ethical issues by:
 - 1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
 - 2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another Educator may be approaching or involved in an ethically compromising situation;
 - 3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
 - 4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
 - 5. Cooperating fully during ethics investigations and proceedings.
- C. The professional Educator promotes and advances the profession within and beyond the school community by:
 - 1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
 - 2. Engaging in respectful discourse regarding issues that impact the profession;
 - 3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
 - 4. Actively participating in educational and professional organizations and associations; and
 - 5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional Educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

- A. The professional Educator demonstrates commitment to high standards of practice through:
 - 1. Incorporating into one's practice state and national standards, including those specific to one's discipline.
 - 2. Using the Model Code of Educator Ethics and other ethic codes unique to one's discipline to guide and frame educational decision-making;
 - 3. Advocating for equitable educational opportunities for all students;
 - 4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification licensure, and training of one's position.

5. Reflecting upon and assessing one's professional skills, content knowledge and competency on an ongoing basis; and
 6. Committing to ongoing professional learning.
- B. The professional Educator demonstrates responsible use of data, materials, research and assessment by:
1. Appropriately recognizing others' work by citing data or materials, published, unpublished, or electronic sources when disseminating information;
 2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
 3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
 4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
 5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
 6. Using data, data sources, or findings accurately and reliably.
- C. The professional Educator acts in the best interest of all students by:
1. Increasing students' access to curriculum, activities, and resources in order to provide a quality and equitable educational experience.
 2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
 3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional Educator has a primary obligation to treat students with dignity and respect. The professional Educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

- A. The professional Educator respects the rights and dignity of students by:
1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
 2. Interacting with students with transparency and in appropriate settings;
 3. Communicating with students in a clear, respectful, and culturally sensitive manner;
 4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
 5. Considering the implication of accepting gifts from or giving gifts to students;
 6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
 7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or wellbeing or decrease

Educator effectiveness;

8. Acknowledging that there are no circumstances that allow for Educators to engage in romantic or sexual relationships with students; and
 9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the Educator's career. The professional Educator ensures that the adult relationship was not started while the former student was in school.
- B. The professional Educator demonstrates an ethic of care through:
1. Seeking to understand students', educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
 2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socioeconomic status, and culture; and
 3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.
- C. The professional Educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:
1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
 2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
 3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional Educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

- A. The professional Educator promotes effective and appropriate relationships with parents/guardians by:
1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
 2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
 3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
 4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
- B. The professional Educator promotes effective and appropriate relationships with

colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
 2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
 3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
 4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
 5. Enhancing the professional growth and development of new Educators by supporting effective field experiences, mentoring
 6. Ensuring that Educators who are assigned to participate as mentors for new Educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
 7. Ensuring that Educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
 8. Working to ensure a workplace environment that is free from harassment.
- C. The professional Educator promotes effective and appropriate relationships with the community and other stakeholders by:
1. Advocating for policies and laws that the Educator supports as promoting the education and well-being of students and families;
 2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
 3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.
- D. The professional Educator promotes effective and appropriate relationships with employers by:
1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
 2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
 3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
 4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.
- E. The professional Educator understands the problematic nature of multiple relationships by:
1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish

- Educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the Educator has had a past personal relationship and vice versa;
 3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
 4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional Educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical Educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

- A. The professional Educator uses technology in a responsible manner by:
 1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional Educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
 2. Staying abreast of current trends and uses of school technology;
 3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
 4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and Educators;
 5. Understanding and abiding by the district's policy on the use of technology and communication;
 6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
 7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.
- B. The professional Educator ensures students' safety and well-being when using technology by:
 1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
 2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and

3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.
- C. The professional Educator maintains confidentiality in the use of technology by:
1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
 2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
 3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.
- D. The professional Educator promotes the appropriate use of technology in educational settings by:
1. Advocating for equal access to technology for all students, especially those historically underserved;
 2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.