INTERNERSHIP MANUAL

"PREPARING LEADERS WHO CAN MAKE A POSITIVE DIFFERENCE IN THE LIVES OF CHILDREN, YOUTH, AND FAMILIES"

Fall–Spring

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Internship Overview and Guidelines

I. Introduction

The Internship (EDLP390) is an important component for preparation of educational leaders. The Internship provides students with opportunities to explore, apply, and reflect on their knowledge, skills, and dispositions in a variety of situations in a field setting. Through a process of supervised experiences in a professional setting, the candidate engages in the practical application of theory and knowledge gained through the formal course work. The Internship represents the culminating experience toward earning the Masters Degree in Educational Leadership.

The Internship is usually completed in the student's final year of course work and in consultation with his/her program advisor. Students seeking Vermont Administrative Endorsement must complete a full-year Internship. Non-licensure students will complete a one-semester Internship. Registration for the Internship is by completing an Intent to Complete Internship one semester prior to enrolling in EDLP390: Internship (Appendix A).

The Internship is a carefully constructed and planned learning experience designed to enhance and expand upon leadership competencies and standards in several areas of study, while offering the opportunity to integrate theory with practice. Opportunity to develop expertise in attaining academic, professional, and personal goals is integrated into the internship experience. Students are actively involved in the designing, participating, and reflecting upon internship experiences. As part of the Internship, intern candidates are expected to continue to develop and/or complete their Master’s Degree graduation portfolio that serves as a professional file for documenting one’s learning and growth during the internship, as well as the entire program of study.

University faculty, department/agency leaders, and/or school administrators share responsibility for candidate success and for assessment of the intern’s performance. The intern is expected to attend to related goals and ability to: (1) demonstrate knowledge, skills, and dispositions associated with the field of educational leadership and, when appropriate, aligned with either EDLP Themes or with state and national standards for practice; (2) apply knowledge, skills, and dispositions to leadership roles and problems of practice; (3) connect the philosophical, theoretical, and research-based frameworks of the field of educational leadership to school/organizational leadership practices in schools and other institutional settings; (4) gain experience in teaching and research; and (5) engage in self-assessment and reflection on learning and performance.

Note: Students who are pursuing administrative licensure will need to link their documented learning to the Vermont Leadership Standards required for administrative endorsement in Vermont. (Appendix B: A Vision for Teaching, Leading, & Learning, Vermont AoE, 2013). Students who are non-licensure will need to link their documented learning to the EDLP Program Themes, Revised, 2012 (Appendix C).
II. Goals for the Internship Experience

1. The internship provides significant opportunities in a professional setting to synthesize and apply the knowledge, and to practice the skills identified with the program goals and objectives and professional standards.

2. The Internship provides a variety of substantial field-based experiences over an extended period of time in diverse settings that are planned cooperatively and supervised by field-based and university supervisors.

3. The Internship provides opportunities for the intern to develop relationships with educational leaders/college or university faculty/human services agency leaders/policy leaders/higher education administrators, etc. who serve as mentors/clinical supervisors who guide the individual preparing for a position in leadership.

4. The Internship provides opportunity to engage in a number of leadership experiences and with several field-based improvement projects that encourage initiative and response to changing conditions.

5. The Internship provides opportunities to reflect on the effectiveness of leadership performance in relationship to leadership competence.

6. The Internship provides opportunities to observe organizational processes and practices that impact issues/needs relative to multiculturalism and diversity for all members of the organization.

7. The Internship provides opportunities to develop and carry out projects and to reflect upon those projects in relationship to issues of equity, diversity, and social justice.

8. The Internship provides opportunity to explore and define career pathways for aspiring educational leaders.

III. Internship Design

The Internship may take a variety of forms depending on the candidate's career goals:

1. School Administration Internships for students who are actively seeking endorsement as school leaders--principal, assistant principal, curriculum director, superintendent. This course is required for all candidates seeking Vermont Administrative Endorsement for School Principal. (Appendix D: VT Policy on Administrative Internship, 2014.)
2. **Career Internships** for those students seeking to build professional capacity to work in a specialized setting—e.g., dental hygiene, Athletics, ESL, human services, higher education, policy arenas etc.

3. **Exploratory Internships** for those students seeking to explore new learning in a field-based setting to determine possible future direction for professional practice or research. Typically, this internship may involve multiple sites.

4. **Curriculum Leadership Internships** for those students seeking greater knowledge and skills to become teacher leaders, state department consultants, curriculum leaders,-- positions for which there may or may not be a required endorsement.

5. **Mentorship Leadership Internships** for those students seeking to learn from a scholar, administrator, or practitioner skills, knowledge, professional applications in a related field--possibly leading to higher education grant writing, research, publication, or international travel.

6. **Faculty Teaching Internships in Higher Education** for those students seeking positions in higher education as instructors, lecturers, or professors. This internship is geared toward doctoral students, but with permission, may also be available for master’s level students with advisor recommendation. (Note: doctoral students are referred to the Student Handbook for more information about completing a teaching internship.)

7. **Self-Designed Internship**: Some students may want to self-design the internship to best reflect their own professional and/or career goals and will work with the university supervisor on this design.

**IV. Basic Requirements of the Internship**

1. The duration of the Internship must be of sufficient length and continuity to facilitate the development and learning of the intern. For those seeking a VT leadership endorsement, the intern must complete 300 hours of field experience. (Note: 100 hours may be addressed through applied projects in required course work.) Non-licensure students must meet 100 hours of field work over the life of the program (combined course work and field experiences).

2. The supervised experience is conducted under established professional ethical practices and that direction is provided by both the field-based mentor and university supervisor in developing program activities.

3. The intern candidate arranges for a field mentor and sets up the initial interview to be conducted with the prospective field-based mentor and university supervisor, prior to final approval of the Internship.

4. All paper work is completed, signed, and filed at the University of Vermont at the official start of the official internship.
5. All interns maintain professional files, documenting their Internship experiences. Such files include a memorandum of understanding, site approval form, Internship proposal, time logs, reflective journals, reports, artifacts, and other materials that describe activities/experiences of the Internship. These may be in paper, electronic, or BLOG/web format. (VT Administrative Interns must meet the Vermont State “documentation requirements.” See Appendix E.)

6. The evaluation of the intern includes both formative and summative evaluation by the intern and field-based mentor, and that such evaluation be submitted both verbally and/or in writing to the intern and university supervisor.

7. The intern will continue to build his/her graduation professional portfolio with the internship experiences.

8. The intern will attend campus-based seminars throughout the internship as scheduled.

V. University and Clinical Field Site Responsibilities

The internship represents a partnership between the internship site (field or institution) and the leadership program at UVM. Each member assumes various responsibilities that will help the intern gain insight into the everyday functioning of the organization and refine her/his leadership, teaching, or other professional practices. In return, the field-based site or internship site has the added resources provided by the competent intern to engage in and take leadership responsibility for important leadership/change initiatives. The intern not only gains insight into the real practices and demands of educational/human services leadership, she/he also brings current theory/techniques to her/his site. The collaborative relationship often leads to action-based research for the improvement of the organization at both levels—the field-based site and the university. What follows are some agreement tasks.

A. Supervising Administrator/Mentor Agreement Form

Supervising administrator/mentors will sign a Memorandum of Understanding and Site Approval Form for Internship, indicating that they agree to 1) assist the Internship student in the selection of appropriate leadership/teaching/administrative/or professional activities; 2) help the Internship student gain access to meetings of groups such as regularly scheduled meetings of the unit or division, professional development meetings, the school board, district administrators, district and school committees, faculty meetings, and other appropriate bodies; 3) supervise field or institutional activities as delineated on the student's project proposal and activities work plan, 4) evaluate the Internship student's performance on site in the approved project and activities work plan and provide evaluative information to the intern and the university instructor; and 5) meet weekly with the intern to discuss progress, address issues, and engage in reflective dialogue. (Appendix F, G)
B. Responsibilities of Participants

Participants in the internship are required to take on particular roles and responsibilities. It is possible to make any adjustments that better reflect the experiences provided by the field-based site. The "memorandum of understanding" is developed collaboratively among the intern, field mentor, and UVM supervisor. This memorandum is mainly a detailed Internship Proposal, which outlines the goals/standards/themes, activities, products and/or evaluation plan for the Internship. Additional persons may be involved, depending on the nature of the internship site and the goals developed by the Internship team. Every effort to meet the career and learning goals of the intern will be made in conjunction with the organizational constraints and opportunities presented by each site. All sites also need prior approval by the Program in Educational Leadership, Department of Education at the University of Vermont before the Internship begins. Interns must complete the Intent to Complete Internship form prior to enrolling in the course, EDLP 319: Internship.

* The Intern will:

1. Be thoroughly familiar with her/his professional strengths and limitations, especially in relationship to the program themes and/or state's leadership standards as defined by the Master's Program in Educational Leadership or Vermont Administrative Standards. (Note: If seeking administrative licensure, be thoroughly familiar with the Vermont requirements for endorsement, the Vermont Administrator Standards. Candidates complete an initial self-assessment to help shape the Internship plan (Appendix H). If seeking non-licensure, the student conducts the self-assessment based on his/her competencies in each of the Program Themes (Appendix I).

2. Define and articulate her/his learning and career goals and how the internship will best help attain goals. Complete self assessment inventory (Appendices H or I).

3. Select a site and field-based mentor and arrange for an initial interview that includes the field-based mentor, university supervisor, and candidate.

4. Develop a working knowledge of the site and if appropriate, the surrounding community.

5. Complete the "memorandum of understanding" and all necessary paperwork in a professional and timely manner prior to beginning the Internship. Develop a detailed "Internship Proposal."

6. Communicate on a regular basis with his/her field mentor and university supervisor. Organize and prepare for site visits from the university supervisor to discuss progress, relevant issues, and concerns.

7. Be prepared to assume and carry out all tasks and assignments as defined in the Internship proposal and discuss any changes with the field mentor and university supervisor.
8. Maintain a file of experiences including a time log, journal, reports, artifacts, and other related materials. Incorporate this Internship File into your final Portfolio for presentation at your Master’s Orals. Maintain required documentation as outlined.

9. Remain open to feedback, seek it, and consider it when working to improve professional development and performance.

10. Meet with field-based mentor on a scheduled weekly basis to discuss progress.

11. Attend all internship retreat seminars on campus as scheduled.

12. Do a final self evaluation on the Vermont standards or program themes.

13. Work ethically at all times.

- **The Field-Based Mentor will:**

  1. Help shape the Internship by sharing organization initiatives and goals for which the intern may be able to assume some responsibility.

  2. Meet with the intern, university supervisor, and other appropriate individuals as needed to discuss the field experience progress and make recommendations for change.

  3. Inform relevant staff, colleagues, students and/or board members about the roles and responsibilities of the intern. Clarify authority and responsibilities with the intern.

  4. Meet minimally weekly with the intern to discuss progress, share insights, and provide ongoing support and assistance.

  5. Provide guidance, formative evaluative feedback, and engage in reflective conversation on a regular basis, not less than one time per week if possible.

  6. Participate in site visit meetings with the intern and university supervisor as needed.

  7. Observe and provide substantive formative and summative feedback to the intern on progress.

  8. Allow the intern to have appropriate and increasing levels of responsibility.

  9. Complete a summative evaluation report of the intern at the completion of the internship and in consultation with the intern and university supervisor. (Appendix N)

  10. Contact the university supervisor at any time if questions, concerns arise.
• The University Supervisor will:

1. Be responsible for helping to shape the internship experience and meet with intern and field-based mentor for an initial conference to explain roles and responsibilities and discuss guidelines.

2. Maintain regular contact with the intern and field-based supervisor and provide support and direction as needed and review/respond to weekly journal reflections and internship logs.

3. Conduct site visits in order to observe and/or meet with the intern and to discuss learning and experiences.

4. Provide support and guidance to the intern and field-based mentor as needed and engage in reflective conversation about new and emergent learning.

5. Arrange for and organize internship seminars and/or Web-Based, Online Course components.

6. Complete and submit final evaluation and grade for intern.

7. Perform any necessary functions as they may arise.

VI. Developing and Completing the Internship

Prior to beginning the Internship and after meeting with his/her university supervisor, the candidate should meet with his/her field/internship mentor (who must be a licensed school administrator if the candidate is seeking such endorsement). The field mentor must agree to serving as the candidate's mentor for the duration of the Internship. If the student is not a candidate for school administration, the field mentor should be a recognized professional, leader, or teacher and hold a position in an appropriate institution, agency or organization related to the students' goals. The candidate will need to arrange a meeting among the field mentor and university supervisor prior to beginning the formal Internship. At that time, the field mentor will be presented with a copy of the Internship Manual.

At this initial meeting, the roles and responsibilities will be reviewed and ideas for the Internship Proposal will be discussed and agreed upon. The candidate will have developed a "draft" Internship Proposal prior to this meeting. All requisite Internship forms will be signed and the "draft" of the Internship proposal will be reviewed. Recommendations for other field activities and experiences will be addressed as well as any questions. All contact information will also be collected.

The Internship Proposal is developed collaboratively with the intern, field-based mentor and university supervisor. (Administrative interns are encouraged to see Appendix J for proposal ideas.) The development of the Internship Proposal should consider the following guidelines and levels of engagement. The Internship Proposal
often includes an “action research project” (change project) whereby the candidate can demonstrate research skills, data collection and analysis, and/or recommendations for change. Candidates should discuss this project with their University Supervisor.

A. Guidelines:

1. Internship learning goals related to administrative endorsement standards or Program Themes. The Intern who is seeking VT Administrative Licensure should complete a self-assessment related to the Vermont, Standards for Vermont Educators, for school leaders (Appendix D). Areas in need of growth and improvement should be marked and opportunities for professional learning embedded in the Internship.

For those Intern candidates NOT seeking Vermont administrative endorsement, the intern will complete a self-assessment related to Program Themes (Appendix C). Areas of growth or interest should be marked and opportunities for new learning or experiences embedded in the internship.

2. Career-path learning goals related to educational leadership: The Intern seeking licensure should plan to work with more than one field-based mentor and two levels of schooling in the event he/she is looking at related leadership roles such as principal, curriculum coordinator, special education director, early childhood director, teacher leader, or director of curriculum and professional development. State and/or policy leaders may also mentor interns. Opportunity to shadow and work on related projects should be included in the Internship. Non licensure interns may also seek experiences with others as mentors in the agency or organization.

3. Application of leadership standards and themes to in a variety of contexts and areas related to the Internship: The Intern and field-mentor will develop leadership experiences (nuts and bolts) that provide opportunity for the intern to apply, practice, and reflect on leadership standards and themes.

4 Interns should have responsibility for one or more specific leadership projects related to school/organizational initiatives: The Intern works with his/her field-based mentor to develop a major leadership/change project or projects and to implement and evaluate the success of these projects. This project represents an integrated experience that provides opportunity for the Intern to assume major leadership responsibility, thus applying leadership standards/themes. These experiences are also documented in the log and journal of reflections. (Note: Some Interns will complete the required Action Research Project as part of their Internship if they have not already done so in the program.)

5. Products or outcomes the Intern hopes to achieve through this Internship experiences: The Intern with the field mentor and university supervisor determines the final format for Internship products and defined outcomes.

6. How the success of the Internship will be evaluated: The Intern, field-mentor and university supervisor will collaborate upon the format for the final evaluation, how the Internship experiences will be evaluated. The university supervisor will also provide evaluation forms to complete as appropriate.
B. Levels of Engagement:

All aspects of the Internship may be viewed as learning at potentially three different levels of engagement, although the Intern and his/her field mentor determine the level of engagement. For example, some standards may be addressed through informal meetings with the field-based mentor, observations, shadowing, and review of written documents/materials. These kinds of activities represent Level One engagement.

Level Two may involve the intern engaging more actively in various leadership work or projects such as holding membership or facilitating a curriculum committee, attending board meetings and making a presentation, preparing newsletters, helping write a syllabus, design instructional activities, research grants, and so forth.

Level Three involves the full leadership responsibility of the intern to design, implement, and evaluate a major project or projects in the school or organization, or solo teach a class, or draft a grant proposal, etc. For example, to lead a curriculum renewal project, to organize and implement a staff development program, to set up a coaching program are all sample Level Three activities that provide opportunity for the intern to engage in, apply, practice, and reflect on multiple leadership standards or themes.

It is suggested that each intern present their Internship Proposal as a plan in the form of an outline, a chart, grid, or matrix attending to the three levels of engagement during the Internship. The chart might include such headings as: Goal, Learning Experience(s), Learning Outcomes, Primary Mentor, Indicators of Success, Progress Notes, Comments, Program Themes Addressed, Vt. Standards addressed, etc. However, the Intern and Field Mentor are free to design a format that works for them. Samples are available to review.

C. Weekly Activity Logs and Reflections

The Clinical Field Work (Internship) requires that the administrative intern maintain a “log” that reflects a minimum of 300 clock hours of leadership/management service to the school, district, agency, or institution. Non-licensure candidates maintain a log that reflects all hours, approximately 100 spent in internship field work. It is required that those candidates seeking Vermont Administrative Endorsement will spend one full school year in service as an intern, fall and spring semesters, and in two school levels. Some hours of the Internship may be conducted in a second setting and/or prior to the semester in which the student enrolls, or during summer months. These exceptions should be approved in advance with the candidate’s advisor and university supervisor and through the M.Ed. Program Coordinator.
NOTE:

Licensure candidates may have accrued some of their required hours, up to 100 hours of field work (applied practice) from course work, followed by 200 hours of Internship - thus a total of 300 hours of clinical field experiences in the program.

Non licensure students will accrue 100 hours in both applied field work from courses and the internship. The internship may span one full semester or the equivalent spread over two semesters.

Activities that are part of the student's regular job assignment do not count on the log. Activities involving the activities and goals as outlined in the Internship Proposal are to be logged. For instance, attending a workshop that you usually would attend does not count. Developing and/or conducting a staff development workshop as related to your proposal goals would count. Meeting with parents regarding the progress of a student in your classroom does not count. Setting up a parents' information night for the entire school as related to Internship goals would count. Suggested activities linked to standards and themes are included in this handbook. For candidates not pursuing school leadership endorsement, decisions regarding your Internship log will be decided in conjunction with your university supervisor.

The student must maintain a "reflective journal" and "internship log of hours" during his or her field experience. The journal will be inclusive of each of program themes and, for administrative endorsement, the Vermont Leadership Standards, demonstrating the intern’s ability to become a reflective practitioner. We suggest journaling after a "tasks" has been accomplished or based on observations, conversations with mentors, colleagues and/or other internship-related experiences. The expectation is that the intern will journal regularly, minimally one time per week. Students will send their reflective journal to their university supervisor (See Appendix K).

Students' are to engage in activities that build on their existing strengths gained through previous leadership/administrative experiences as professionals and through course work experiences. Further activities should stretch the students' experiences in areas where they have little or no background in leadership competencies or program themes.

D. Internship Documentation

The Intern will maintain a comprehensive set of materials documenting his/her Internship. These should be organized files, paper or electronic formats or BLOGS. All components, i.e. proposal, logs, reflections, products, field notes, and so forth, need to be carefully maintained. In addition, the intern will continue to build upon and/or complete his/her graduation portfolio. These materials will be reviewed as needed by the field mentor and university supervisor. These artifacts also become supporting evidence in the culminating graduation portfolio. Students seeking Vermont administrative endorsement must meet required documentation. (See Appendix E).
E. Final Evaluation

The final evaluation of the Internship includes a self-evaluation of how well the candidate met the Vermont Standards (licensure candidates) or Program Themes (Non-licensure candidates) from the intern; a verbal and/or written evaluation from the field-based mentor; and a final evaluation from the university supervisor. The final grade will be assigned by the university supervisor and will be based in part from the input from the intern as well as the field-based mentor. The evaluation also draws on the observation notes of the university supervisor, the internship materials prepared by the intern, and other related documents and observations.

It is incumbent upon the Intern to document and maintain a file of internship activities, projects, and products. The final grade will reflect how the intern met the requirements outlined, realized intended internship goals, the quality and documentation of work, and the self/mentor assessments. (A grade of B or higher is necessary to receive the EDLP licensure recommendation for the administrative endorsement. Student must also have no grade lower than a B- in program coursework to receive the recommendation.)

A final evaluation meeting that includes the intern, field-based mentor, and university supervisor will be conducted at the completion of the Internship.

VII. Master’s Orals and Portfolio Defense

Each Master’s student is responsible for developing and maintaining a professional portfolio and presenting it as part of his/her Master’s Orals. The portfolio documents growth and development and how professional leadership competencies or program themes have been addressed. The portfolio documents learning over the course of the candidate’s entire leadership program. It also serves as a basis for ongoing personal review and reflection that yields a unique portrait of the individual compiling it. As one begins to assemble her/his portfolio, it is critically important for the candidate to select items, which provide evidence of her/his capacity as a leader to growth and learn and to contribute to the success of the organization and the achievement of the students we serve. The portfolio may be a paper binder or in electronic format, including a personal blog.

The portfolio needs to document how the intern feels she/he has acquired competence in leadership. For those pursuing leadership in school administration, the documentation that reflects how the intern has met the Vermont State Standards for the Administrative Endorsement as passed by the Vermont Standards Board for Professional Educators is required. For those NOT seeking principal licensure, the documentation will reflect Program Themes. (See Appendix E). Candidates are referred to EDLP Program Matrix as a guide for developing their portfolios (Appendix L). Of particular importance is for how the candidate documents how she/he has contributed to the success of all students or organizational staff through the application of the knowledge base, dispositions, and skills learned in the program.
The Portfolio Guidelines describe the expectations for successful completion of the portfolio. Basically, the following elements are required as tabbed sections:

- Title Page (title, name, date)
- Guide to the Reader (general overview or letter of how the portfolio is organized)
- Table of Contents
- Educator License sought (Endorsement Candidates Only)
- Letter from School District Attesting to Meeting Three Years of Successful Teaching on school letterhead, including dates and location.

(Endorsement Candidates Only)
- Original Statement of Purpose upon application to the program and an updated Reflection On Original Goals (1-2 pages)
- Leadership Philosophy Reflective Paper (2-3 pages)
- Documentation for All Themes or Endorsement Standards—Experiences that helped you meet the standards; Exemplar Artifacts or Evidence that reflects the standards; and brief narrative that discusses how the exemplars reflect the standards.
- First 100 Days Paper (2-3 pages)—A creative personal writing piece that imagines you are in your “dream” or desired position and what you would do the first 100 days. The format can reflect various writing genres and include visuals as well.
- Action Research Report (Overview and outcomes, 2-3 pages)

Documentation of your action research project you completed in the program either in a class, as an independent study, or as part of your Internship.
- Internship Section/Documentation
- References As Appropriate

As stated, the Portfolio will include a tabbed Internship Section, which provides a record of the intern's work over the course of the semester/year that they spend in completing the Internship. (Note: This section may appear as a link in an electronic/blog portfolio.) Part of the Internship section is to be dedicated to maintaining a daily log of activities and internship experiences, weekly journal reflections, and progress reports/analysis of organizational/school improvement projects (action research project) for which the intern will take primary responsibility. Additional artifacts such as written communications, meeting summaries, reports, curriculum guides, inservice experiences, evaluations, and other appropriate products generated through course work, team work, or other related experiences may become part of the section. This file serves as a basis for discussion and reflection among the intern, field-based mentor, and university supervisor. The “Internship /Section” also serves as a “best piece” within the candidate’s Master’s portfolio. It will include:

a. Supervising Administrator/ Mentor Agreement and Site Approval Form
b. Internship Proposal (final)
c. Weekly Logs
d. Internship Project(s)( Summary and Supporting Documents)
e. Reflective Journals
f. Action Research or Change Project if completed as part of the Internship
g. Special Seminar Session(s), Dates, Reflections
h. Leadership Self-Assessment, (Beginning and End)
i. Internship Final Evaluation by Candidate
j. Internship Final Evaluation by Field Mentor

(Note: Due to scheduling, the final UVM supervisor evaluation may be added after the Master’s Orals/Defense.)

Additional information and specific guidelines about the portfolio will be provided at the internship retreat seminars. It is intended that the student’s official “program advisor” will supervise the development of the final portfolio.

The Portfolio must be submitted for review to the candidate’s program advisor not less than one week prior to the formal defense date. The Portfolio will be defended at the final Master’s Orals and will be reviewed according to the criteria (portfolio evaluation rubrics) set forth for the Portfolio/Master’s Orals Evaluation. Two faculty will examine the portfolio and complete the formal written evaluation rubric. Candidates will be notified of successful completion of the portfolio within three weeks of the defense.

VIII. Information Regarding Paid Internship

Paid full or part time internships can be arranged. It depends on the location and type of internship. Most program internships are not paid experiences. If available, candidates will make their own arrangements for financial support with an agency or school. All financial arrangements are decided by the field site and intern. Credit and supervisory requirements, however, are under the direction of the Program in Educational Leadership, Program Coordinator.

As stated, most internships are unpaid and are usually undertaken in part time arrangements, usually at the site where the candidate is currently employed. Opportunities to visit different sites and shadow leaders from alternative sites is encouraged (required for school administrative internships). Interns are also required to acquire experiences working with community groups and other agencies that work in collaboration with the school or organization. Most importantly, Interns are required to spend time in schools or organizations that serve diverse populations. Careful documentation of dedicated time allocated to the Internship must be maintained. We realize that most interns are full-time employees of the school or organization so how one documents dedicated internship time (200 hours minimum) is to be arranged in conjunction with the field-based mentor, the university supervisor and approved in advance of beginning the Internship.

IX. Suggestions for Successful Internships

The following suggestions or recommendations are to help make the internship experience a success for all those involved. Some ideas include the following:

1. The field-based mentor and intern should work together to develop a weekly schedule for meetings early on during the internship and work to adhere to this schedule. The most important aspect of these meetings is time to engage in dialogue
and reflection about practice. They also provide a time to build a collaborative and trusting relationship.

2. The field-based mentor and intern should decide how they want to work together during the internship—your own code of collaborative behavior. For example, discuss how you plan to handle:
   
   a. issues related to confidentiality
   b. emergent problems
   c. need to change scheduled meetings
   d. need to revise memorandum of understanding
   e. places to work
   f. communication
   g. information sharing
   h. feedback/progress sessions
   i. administrative/support staff
   j. time, dates at site
   k. other:

3. The field-based mentor should communicate with organizational staff members, teachers, parents, students, and/or administrators exactly what the internship is about, what roles/responsibilities the intern will assume, what adjustments to her/his regular schedule may occur as a result, what the expectations are, and so forth. Enlist their support. Discuss levels of authority for decision making and how information will be disseminated. Discuss confidentiality.

4. The intern should complete reports, logs, and other documentation on a daily and/or weekly basis. Journal entries should be maintained daily and/or weekly and should reflect how one is thinking about leadership and the challenges one faces in practice. Time to reflect on learning is critical.

5. The intern should create a way to collect and maintain early on all artifacts, materials, products, and so forth related to the Internship. The intern should save samples of all related materials—memos, reports, flyers, newsletters, letters, class activities, reports, and so forth.

6. The intern and field-based mentor should engage in open and ongoing communication with each other. Be prepared to make some mistakes and to learn from them. Ask questions and check understanding.

7. The intern and field mentor should feel free to contact the University Supervisor at any time for assistance as needed.

8. Everyone should find time to relax, reflect, and refresh along the way.
APPENDIX A

Master's Program in Educational Leadership

Intent Form to Complete Internship

(See next page)
UNIVERSITY OF VERMONT
DEPARTMENT OF EDUCATION
EDUCATIONAL LEADERSHIP PROGRAM

Internship Application Form

TO BE COMPLETED ONE FULL SEMESTER PRIOR TO INTERNSHIP

Name:_________________________ SSN:_________________________

Home address:_________________ Work address:_________________

Home phone:___________________ Work phone:__________________

Employing organization:__________

Current position:_________________

Teaching experience: Total years:_________________

Elementary:________________________ Secondary:___________________

Higher Ed:_____________________

Administrative experience:

<table>
<thead>
<tr>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Degrees | Institution | Date | Major |
---------|-------------|------|-------|
Bachelors |            |      |       |
Master's  |            |      |       |
Specialists |          |      |       |

List all M.Ed./CAS courses, with dates of enrollment (use additional if necessary), or attach transcript:

<table>
<thead>
<tr>
<th>Title</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Advisor's name:___________________________

Internship semester/year: Fall__________ Spring__________ Summer________

Type of internship: Master's__________ CAS__________
INTERNERSHIP EXPERIENCE (check one):

_____ Elementary Principal
_____ Middle/Jr. High Principal
_____ Senior High Principal
_____ Superintendent
_____ Director of Instruction
_____ Curriculum Coordinator

_____ School Public Relations Director
_____ Adult Education Director
_____ Community College Administrator
_____ Intermediate School Administrator
_____ Higher Education Administrator
_____ Teacher

Other: Please discuss __________________________

Return the original form and two copies to:

Roman Vogel
EDLP Program Administrative Assistant
Educational Leadership Program
University of Vermont
499B Waterman Building, 85 S. Prospect Street
Burlington, VT 05405
802-656-2936
e-mail: education.leadership@uvm.edu

FOR OFFICE USE ONLY - INTERNSHIP ASSIGNMENT

District/Agency: __________________________________________________________

Address: _______________________________________________________________

Telephone: ______________________________________________________________

Field-based Mentor: __________________________________ Position: _____________

COMMENTS: ____________________________________________________________

__________________________________________  ____________________________

Supervisor  Program Coordinator
APPENDIX B

VERMONT STATE: A VISION FOR TEACHING, LEADING AND LEARNING

See Next Page
A Vision for Teaching, Leading, and Learning

Core Teaching and Leadership Standards for Vermont Educators
June 26, 2013

Dear Colleagues:

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

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

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

Why did the VSBPE adopt the new standards for educators?

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

The new standards call for:

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

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

Sincerely,

Steven John
Chair, Vermont Standards Board for Professional Educators
Vermont Standards Board for Professional Educators Members
2012 - 2013

Steven John, VSBPE Chair
Superintendent
Windham Central Supervisory Union

Lia Cravedi, VSBPE Vice Chair
School Board Member
Champlain Valley UHSD

Patti Coultas, VSBPE Secretary
Director, Public Institution
CTE Teacher Preparation Program, VTC

Katherine Blair
Teacher
John F. Kennedy Elementary School

Penny Chamberlin
Career & Technical Center Director,
Barre Technical Center

Marilyn Corkins
Teacher
Newport Town Elementary School

Emily Hausman
Teacher (Retired 2012)
Newbury Elementary School

Jay Hoffman
Teacher
Frederick H. Tuttle Middle School

Nancy Kline
Academic Dean, Private Institution
College of St. Joseph

Helen Lanthier
Teacher
St. Albans Town Educational Center

David Larsen
Public Member
Wilmington, VT

Luisa Millington
Teacher
Arlington Memorial High School

Scott Mosher
Teacher
Essex High School

Vermont Agency of Education

Armando Vilaseca, Secretary of Education
John Fischer, Deputy Secretary of Education
Marta Cambra, Director of Educator Quality

This book cover is designed and printed as part of a cooperative project with the Digital Media Art class at the Barre Technical Center, Vermont. Book cover layout and design by Raiko Jokic, Jillian Pierce, Ethan Tatro, Dylan Phillips, Digital Media Arts 2012, instructor Ric Nudell.
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Core Teaching and Leadership Standards for Vermont Educators

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<td></td>
<td>Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators</td>
<td>52</td>
</tr>
</tbody>
</table>


Introduction

Purpose

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

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

Alignment

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

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

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

### EDUCATION STANDARDS FOR VERMONT

<table>
<thead>
<tr>
<th>Standards</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Standards</td>
<td>for educators, school leaders, professional learning providers</td>
</tr>
<tr>
<td>Teacher &amp; Leader Evaluation Guidelines</td>
<td>for school &amp; district leaders</td>
</tr>
<tr>
<td>Core Leadership Standards</td>
<td>for school &amp; district leaders</td>
</tr>
<tr>
<td>Core Teaching Standards</td>
<td>for teachers</td>
</tr>
<tr>
<td>Common Core State Standards</td>
<td>for students</td>
</tr>
</tbody>
</table>

### How to Use this Book

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

Core Teaching Standards for Vermont Educators
INTRODUCTION

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

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

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

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

STRUCTURE OF THE STANDARDS

Vermont’s Core Teaching Standards are interrelated and overlap significantly. While each standard depicts a discrete aspect of teaching or leading, the actual practice of education incorporates many standards simultaneously. The ten standards can be grouped into four general categories: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. The categories are further explained by performance and knowledge indicators and critical dispositions. Performance indicators are included first because they are the aspect of teaching that can be observed and assessed. Essential Knowledge indicators describe the
knowledge necessary for effective practice. Finally, Critical Dispositions describe the habits of professional action and moral commitments that underlie the work of educators. The Content category is depicted as larger than the surrounding standards in the following diagram to emphasize its centrality to the work of educators. Educators preparing to become teachers or those planning their professional development process will need to prioritize content knowledge and application. Additional indicators that illustrate Standard 4: Content Knowledge and Standard 5: Application of Content can be found in the Vermont Licensing Endorsements.

Core Teaching Standards

The Learner and Learning

Content Knowledge & Skills

Instructional Practice

Professional Responsibility

Standards:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning & Ethical Practice
10. Leadership & Collaboration

USING THE STANDARDS

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

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

VERMONT TEACHER EFFECTIVENESS

The Vermont Agency of Education established the Vermont Task Force on Teacher & Leader Effectiveness in March 2011 for the purpose of developing statewide teacher and leader evaluation guidelines. The Task Force developed standards for evaluation based on the InTASC standards for teachers and the ISLLC standards for administrators as they are widely accepted standards of teaching and leading that attempt to capture a range of behaviors. The Task Force understands that not all areas of a teacher’s practice need to be or can be measured in an evaluation system. The InTASC standards, however, function as a foundation to support effective instruction.
Standard #1: Learner Development

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

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</td>
<td>1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</td>
</tr>
<tr>
<td>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</td>
<td>1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</td>
</tr>
<tr>
<td>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</td>
<td>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</td>
</tr>
<tr>
<td>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</td>
<td>1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</td>
</tr>
<tr>
<td>1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</td>
<td>1(j) The teacher takes responsibility for promoting learners' growth and development.</td>
</tr>
<tr>
<td>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</td>
<td>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</td>
</tr>
<tr>
<td>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</td>
<td>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</td>
</tr>
<tr>
<td>2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</td>
<td>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</td>
</tr>
<tr>
<td>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</td>
<td>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</td>
</tr>
<tr>
<td>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</td>
<td>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</td>
</tr>
<tr>
<td>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</td>
<td><strong>Critical Dispositions</strong></td>
</tr>
<tr>
<td></td>
<td>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</td>
</tr>
<tr>
<td></td>
<td>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</td>
</tr>
<tr>
<td></td>
<td>2(n) The teacher makes learners feel valued and helps them learn to value each other.</td>
</tr>
<tr>
<td></td>
<td>2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
<th>Critical Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</td>
<td>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</td>
<td>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</td>
</tr>
<tr>
<td>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</td>
<td>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
<td>3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.</td>
</tr>
<tr>
<td>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</td>
<td>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</td>
<td>3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</td>
</tr>
<tr>
<td>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.</td>
<td>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</td>
<td>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</td>
</tr>
<tr>
<td>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</td>
<td>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</td>
<td>3(r) The teacher is a thoughtful and responsive listener and observer.</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Essential Knowledge</th>
<th>Critical Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</td>
<td>4(g) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</td>
<td>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</td>
</tr>
<tr>
<td>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</td>
<td>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</td>
<td>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</td>
</tr>
<tr>
<td>4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</td>
<td>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</td>
<td>4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</td>
</tr>
<tr>
<td>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</td>
<td>4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</td>
<td>4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.</td>
</tr>
<tr>
<td>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</td>
<td>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</td>
<td>5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</td>
</tr>
<tr>
<td>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</td>
<td></td>
</tr>
<tr>
<td>5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.</td>
<td>5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</td>
</tr>
<tr>
<td>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</td>
<td></td>
</tr>
<tr>
<td>5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</td>
<td>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</td>
</tr>
<tr>
<td>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</td>
<td></td>
</tr>
<tr>
<td>5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</td>
<td>5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</td>
</tr>
<tr>
<td>5(h) The teacher develops and implements supports for learner literacy development across content areas.</td>
<td>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</td>
</tr>
<tr>
<td>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</td>
<td></td>
</tr>
<tr>
<td>5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</td>
<td></td>
</tr>
<tr>
<td>5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</td>
</tr>
<tr>
<td></td>
<td>5(r) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Essential Knowledge</th>
<th>Critical Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6(a) The teacher balances the use of formative, interim, and summative assessment as appropriate to support, verify, and document learning.</td>
<td>6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.</td>
</tr>
<tr>
<td>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</td>
<td>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</td>
</tr>
<tr>
<td>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</td>
<td>6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</td>
</tr>
<tr>
<td>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</td>
<td>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</td>
</tr>
<tr>
<td>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</td>
<td>6(u) The teacher understands the differences between formative, interim, and summative applications of assessment and knows how and when to use each.</td>
</tr>
<tr>
<td>6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</td>
<td>6(v) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</td>
</tr>
<tr>
<td>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.</td>
<td>6(w) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</td>
</tr>
<tr>
<td>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</td>
<td>6(x) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</td>
</tr>
<tr>
<td>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</td>
<td>6(y) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</td>
</tr>
</tbody>
</table>

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**Table:**

- Essential Knowledge
- Critical Dispositions

**Rows:**

- 6(a) to 6(i) describe specific actions and strategies a teacher can use to balance assessment methods and guide learners.
- 6(q) to 6(t) detail the teacher's role in planning and using various types of assessments to support learners.

**Columns:**

- **Essential Knowledge:** Focuses on the teacher’s understanding and application of assessment methods.
- **Critical Dispositions:** Emphasizes the teacher’s commitment to engaging learners actively in assessment processes.
Critical Dispositions

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

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. 6(g) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
Standard #7: Planning for Instruction

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

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

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

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

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

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

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

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**Essential Knowledge**

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

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

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

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

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

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

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

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**Critical Dispositions**

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

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

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

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
Standard #8: Instructional Strategies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
Standard #9: Professional Learning and Ethical Practice

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

<table>
<thead>
<tr>
<th>Performance</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</td>
<td>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</td>
</tr>
<tr>
<td>9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</td>
<td>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</td>
</tr>
<tr>
<td>9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners; research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</td>
<td>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</td>
</tr>
<tr>
<td>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</td>
<td>9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</td>
</tr>
<tr>
<td>9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</td>
<td>9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</td>
</tr>
<tr>
<td>9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</td>
<td></td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</td>
<td>10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</td>
</tr>
<tr>
<td>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</td>
<td>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</td>
</tr>
<tr>
<td>10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</td>
<td>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</td>
</tr>
<tr>
<td>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</td>
<td>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</td>
</tr>
<tr>
<td>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.</td>
<td></td>
</tr>
<tr>
<td>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</td>
<td></td>
</tr>
<tr>
<td>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</td>
<td></td>
</tr>
<tr>
<td>10(h) The teacher uses and generates meaningful research on education issues and policies.</td>
<td></td>
</tr>
<tr>
<td>10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</td>
<td></td>
</tr>
<tr>
<td>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</td>
<td></td>
</tr>
<tr>
<td>10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

- The Vermont Task Force on Teacher and Leader Effectiveness is working to implement guidelines for teacher and leader evaluation systems that are built upon the Vermont Core Teaching and Leadership Standards across the state.

- The VT AOE is supporting educator preparation programs in adopting the InTASC standards in their approved programs.

- The Results Oriented Program Approval (ROPA) Design Team is working to align the program approval process with the standards in order to better evaluate educator preparation programs and alternate routes to licensure, including Peer Review.

- Local Standards Boards have begun to examine the standards in light of the relicensure process.

- The VSBPE will consider additional ways the standards and the InTASC Learning Progressions can be used to promote mentoring, induction, and professional learning.

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


http://www.ewa.org/site/PageServer?pagename=research_teacher_effectiveness
Supporting Effective Leadership in Vermont

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

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

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

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

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

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

- Vermont’s Definition of an Effective School Leader adopted by the VSBPE on December 9, 2010
- Vermont’s Rules Governing the Licensing of Educators and the Preparation of Educational Professionals
- Educational Leadership Policy Standards: ISLLC 2008 (ISLLC 2008)
- Performance Expectations and Indicators for Education Leaders, a companion guide to ISLLC 2008
- Research on principal certification summarized by the Northeast and Islands Regional Educational Laboratory (REL) in the spring of 2011 on behalf of the VSBPE

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

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

Judith Aiken, Associate Professor, University of Vermont
Mark Aliquo, Director, Burlington Technical Center
Nancy Bush, Cooperative Education Coordinator, Hartford School District
Jill Cramer, Special Educator, Vice-Chair VSBPE, John F. Kennedy Elementary School
Ruth Durkee, Assistant Director for Adult Education, Randolph Technical Career Center
Carole Freeman, Assistant Superintendent, Washington Central Supervisory Union
Rob Fried, Executive Director, Upper Valley Educators Institute
Sally Hayes, 4th Grade Teacher, Aspiring Principal, C.P. Smith Elementary School
Bill Kimball, Coordinator of Curriculum and Assessment, Orleans Southwest Sup. Union
Colleen MacKinnon, Director of Assessment & Accreditation, University of Vermont
Tina Muncy, Interim Coordinator for School Leadership, Upper Valley Educators Institute
Ken Page, Executive Director, Vermont Principals’ Association
Ron Stahley, Superintendent, Windham Southeast Supervisory Union
Joe Teegarden, Director, Green Mt. Technology & Career Center
Vicki Wells, Director of Student Services, Addison Central Supervisory Union

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

Harry Chaucer, Director Woodruff Institute, Castleton State College
Susan Hayes, Senior Program Associate-Special Education, WestEd
Jeff Francis, Executive Director, Vermont Superintendents Association
VERMONT'S CORE LEADERSHIP STANDARDS

Performance expectations and indicators are observable and measurable statements about what leaders do to ensure effective teaching and successful learning by every student. *Performance Expectations and Indicators for Education Leaders*

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

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

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

**Standards Structure**

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

*Standard 2, Teaching and Learning,* is shown in the following diagram as larger than the other standards to emphasize the centrality of teaching and learning to the work of educational leaders. Educators addressing the standards in preparation for becoming leaders or as part of their professional development process may want to prioritize *Standard 2* when reflecting on the significance of their activities.
Finally, the VSBPE chose a format for the Core Leadership Standards for Vermont Educators that mirrors the Vermont Core Teaching Standards, also adopted in 2011, to emphasize that the standards have much in common (e.g., addressing the needs of diverse learners) while still meeting the unique needs of teachers and leaders.
VERMONT CORE STANDARDS AT-A-GLANCE

Core Leadership Standards

1. Shared Vision & Mission
2. Data
3. Planning
4. Continuous & Sustainable Improvement
5. Evaluation

Functions:

1.1 Culture of Collaboration & High Expectations
1.2 Curriculum & Instruction
1.3 Motivating Learning Environment
1.4 Supervise Instruction
1.5 Assessment & Accountability
1.6 Professional Development
1.7 Instructional Time
1.8 Effective Use of Technology
1.9 Evaluation

2.1 Systems Management
2.2 Resource Management
2.3 Safety of Students & Staff
2.4 Distributed Leadership
2.5 Instructional Time
2.6 Instructional Time

3.1 Data
3.2 Diversity
3.3 Families & Caregivers
3.4 Community Partners
3.5 Leadership
3.6 Instructional Time

4.1 Accountability
4.2 Reflective Practice
4.3 Democracy, Equity & Diversity
4.4 Law
4.5 Social Justice
4.6 Advocacy
4.7 Local, State, & National Concerns
4.8 Emerging Trends

Core Teaching Standards

The Learner and Learning

Content Knowledge & Skills

Instructional Practice

Professional Responsibility

Standards:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning & Ethical Practice
10. Leadership & Collaboration

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VERMONT LEADERSHIP INTERNSHIP REQUIREMENTS

Rationale

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

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

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

Internship

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

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

Aspiring educational leaders will apply their knowledge to promote the success of every student through a substantial and sustained educational leadership internship experience within a school setting. The internship must be monitored by a qualified, on-site mentor who is licensed in the same area. Candidates will be required to work with teachers throughout the
internship to address curriculum, instructional best practices, and assessment; work with staff and parents to promote student success and improve schools; and work with faculty to implement an improvement initiative and evaluate its effectiveness.

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

PATHWAYS TO BECOMING AN ADMINISTRATOR

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

Pathway 1: Completion of an Approved Preparation Program
Aspiring leaders who successfully complete an approved preparation program, an administrative internship, and have documented their meeting of the Core Leadership Standards for Vermont Educators, will receive a recommendation for licensure from their program and be granted a Level I administrator endorsement.

Pathway 2: Completion of Peer Review
Vermont has created an "alternate route to licensure" for experienced educators who wish to become licensed administrators but who have not completed a traditional educator preparation program at a college or university. Peer Review is designed for individuals who have acquired the knowledge and skills needed to meet the Core Leadership Standards for Vermont Educators and who have completed internship requirements through a combination of coursework and experiences, rather than strictly through an approved preparation program. Candidates will receive a recommendation for licensure from Peer Review and be granted a Level I administrator endorsement.

Pathway 3: Completion of an Academic Review
Aspiring leaders may apply for an Academic Review by the Licensing Office after completing coursework that aligns with the Core Leadership Standards for Vermont Educators, meeting internship requirements, and by successfully demonstrating knowledge competencies by a passing score on the School Leaders Licensure Assessment (SLLA) available through ETS. The Licensing Office will grant a Level I
administrator endorsement upon verification that an applicant has met these requirements.

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

**Vermont Leader Effectiveness**

The Vermont Agency of Education established the Vermont Task Force on Teacher & Leader Effectiveness in March 2011 for the purpose of developing statewide teacher and leader evaluation guidelines. Working from the InTASC standards for teachers and the ISLLC standards for administrators, the Task Force created the *Vermont Guidelines for Teacher & Leader Effectiveness*, which was subsequently approved by the Vermont State Board of Education on June 18, 2012. The document is intended to clarify essential elements of a high-quality teacher and leader evaluation system and provide guidance as districts work to design or improve their evaluation systems.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Climate and Community</td>
<td>Build and sustain partnerships with community members, families, and neighbors</td>
</tr>
<tr>
<td>3. Learning Environment and Student Instruction</td>
<td>Build an environment that fosters student success; provide for professional growth; ensure student learning; and keep stakeholders informed of school progress</td>
</tr>
<tr>
<td>2. Learning and Growth</td>
<td>Establish a climate and conditions for learning and improvement; ensure excellence in instruction; and improve student and school performance</td>
</tr>
<tr>
<td>1. Leadership and Development</td>
<td>Develop a vision and mission; seek to achieve goals; improve and monitor performance and effectiveness; promote diversity and inclusiveness; and provide leadership to support educational excellence</td>
</tr>
<tr>
<td>5. Enrollment and Marketing</td>
<td>Ensure a reliable and stable enrollment; plan and manage enrollment goals; monitor and report enrollment outcomes; and support activities that promote the school's mission and success</td>
</tr>
<tr>
<td>6. Education Leadership and Administration</td>
<td>Support the school's strategic goals; promote diversity and inclusiveness; and provide leadership to support educational excellence</td>
</tr>
<tr>
<td>7. Finance and Operational Support</td>
<td>Support the school's strategic goals; promote diversity and inclusiveness; and provide leadership to support educational excellence</td>
</tr>
</tbody>
</table>
Standard #1

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

Function:
1.1 Collaboratively develop and implement a shared vision and mission.

<table>
<thead>
<tr>
<th>Education leaders:</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use varied sources of information and analyze data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all learners and educators.</td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>b) Align the vision, mission, and goals to school, district, state, and federal policies, such as content standards and achievement targets.</td>
<td>a) The nature of collaborative school visioning and the impact of vision and mission on learner achievement and various methods for involving stakeholders in the visioning process and consensus building.</td>
</tr>
<tr>
<td>c) Incorporate diverse perspectives, including the aspirations of learners, and craft consensus about vision, mission, and goals that are high and achievable for every learner.</td>
<td>b) Theories and relevant knowledge surrounding learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.</td>
</tr>
<tr>
<td>d) Advocate for a specific vision of learning in which every learner has equitable, appropriate, and effective learning opportunities and achieves at high levels.</td>
<td>c) Role delineation at the school, district, and supervisory union level.</td>
</tr>
<tr>
<td>e) Identify and adhere to roles, responsibilities, and authority in relation to implementing the vision, mission, and goals.</td>
<td></td>
</tr>
</tbody>
</table>

Function:
1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.

<table>
<thead>
<tr>
<th>Education leaders:</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use or develop data systems and other sources of information (e.g., test scores, teacher reports, learner work samples, climate surveys) to identify unique strengths and needs of learners, gaps between current outcomes and goals, and areas for improvement.</td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>b) Make decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.</td>
<td>a) The purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impact learning.</td>
</tr>
<tr>
<td>c) Use data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.</td>
<td>b) The design and utilization of assessment data for learning.</td>
</tr>
<tr>
<td></td>
<td>c) Organizational effectiveness and learning</td>
</tr>
</tbody>
</table>
**Function:**
1.3 Create and implement plans to achieve goals.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education leaders:</td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Identify and remove barriers to achieving the vision, mission, and goals.</td>
<td>a) Strategic, tactical, and operational program planning, implementation, and evaluation.</td>
</tr>
<tr>
<td>b) Incorporate the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.</td>
<td>b) School improvement planning processes.</td>
</tr>
<tr>
<td>c) Engage diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals.</td>
<td>c) Variables that affect learner achievement.</td>
</tr>
<tr>
<td>d) Work to bring diverse learners into the dialogue on school improvement so as to engage them in achieving identified goals.</td>
<td>d) The impact of school culture on teaching and learning.</td>
</tr>
<tr>
<td>e) Advocate for and act on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every learner.</td>
<td></td>
</tr>
</tbody>
</table>

**Function:**
1.4 Promote continuous and sustainable improvement.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education leaders:</td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Develop shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.</td>
<td>a) The role of professional learning, including adult learning theory, in continuous and sustainable improvement.</td>
</tr>
<tr>
<td>b) Communicate and act from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.</td>
<td>b) Continuous and sustained improvement models and processes.</td>
</tr>
</tbody>
</table>

**Function:**
1.5 Monitor and evaluate progress and revise plans.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education leaders:</td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Establish, conduct, and evaluate processes used to engage staff and community in a shared vision, mission, and goals.</td>
<td>a) Effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.</td>
</tr>
<tr>
<td>b) Revise plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and</td>
<td>b) Program evaluation models.</td>
</tr>
</tbody>
</table>
goals.
c) Obtain and align resources, such as learning technologies, staff, time, funding, materials, training, etc., to achieve the vision, mission, and goals.
Standard #2

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

<table>
<thead>
<tr>
<th>Function:</th>
<th>2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Education leaders: a) Develop shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps. b) Model openness to change and collaborative and transformative practices that enhance learner outcomes. c) Provide support, time, and resources for leaders, staff, and learners to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.</td>
</tr>
<tr>
<td>Essential Knowledge</td>
<td>Education leaders have knowledge of: a) The elements of school culture and ways it can be influenced to ensure learner success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function:</th>
<th>2.2 Create a comprehensive, rigorous, and coherent curricular program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Education leaders: a) Provide coherent, effective guidance for rigorous curriculum and instruction, and align content standards, curriculum, teaching, assessments, professional learning, and evaluation methods. b) Identify and use high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.</td>
</tr>
<tr>
<td>Essential Knowledge</td>
<td>Education leaders have knowledge of: a) The development of quality curriculum including principles or theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function:</th>
<th>2.3 Create a personalized and motivating learning environment for learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Education leaders: a) Develop shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze learner work, monitor learner progress, and redesign curricular and instructional programs to meet diverse needs. b) Provide and monitor effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to engage and help motivate</td>
</tr>
<tr>
<td>Essential Knowledge</td>
<td>Education leaders have knowledge of: a) Human development theories, brain-based strategies, proven learning and motivational theories and how diversity influences the learning process. b) Motivational theories that lead to increased self-initiative, self-direction, self-assessment and reflection by learners.</td>
</tr>
</tbody>
</table>
### Function:

2.4 Supervise instruction.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Provide ongoing feedback using data, assessments, and evaluation methods that improve practice.</td>
<td>a) Supervision strategies that ensure teachers are demonstrating research based professional practices.</td>
</tr>
<tr>
<td>b) Encourage, guide, and monitor individual professional learning plans and progress for continuous improvement of teaching and learning.</td>
<td>b) Individual professional development plans and continuous progress.</td>
</tr>
</tbody>
</table>

### Function:

2.5 Develop assessment and accountability systems to monitor learner progress.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Develop and appropriately use aligned, standards-based accountability data to improve the quality of teaching and learning.</td>
<td>a) Multiple purposes, types of assessments, and appropriate use of data from assessments</td>
</tr>
<tr>
<td>b) Use varied sources and kinds of information and assessments (e.g. test scores, work samples, anecdotal information) to evaluate learning, effective teaching, and program quality.</td>
<td>b) Authentic assessments that relate to real-world application of knowledge and skills.</td>
</tr>
<tr>
<td>c) Guide regular analyses and disaggregation of data about all learners to improve instructional programs.</td>
<td>c) Multiple methods of evaluation, accountability systems, data collection, and analysis of data.</td>
</tr>
<tr>
<td>d) Use appropriate assessment strategies and research methods to understand and accommodate diverse learner and community conditions and dynamics.</td>
<td></td>
</tr>
</tbody>
</table>

### Function:

2.6 Develop the instructional and leadership capacity of staff.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Guide and support job-embedded, standards-based professional learning that improves teaching and learning and meets diverse learning needs of every student.</td>
<td>a) Principles of quality professional learning.</td>
</tr>
<tr>
<td>b) Develop time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing</td>
<td>b) Effective instructional techniques.</td>
</tr>
<tr>
<td></td>
<td>c) Strategies to encourage individual and shared improvement initiatives.</td>
</tr>
<tr>
<td></td>
<td>d) Evaluation of professional learning.</td>
</tr>
</tbody>
</table>
Function:
2.7 Maximize time spent on quality instruction.

<table>
<thead>
<tr>
<th>Performances</th>
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</tr>
</thead>
</table>
| Education leaders:  
  a) Provide and monitor the use of differentiated strategies, materials, and technologies to maximize the effective use of instructional time to enhance deep understanding and critical thinking. | Education leaders have knowledge of:  
  a) School systems that promote efficient and motivating practices in the growth of people through humane processes, and creative resources. |

Function:
2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning.

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

Function:
2.9 Monitor and evaluate the impact of the instructional program.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
</table>
| Education leaders:  
  a) Interpret data and communicate progress toward vision, mission, and goals for educators, the school community, and other stakeholders. | Education leaders have knowledge of:  
  a) Program evaluation. |
Standard #3
An education leader promotes the success of every learner by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Function:
3.1 Monitor and evaluate the management and operational systems.

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

Function:
3.2 Obtain, allocate, align, and efficiently utilize fiscal and technological resources.

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

Function:
3.3 Promote and protect the welfare and safety of students and staff.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td><strong>Education leaders have knowledge of:</strong></td>
</tr>
<tr>
<td>a) Maintain the physical plant for safety, ADA requirements, and other access issues to support learning of every student.</td>
<td>a) Policies and procedures for providing school personnel, learners, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and</td>
</tr>
</tbody>
</table>
b) Develop and monitor a comprehensive safety and security plan.

c) Involve teachers, and learners in developing, implementing, and monitoring guidelines and norms for accountable behavior.

d) Involve parents and families in supporting guidelines and norms for accountability.

e) Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.

Function:
3.4 Recruit, support, and retain effective educators.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td><strong>Education leaders have knowledge of:</strong></td>
</tr>
<tr>
<td>a) Implement practices to recruit and retain highly qualified personnel.</td>
<td>a) Methods and procedures for managing the school’s resources, including human resource development.</td>
</tr>
<tr>
<td>b) Conduct personnel evaluation processes that promote professional practice to enhance student growth and learning in keeping with district and state policies.</td>
<td>b) Hiring practices that fully and effectively screen candidates.</td>
</tr>
<tr>
<td></td>
<td>c) Evaluation systems that support effective teaching.</td>
</tr>
</tbody>
</table>

Function:
3.5 Develop the capacity for distributed leadership.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td><strong>Education leaders have knowledge of:</strong></td>
</tr>
<tr>
<td>a) Distribute and oversee responsibilities for leadership of operational systems.</td>
<td>a) The meaning of distributed leadership and how to create and sustain it.</td>
</tr>
<tr>
<td>b) Advocate for and create collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.</td>
<td>b) The effective delineation of leadership roles.</td>
</tr>
<tr>
<td>c) Clarify and adhere to roles, responsibilities, and authorities within leadership model.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td><strong>Education leaders have knowledge of:</strong></td>
</tr>
<tr>
<td>a) Assign personnel to address diverse learner needs, legal requirements, and equity goals.</td>
<td>a) Time management and setting work priorities.</td>
</tr>
<tr>
<td></td>
<td>b) The creation and management of school schedules.</td>
</tr>
</tbody>
</table>
**Standard #4**

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

**Function:**

4.1 Collect and analyze data and information pertinent to the educational environment.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
</table>
| Education leaders:  
  a) Collect and accurately communicate data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform political debates. | Education leaders have knowledge of:  
  a) The collection and analysis of data and information pertinent to the school educational environment. |

**Function:**

4.2 Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
</table>
| Education leaders:  
  a) Capitalize on diversity (e.g. cultural, ethnic, racial, economic) as an asset of the school community to strengthen educational programs.  
  b) Demonstrate cultural competence in sharing responsibilities with communities to improve teaching and learning. | Education leaders have knowledge of:  
  a) Cultural competence.  
  b) Diverse cultural, social and intellectual community resources.  
  c) Techniques for conducting focus groups and community surveys to encourage full stakeholder participation. |

**Function:**

4.3 Build and sustain positive relationships with families and caregivers.

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

<table>
<thead>
<tr>
<th>Education leaders:</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Seek out and collaborate with community programs serving learners with special needs.</td>
<td>a) The needs of school community partners.</td>
</tr>
<tr>
<td>b) Identify key stakeholders and are actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.</td>
<td>b) School organizational culture that promotes open communication with community partners.</td>
</tr>
<tr>
<td>c) Bring together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.</td>
<td>c) School strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners.</td>
</tr>
<tr>
<td>d) Develop comprehensive strategies for positive community and media relations.</td>
<td></td>
</tr>
<tr>
<td>e) Develop mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (e.g., buildings, playing fields, medical clinics).</td>
<td></td>
</tr>
<tr>
<td>f) Use public resources and funds appropriately and effectively.</td>
<td></td>
</tr>
<tr>
<td>g) Secure community support to sustain existing resources and add new resources that address emerging learner needs.</td>
<td></td>
</tr>
<tr>
<td>h) Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration.</td>
<td></td>
</tr>
</tbody>
</table>
## Standard #5

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

### Function:

5.1 Ensure a system of accountability for every learner’s academic and social success.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education leaders:</td>
<td></td>
</tr>
</tbody>
</table>
  a) Protect the rights and appropriate confidentiality of students and staff.  
  b) Behave in a trustworthy manner, using professional influence and authority to enhance education and the common good.  
  c) Operate consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every learner. | 
  Education leaders have knowledge of:  
  a) Federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice. |

### Function:

5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior.

<table>
<thead>
<tr>
<th>Performances</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Education leaders:</td>
<td></td>
</tr>
</tbody>
</table>
  a) Model personal and professional ethics, integrity, justice, and fairness and expect the same of others.  
  b) Model respect for diverse community stakeholders and treats them equitably.  
  c) Assess their own personal assumptions, values, beliefs, and practices that guide improvement of student learning.  
  d) Reflect on their own work, analyze strengths and weaknesses, and establish goals for professional growth.  
  e) Model lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional learning strategies.  
  f) Balance professional and personal responsibilities and encourage similar actions for others.  
  g) Promote and model responsible social interactions related to the use of technology and information  
  h) Demonstrate effective communication and interpersonal skills. | 
  Education leaders have knowledge of:  
  a) The basic tenants of ethical behavior, the relationship between ethical behavior, building culture and learner achievement.  
  b) The effect of ethical behavior on one’s own leadership.  
  c) The ability to join or create professional networks that allow leaders to support one another’s reflective practice and ethical decision-making. |
**Function:**

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

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Demonstrate respect for the inherent dignity and worth of each individual.</td>
<td>a) Values of democratic principles including values of social justice and diversity.</td>
</tr>
<tr>
<td>b) Model respect for diverse community stakeholders and treat them equitably.</td>
<td></td>
</tr>
<tr>
<td>c) Demonstrate respect for diversity by developing cultural competency skills and equitable practices.</td>
<td></td>
</tr>
<tr>
<td>d) Communicate vision and goals and manage political differences</td>
<td></td>
</tr>
<tr>
<td>e) Help learners and teachers learn how to create and maintain safe and productive learning environments.</td>
<td></td>
</tr>
</tbody>
</table>

**Function:**

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

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Use understanding of educational rules, regulations, policies and practices to inform decisions that impact the organization.</td>
<td>a) Current ethical issues facing education, government, and business and their consequences.</td>
</tr>
</tbody>
</table>

**Function:**

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

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Use a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.</td>
<td>a) The relationship between social justice, school culture, and learner growth and achievement.</td>
</tr>
<tr>
<td>b) Respectfully challenge and work to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.</td>
<td>b) Techniques for assisting learners to define these concepts in language they understand and to support teachers in enhancing learning environments.</td>
</tr>
<tr>
<td></td>
<td>c) Decision making framework.</td>
</tr>
</tbody>
</table>
Standard #6
An education leader promotes the success of every learner by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Function:
6.1 Advocate for children, families, and caregivers.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education leaders:</td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Advocate for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every learner can meet educational expectations and policy goals.</td>
<td>a) Policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.</td>
</tr>
<tr>
<td>b) Advocate for increased support of excellence and equity in education.</td>
<td>b) The complex causes of poverty and other disadvantages and their effects on families, communities, children and learning.</td>
</tr>
<tr>
<td>c) Advocate for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.</td>
<td>c) The role of the school as an institution that can significantly ameliorate disadvantages.</td>
</tr>
</tbody>
</table>

Function:
6.2 Act to influence local, district, state, and national decisions affecting student learning.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education leaders:</td>
<td>Education leaders have knowledge of:</td>
</tr>
<tr>
<td>a) Facilitate constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.</td>
<td>a) The larger political, social, economic, legal and cultural context.</td>
</tr>
<tr>
<td>b) Actively develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.</td>
<td>b) How to contribute to local, state and federal decisions.</td>
</tr>
<tr>
<td>c) Communicate effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.</td>
<td>c) How learners can influence such decisions through reading, writing, and speaking.</td>
</tr>
<tr>
<td>d) Build strong relationships with the school board, district and state education leaders, and policy makers to inform and influence policies and policymakers in the service of children and families.</td>
<td></td>
</tr>
</tbody>
</table>
### Function:
6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Essential Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education leaders:</strong></td>
<td><strong>Education leaders have knowledge of:</strong></td>
</tr>
<tr>
<td>a) Support public policies that provide for present and future needs of children and families and improve equity and excellence in education.</td>
<td>a) Resources and methods of identifying future issues and trends that can affect schools.</td>
</tr>
<tr>
<td>b) Work with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.</td>
<td></td>
</tr>
<tr>
<td>c) Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.</td>
<td></td>
</tr>
</tbody>
</table>
Next Steps

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

- The Vermont Task Force on Teacher and Leader Effectiveness is working to implement guidelines for teacher and leader evaluation systems that are built upon the Vermont Core Teaching and Leadership Standards across the state.

- While most of Vermont’s leadership preparation programs currently use the ISLCC standards, the VT AOE is supporting programs in reviewing their internship requirements and evaluation systems to assure alignment with Vermont’s Core Leadership Standards.

- The Results Oriented Program Approval (ROPA) Design Team is considering ways to modify the program approval process to better evaluate educational leader preparation programs and alternate routes to licensure, including Peer Review.

- Regional Standards Boards have begun to examine the standards in light of the relicensure process.

- The VSBPE will consider additional ways the standards can be used to promote mentoring, induction, and professional learning.

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

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

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

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


Regional Education Laboratory at EDC. (March 2011). *Principal Licensure and Certification*. Montpelier.


VSBPE STANDARDS
FOR PROFESSIONAL
LEARNING

Adopted by the VSBPE on November 14, 2012
INTRODUCTION

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

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

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

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

The updated professional learning standards will support educators in adapting their practice in response to the evolving needs of their students. Educators engaged in professional learning will identify a need and then work to adjust their practice to meet student learning needs, increasing the likelihood of student achievement. Systemic support of this cycle of professional growth by using the standards to plan, facilitate, and evaluate professional learning in schools and districts further ensures that improved learning for educators will lead to improved learning for students.
1. LEARNING COMMUNITIES: Professional Learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

2. LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

3. RESOURCES: Professional learning that increases teacher effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

4. DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, access, and evaluate professional learning.

5. LEARNING DESIGN: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

6. IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

7. OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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


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

Adopted by the VSBPE on April 15, 2009
INTRODUCTION

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

Licensing Hearing Panels

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

References

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

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

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

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

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

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.

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).

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

A. Committing any act of child abuse, including physical and/or emotional abuse;
B. Committing any act of cruelty to children, or any act of child endangerment;
C. Committing any sexual act with, or soliciting any sexual act from, any minor, or any elementary or secondary student regardless of age;
D. Committing any act of harassment as defined by state or federal law or regulation;
E. Soliciting, encouraging or participating in a romantic or sexual relationship (whether written, verbal or physical) with a student, the educator knows or should know is a student, in the absence of countervailing facts;
F. Using patently offensive language including, but not limited to, improper sexual comments;
G. Taking patently offensive pictures (digital, photographic or video) of learners;
H. Patently improper contact with any minor, or with any elementary or secondary student regardless of age, using any means including electronic media;
I. Furnishing alcohol or illegal or unauthorized drugs to any student, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs.

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

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

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

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

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

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

5526 Principle VI. A professional educator maintains integrity with learners, colleagues, parents, and others regarding gifts and other favors. Unprofessional conduct includes, but is not limited to:
A. Soliciting or accepting gifts or other favors for personal use or gain where there may
be an actual or apparent conflict of interest.

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

A. Sharing of confidential information concerning student academic or disciplinary
records, health and medical information, family status and/or income, and
assessment/testing results, with unauthorized individuals or entities;
B. Sharing of confidential information by an administrator about employees with
unauthorized individuals or entities.

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

5529 Principle IX. A professional educator complies with obligations to report alleged
unprofessional conduct. Unprofessional conduct of an administrator includes, but is not
limited to:

A. The failure of a superintendent who has reasonable cause to believe an educator has
engaged in unprofessional conduct to submit a written report to the commissioner;
B. The failure of a principal who submits to the commissioner a report of alleged
unprofessional conduct to submit it to his or her superintendent as well.

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

A. Conduct that unreasonably impairs a colleague's ability to teach or perform his or
her professional duties, including acts of harassment or interfering with the free
participation of colleagues in professional associations;
B. Taking, sharing or disseminating inappropriate pictures (digital, photographic or
video) of colleagues.

Application Notes:
1. The foregoing Code of Professional Ethics is adopted in accordance with 16 V.S.A. § 1694(5).

2. Nothing in these Rules can, or is intended to, vary the definition of “unprofessional conduct”
which is contained in 16 V.S.A. § 1698. Rather, these Rules enumerate a non-exclusive list of
conduct which, if proven in a particular case, might constitute unprofessional conduct.
"Ensuring a Caring, Competent, Highly Effective Educator in Every Vermont Classroom to Improve Student Learning."

Vermont Standards Board for Professional Educators
APPENDIX C

MASTERS PROGRAM THEMES NON-LICENSED (Revised Spring, 2012)

THEME I: Professional and Ethical Leadership

- helps articulate, define, and implement the vision for the organization
- understands, affirms, and builds common understanding of community values
- implements plans and strategies to achieve the organization's vision
- acts with integrity, fairness, courage and brings ethical principles into all decision making
- understands and influences the larger political, social, economic, legal, and cultural context of the organization
- models respect, understanding, sensitivity, and appreciation for all individuals associated with the organization
- critically examines one's own leadership styles, values, and beliefs in relationship to theory and knowledge to increase one's capacity as a caring, effective, and ethical leader.
- advocates for local, regional, and state educational policy for the advancement of organizational members
- demonstrates shared leadership practices and empowers others in fulfillment of the organization's mission and vision.
- understands and has knowledge of a professional code of ethics

THEME II: Inquiry, Reflection and Action

- analyzes and evaluates qualitative and quantitative research to inform practices
- designs and implements research study to address identified problems or challenges within a specific organization
- uses outcomes of research study to develop strategies to effect organizational improvement
- understands and uses local, state, and other assessment data to inform community, modify programs, and develop action plans
- participates in the planning and implementation of an assessment/evaluation project and identifies areas of potential change
- understands and facilitates the use of technology in the collection and analysis of data as well as managerial operations

THEME III: Communication and Collaboration

- builds purposeful collaborative networks and partnerships among staff, administrators, faculty, students, community members, social service professionals and educators
- models and encourages collaboration among diverse groups
- develops plans to promote the vision and outcomes associated with the organization and engage public dialogue and support for continual reflection and renewal.
- recognizes and respects diverse perspectives within and external to the organization for the purpose of enriching the organizational context and relationships within that environment
- fosters and develops effective communication and interpersonal skills that encourage problem identification, problem-solving and evaluation of outcomes.
- understands and utilizes the nature and theories of adult development, learning, and career stages as they apply to leadership and professional development
THEME IV: Organization Renewal, Culture, and Change

- understands and applies knowledge of organizational development and change theory to the design and implementation of leadership strategies and practices
- understands human resources management and relates how human resource functions support attainment of organizational goals
- identifies the need for systemic change and serves as an agent for that change
- understands the political, human, cultural, symbolic, and economic contexts as dynamic and interrelated functions of the organization
• develops an understanding of social and political forces and trends as they relate to strategic planning and purposeful change
• uses knowledge of organizational renewal and change to support the organizational vision and to advocate for equity and justice within the organization
• develops and monitors long-range plans for organizational change supported by technology and information systems
• understands and analyzes foundational and conceptual frameworks for professional staff development and implications for job-embedded learning that support organizational renewal and change.
• knows how to build partnerships, coalitions, and networks among diverse interest groups and competing priorities toward common vision
• develops an effective community public relations program with multiple communication applications and technology applications
• understands and practices skills of conflict management, navigation, and resolution

THEME V: Social Institutions, Diversity, and Equity

• critically analyze societal forces that place community members in conflict with one another around assumptions/beliefs about issues of justice, equity, freedom, and diversity
• understands the interrelationships among ideology, power, and socio-historical context associated with opportunities for educational access and freedom
• manifests and promotes policies and programs based on principles of equity and social justice
• understands the historical, philosophical, and ideological evolution of the organization and how these impact organizational behavior.
• creates learning environments that encourage respect and membership for all community members
• promotes freedom from discrimination in the organization and demonstrates commitment to the benefits
• that diversity brings to the organization
• understands and influences policies, programs, and contexts that support safe and effective environments to promote individual and group health, safety, and welfare

THEME VI: Systems Context, Policy, Economics and Legal Matters

• articulates a personal viewpoint on the relationship between organizational values and financial planning, budgeting, and resource allocation
• develops skills and knowledge relative to fiscal planning and management
• applies appropriate accountability techniques to evaluate the extent to which resources are used effectively and in alignment with school values and vision.
• develops and implements skills and knowledge relative to human resources management, including personnel planning, recruitment, hiring, compensation, separation and maintenance of high quality personnel
• understands staff utilization according to student efficiency, cost, and quality.
• understands labor relations, collaborative negotiations, and contract management
• understands theories, best practices, and strategies of staff supervision and evaluation and links supervision and evaluation to effective outcomes
• understands and implements professional development systems that result in improved organizational learning consistent with organization's vision and action/strategic plans
• develops and monitors long range plans for organizational technology and information systems applications
• understands and applies current and future technologies for management and business procedures.
• understands principles and issues related to facilities, use of space, and operational procedures at the organizational level.
• understands and uses the principles of relevant federal and state laws, mandates, and/or institutional policies to create environments characterized by fairness, equity, and justice

THEME VII: Teaching and Learning
understands implications for curriculum planning, design, implementation, and evaluation

• understands fundamental psychological aspects of learning theory and their relationship to curriculum and instruction, particularly for emerging populations
• understands local, state, and federal policies and mandates and implications for curriculum and assessment
• understands and encourages use of multiple techniques for student assessment
• uses research on curriculum and instruction to inform, justify, and select best practices related to the teaching and learning processes
• understands diversity and its meaning for curriculum, instruction, and assessment
• has knowledge of how to adapt, revise, or create new curriculum based on student interests, community needs, and new knowledge
• assesses the organizational culture and climate in relationship to curriculum and instructional improvement
• develops a comprehensive system of pedagogy that fosters access to a quality curriculum for all students, including students with disabilities, English language learners, gifted and talented, gender, and students who represent diverse cultures and socioeconomic levels
• implements best practices related to learning communities, including staffing patterns, student grouping practices, facility design, and scheduling in support of desired student outcomes
• uses technology and technology-based information systems to enrich the teaching and learning processes and curriculum access.
• engages in activities that incorporate technologies in teaching and learning
• understands historical and contemporary curricular and instructional issues and their
APPENDIX D

Vermont Standards Board
Policy on Administrative Internships.

See Next Page
APPENDIX D

Vermont Standards Board
Policy on Administrative Internships.

Administrative Internship Documentation Worksheet

Rules Governing the Licensing of Educators and the Preparation of Educational Professionals define an “Administrative Internship” as a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings, including employment on a provisional license as an administrator, or other concentrated field experience however named, in which the candidate shall demonstrate competence in the Core Leadership Standards for Vermont Educators (Rule 5233.2) The VSBPE’s Policy on Administrative Internships N22 further defines requirements for the internship.

The Standards Board for Professional Educators believes that aspiring educational leaders who complete a high-quality internship will experience leading, facilitating, and making decisions typical of those made by educational leaders within a school environment. Applicants seeking an initial administrative endorsement must document such an internship as part of their licensure application whether they have completed an approved preparation program, Peer Review, or Academic Review.

The administrative internship must meet the following criteria:

1. Supervision by a qualified person (i.e. a certified educator or other professional who carries a credential or license appropriate to the endorsement area requested). If no supervisor is available who is licensed in the endorsement area requested, an additional field mentor in the endorsement area must also supervise.

2. Verification of 300 hours within a two-year time span in two or more types of school settings. A rationale must be provided for each site.

3. Documentation of sustained experience in the Core Leadership Standards.

4. Attestation

Section 1: Supervision Verification

Name of Applicant ____________________________
Endorsement Sought ____________________________

Supervising Administrator ____________________________

Field Mentor ____________________________
if applicable ____________________________

Name ____________________________
Endorsement(s) ____________________________
Name ____________________________
Endorsement(s) ____________________________
### Section 2: Verification of Hours

<table>
<thead>
<tr>
<th>Location of Central Internship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of Central Internship</td>
<td></td>
</tr>
<tr>
<td>Hours of Central Internship</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Central Internship Location**

*Prompting Questions:*
- Why was this site selected?
- How did the experiences in this setting support you in meeting the Core Leadership requirements?

<table>
<thead>
<tr>
<th>Location of Subsequent Internship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of Subsequent Internship</td>
<td></td>
</tr>
<tr>
<td>Hours of Subsequent Internship</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Subsequent Internship Location**

*Prompting Questions:*
- Why was this site selected?
- How did the experiences in this setting support you in meeting the Core Leadership requirements?

**If needed**

<table>
<thead>
<tr>
<th>Location of Subsequent Internship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of Subsequent Internship</td>
<td></td>
</tr>
<tr>
<td>Hours of Subsequent Internship</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Subsequent Internship Location**

*Prompting Questions:*
- Why was this site selected?
- How did the experiences in this setting support you in meeting the Core Leadership requirements?
Section 3: Documentation of Internship Experience Meeting the Core Leadership Standards

Directions: Review each standard below with your supervisor and write a reflective summary that describes your work throughout the internship to meet each standard. Please limit your responses to 500 words per standard and be sure to include the following: a) description of activity, b) ways activity aligned with standard, c) product or outcomes, d) reflection on outcomes/key learning.

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

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

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

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

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

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

Section 4: Attestation

I certify that the information provided here and in supporting documents and attachments is true and complete. I am aware that any falsification, misrepresentation or misstatement of material information may be grounds for denial of a license or for subsequent suspension or revocation thereof.

________________________________________  __________________________________________
Signature of Applicant  Date

________________________________________  __________________________________________
Signature of Supervising Administrator  Date

________________________________________  __________________________________________
Signature of Field Mentor  Date
APPENDIX E

VERMONT AGENCY OF EDUCATION: INTERNSHIP DOCUMENTATION REQUIREMENTS

See Next Page
APPENDIX E

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS

POLICY ADMINISTRATIVE INTERNSHIPS

Aspiring educational leaders who complete a high-quality internship will experience leading, facilitating, and making decisions typical of those made by educational leaders within a school environment. Specifically, an “Administrative Internship” will consist of a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings, including employment on a provisional license as an administrator, or other concentrated field experience however named, in which the candidate shall demonstrate competence in the Core Leadership Standards for Vermont Educators.

The following guidelines offer additional clarification on the internship requirement for aspiring administrators and those who are supporting an internship experience.

Supervision
Aspiring administrators should be supervised by a qualified, on-site mentor who is licensed in the endorsement area being sought. In the event that a licensed, on-site supervisor is not available in the particular endorsement area being sought, the intern must document supervision by both a licensed on-site administrator and an additional field mentor in the endorsement area. The amount of direct supervision should be sufficient to allow the supervisor and the field mentor, when applicable, to affirm that the intern has demonstrated competence in the six Core Leadership Standards for Vermont Educators and in the specific endorsement area (e.g. director of special education).

Time Span
Internships can be flexibly scheduled but must be completed within a two-year period.

Settings
Interns should have opportunities to gain experiences in two or more types of school settings (e.g. elementary, middle, secondary, urban, suburban, rural, central office, and alternative schools) in order to deepen their understanding of the knowledge and leadership skills necessary for leadership in PK-12 schools. Administrators will thus need to identify a central setting where the majority of the internship takes place, and at least one additional setting. Time in the subsequent setting(s) may vary, but at least one will need a minimum of 60 hours. Interns must also work with their supervisor(s) to develop a rationale for each setting.

Documentation

VSBPE Policy Manual: Section N – Program Approval of Teacher Education Programs
Interns are expected to work with teachers throughout the internship to address curriculum, instructional best practices, and assessment; with staff and parents to promote student success and improve schools; with faculty and community members to implement an improvement initiative and evaluate its effectiveness; with administrative colleagues to consider decisions affecting student learning; and with students to experience the day-to-day duties of an administrator that are aligned with the Core Leadership Standards for Vermont Educators.

Applicants for initial administrative endorsements must document their internship experiences by downloading and completing the Administrative Internship Documentation Worksheet in collaboration with their supervisor(s).
APPENDIX F

Master's Degree Program in Educational Leadership

Leadership Internship Memorandum of Understanding (Intern's Proposal)

SITE AND DATE:

Directions: Complete a proposal regarding the goals, projects, and specific responsibilities that will guide the internship experience. Use a proposal format and be sure all signatures are included. (See Guidelines Above)

(SEE ATTACHED INTERNSHIP PROPOSAL)

We have read this "memorandum of understanding" and Internship Proposal and agree to support the proposed program as described.

______________________________  ______________________________
Intern                          Field-Based Mentor

______________________________  ______________________________
Field-Based Mentor              University Supervisor
APPENDIX G

Master’s Degree Program in Educational Leadership

Internship in Leadership: Site Approval Form

Directions: This form needs to be completed by the intern and returned to the university supervisor. A copy is maintained in the intern’s file.

Name of Intern: ____________________________________________________________

Date: __________________ Placement Site: ________________________________

Address: __________________________________________________________________

Phone: ____________________________________________________________________  E-Mail: __________________________________________________________________

University Supervisor: ____________________________________________________________________________

Field Mentor(s): ________________________________________________________________________________

Field Mentor(s) Contact: phone:____________________ Email __________________________

Field Mentor(s) Contact: phone:____________________ Email __________________________

Comments/Notes: ________________________________________________________________________________

______________________________________________________________________________________________

Signatures:

Intern: _______________________________________________________________________________________

Field Mentor(s) ____________________________________________________________

University Supervisor

Date: __________________________

Note: This must be filed upon beginning the clinical field internship.
APPENDIX H

MASTER'S PROGRAM IN EDUCATIONAL LEADERSHIP

LICENSURE SELF-ASSESSMENT VERMONT LEADERSHIP STANDARDS

(See next page)
<table>
<thead>
<tr>
<th>ISSLC STANDARD 1</th>
<th>1 Beginning work toward standard expectations</th>
<th>2 Working at standard expectations</th>
<th>3 Growing toward standard expectations</th>
<th>4 Meeting standard expectations</th>
<th>5 Exceeding standard expectations</th>
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<tbody>
<tr>
<td>1.1 Collaboratively develop and implement a shared vision and mission</td>
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<td>1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</td>
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<td>1.3 Create and implement plans to achieve goals</td>
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<td>1.4 Promote continuous and sustainable improvement</td>
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<td>1.5 Monitor and evaluate progress and revise plans</td>
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<tr>
<th>ISSLC STANDARD 2</th>
<th>1 Beginning work toward standard expectations</th>
<th>2 Working at standard expectations</th>
<th>3 Growing toward standard expectations</th>
<th>4 Meeting standard expectations</th>
<th>5 Exceeding standard expectations</th>
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<tbody>
<tr>
<td>2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations</td>
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<td>2.2 Create a comprehensive, rigorous, and coherent curricular program</td>
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<td>2.3 Create a personalized and motivating learning environment for students</td>
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<td>2.4 Supervise instruction</td>
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<td>2.5 Develop assessment and accountability systems to monitor student progress</td>
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<td>2.6 Develop the instructional and leadership capacity of staff</td>
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<td>2.7 Maximize time spent on quality instruction</td>
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<td>2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning</td>
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<td>2.9 Monitor and evaluate the</td>
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<td>ISSLC STANDARD 3</td>
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<tr>
<td>3.1 Monitor and evaluate the management and operational systems</td>
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<td>3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</td>
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<td>3.3 Promote and protect the welfare and safety of students and staff</td>
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<td>3.4 Develop the capacity for distributed leadership</td>
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<td>3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning</td>
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<th>ISSLC STANDARD 4</th>
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<tbody>
<tr>
<td>4.1 Collect and analyze data and information pertinent to the educational environment</td>
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<tr>
<td>4.2 Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources</td>
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<tr>
<td>4.3 Build and sustain positive relationships with families and caregivers</td>
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<td>4.4 Build and sustain productive relationships with community partners</td>
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<thead>
<tr>
<th>ISSLC STANDARD 5</th>
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<tbody>
<tr>
<td>5.1 Ensure a system of accountability for every student’s academic and social success</td>
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<tr>
<td>5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior</td>
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<tr>
<td>5.3 Safeguard the values of democracy, equity, and diversity</td>
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</table>
| 5.4 Consider and evaluate the potential moral and legal consequences of decision-
|making
| 5.5 Promote social justice and ensure that individual student needs inform all aspects of schooling |
| ISSLC STANDARD 6 |
| 6.1 Advocate for children, families and caregivers |
| 6.2 Act to influence local, district, state, and national decisions affecting student learning |
| 6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies |
| FISCAL PLANNING AND BUDGET MANAGEMENT |
| 7.1 demonstrates an understanding of school finance and resource planning including how to evaluate financial resources for effectiveness |
| 7.2 applies knowledge of budget and fiscal planning and principles of management and accountability |
| 7.3 demonstrates the ability to plan and manage resources according to school/district vision and action planning |
| 7.4 understands and applies accounting principles in accordance with Governmental Generally Accepted Accounting Principles for State and Local Government (Governmental Gap) and Handbook for Financial Accounting of Vermont School Systems (Handbook II) for sound fiscal management of school budgets and special accounts |
| 7.5 understands the implications of labor relations, negotiations, and contracts on administration |
| 7.6 applies and assesses current and future technologies for school management and |
APPENDIX I

MASTER'S PROGRAM IN EDUCATIONAL LEADERSHIP

NON-LICENSEURE SELF-ASSESSMENT PROGRAM THEMES

(next page)
<table>
<thead>
<tr>
<th>Competencies</th>
<th>1 Beginning work toward standard expectations</th>
<th>2 Working at standard expectations</th>
<th>3 Growing toward standard expectations</th>
<th>4 Meeting standard expectations</th>
<th>5 Exceeding standard expectations</th>
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<tr>
<td>PROFESSIONAL and ETHICAL LEADERSHIP</td>
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<td>1.1 helps articulate, define, and implement the vision for the community</td>
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<td>1.2 understands, affirms, and builds common understanding of community values</td>
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<td>1.3 implements plans and strategies to achieve organizational vision</td>
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<td>1.4 acts with integrity, fairness, and courage, and brings ethical principles into decision making</td>
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<td>1.5 understands and influences the larger political, social, economic, legal, and cultural context of the community</td>
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<td>1.6 models respect, understanding, sensitivity, and appreciation for all learners and individuals associated with the community</td>
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<td>1.7 models and encourages collaboration among diverse groups</td>
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<td>1.8 promotes and practices collaboration and partnerships with faculty, parents, community, social service agencies, state agencies, higher education, and business to support vision</td>
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<td>1.9 critically examines one's own leadership styles, values, and beliefs in relationship to theory and knowledge to increase one's capacity as a caring, effective, and ethical leader</td>
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<td>1.10 advocates for local, regional, and state educational</td>
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<td>policy for the advancement of Vermont learners</td>
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<td>1.11 demonstrates shared leadership practices and empowers others in fulfillment of the organization’s mission and vision</td>
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<td>1.12 understands and has knowledge of a professional code of ethics</td>
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<tr>
<th>INQUIRY, REFLECTION, and ACTION</th>
<th>Beginning</th>
<th>Working</th>
<th>Growing</th>
<th>Meeting</th>
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<td>2.1 analyzes and evaluates qualitative and quantitative research to inform practices</td>
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<td>2.2 designs and implements research study to address identified problems or challenges within a specific organization/school</td>
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<td>2.3 understands multiple assessment strategies to assess organizational success.</td>
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<td>2.4 uses outcomes of research study to develop strategies to effect program toward greater success.</td>
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<td>2.5 understands and uses local, state, and other assessment data to inform community, modify programs, and develop action plans</td>
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<td>2.6 participates in the planning and implementation of an assessment and/or evaluation project and identifies areas of potential change</td>
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<td>2.7 understands and facilitates the use of technology in the collection and analysis of data as well as managerial operations</td>
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<tr>
<td>COMMUNICATION and RELATIONSHIPS</td>
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<tr>
<td>3.1 fosters and develops effective communication and interpersonal skills that encourage problem identification, problem solving, and evaluation of outcomes</td>
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<td>3.2 understands the effective use of communication and interpersonal skills related to conflict resolution, crisis management, stress management, and consensus building</td>
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<td>3.3 builds purposeful collaborative networks and partnerships among all members of the organizational community</td>
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<td>3.4 develops a plan to promote a vision and outcomes associated with the organization and engages public dialogue and support for continual renewal</td>
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<td>3.5 recognizes and respects diverse perspectives within and external to the school for purposes of enriching the context and relationships</td>
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<td>3.6 understands and uses the nature and theories of adult learning and career stage development as they apply to leadership, interpersonal communication, and professional learning</td>
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<td>3.7 supports and sustains caring and collaborative relationships among community members</td>
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<td>3.8 models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups</td>
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<tr>
<td>ORGANIZATION RENEWAL, CULTURE and CHANGE</td>
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<td>4.1 understands and applies knowledge of organizational development and change theory to the design and implementation of leadership strategies and practices</td>
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<td>4.2 understands human resources management and relates how human resource functions support attainment of school goals</td>
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<td>4.3 identifies the need for systemic change and serves as an agent for that change</td>
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<td>4.4 understands the political, human, cultural, symbolic, and economic contexts as dynamic and interrelated functions of the organization</td>
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<td>4.5 develops and understanding of social and political forces and trends as they relate to strategic planning and purposeful change</td>
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<td>4.6 uses knowledge of organizational renewal and change to support the vision and to advocate for equity and justice within the organization</td>
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<td>4.7 develops and monitors long-range plans for change supported by technology and information systems</td>
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<td>4.8 understands how to meet human needs in dynamic cultures</td>
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<tr>
<td>4.9 understands and analyzes foundational and conceptual frameworks for professional staff development and implications for job-embedded learning that organizational learning and change</td>
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<td>4.10 knows how to build partnerships, coalitions, and networks among diverse interest groups and competing priorities toward a common vision</td>
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<td>4.11 understands and expands partnerships with all personnel in support of learning</td>
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<td>4.12 develops an effective community public relations</td>
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<td>program with multiple communication applications and technology application</td>
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<tr>
<td><strong>SOCIAL INSTITUTIONS, DIVERSITY, and EQUITY</strong></td>
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<td>5.1 critically analyzes societal forces that place community members in conflict with one another around assumptions/beliefs about issues of justice, equity, freedom, and diversity</td>
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<td>5.2 understands the interrelationships among ideology, power, and socio-historical context associated with opportunities for educational access and freedom</td>
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<td>5.3 manifests and promotes policies and programs based on principles of equity and social justice</td>
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<td>5.4 understands the historical, philosophical, and ideological evolution of public institutions.</td>
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<td>5.5 creates learning environments that encourage respect and membership for all.</td>
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<td>5.6 promotes freedom from discrimination in the community and demonstrates commitment to the benefits that diversity brings to the community</td>
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<td>5.7 understands and influences policies, programs, and contexts that support safe and effective learning environments to promote employee health and welfare</td>
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<td>SYSTEMS CONTEXT, MANAGEMENT, and EDUCATIONAL LAW</td>
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<td>6.1 articulates a personal viewpoint on the relationship between organizational values and financial planning, budgeting, and resource allocation</td>
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<td>6.2 develops skills and knowledge relative to fiscal planning and management</td>
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<td>6.3 applies appropriate accountability techniques to evaluate the extent to which resources are used effectively and in alignment with organizational values and vision</td>
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<td>6.4 develops and implements skills and knowledge relative to human resources management, including personnel planning, recruitment, hiring, compensation, separation and maintenance of high quality personnel</td>
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<td>6.5 understands staff utilization according to data and efficiency, cost, and quality</td>
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<td>6.6 understands labor relations, collaborative negotiations, and contract management</td>
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<td>6.7 understands theories, best practices, and strategies of staff supervision and evaluation and links supervision and evaluation to effective personnel outcomes.</td>
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<td>6.8 understands and implements professional development systems that result in improved learning consistent with the vision and action plans</td>
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<td>6.9 develops and monitors long range plans for organizational technology and information systems applications</td>
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<tr>
<td>6.10 understands and applies current and future technologies for management and business procedures</td>
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<td>6.11 understands principles and issues related to facilities, use of space, and operational procedures at the school/organizational level</td>
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<td>6.12 understands and uses the principles of relevant federal and state laws to create environments characterized by fairness, equity, and justice</td>
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<td>6.13 understands the impact of quality components of the Equal Education Act of 1997</td>
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<td>6.14 applies principles of Federal and Vermont law, state regulations and board policies to operations</td>
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<td>7.1 understands historical and contemporary curricular and instructional issues and their implications for curriculum planning, design, implementation, and evaluation</td>
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<td>7.2 understands fundamental psychological aspects of learning theory and their relationship to curriculum and instruction, particularly for emerging populations</td>
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<td>7.3 understands standards-based curriculum and instruction and how to carry out standards-based comprehensive assessment programs that include effective use of results to improve student learning</td>
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<td>7.4 understands local, state, and federal policies and mandates and implications for curriculum and assessment</td>
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<td>7.5 understands and encourages use of multiple techniques for assessment</td>
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<td>7.6 uses research on curriculum and instruction to inform, justify, and select best practices related to the teaching and learning processes</td>
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<td>7.7 understands diversity and its meaning for curriculum, instruction, and assessment</td>
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<td>7.8 has knowledge of how to adapt, revise, or create new curriculum based on student interests, community needs, and</td>
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<td>7.9 engages the community in dialogue around curriculum priorities, needs, and student performance results which leads to action planning</td>
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<td>7.10 understands and supports co-curricular programs as integral to individual well-being and development</td>
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<td>7.11 assesses the culture and climate in relationship to curriculum and instructional improvement</td>
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<td>7.12 develops a comprehensive system of teaching and learning that fosters access to a quality curriculum for all students, including students with disabilities, English language learners, gifted and talented, gender, and students who represent diverse cultures and socioeconomic levels</td>
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<td>7.13 implements best practices related to learning communities, including staffing patterns, student grouping practices, facility design, and scheduling in support of desired outcomes</td>
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<td>7.14 uses technology and technology-based information systems to enrich the teaching and learning processes and curriculum access</td>
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<td>7.15 engages in activities that incorporate technologies in teaching and learning</td>
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APPENDIX J

INTERNSHIP IDEAS

PROGRAM THEMES, NATIONAL & VERMONT LEADERSHIP STANDARDS
ALIGNMENT

WITH/ Key Indicators and Tasks

Program Theme I:
Professional and Ethical Leadership

INDICATORS:

A leader...

- assigns and utilizes staff in an effective, efficient, cost effective manner to promote student achievement and development.
- understands the nature of internal and external political systems and environments as they apply to schools and affect educational change.
- implements effective labor relations, collaborative negotiations, and contract management.
- helps articulate and define, and implement the vision for the school community.
- understands, affirms, and builds common understanding of community values.
- implements plans and strategies to achieve the school’s vision
- acts with integrity, fairness, courage and brings ethical principles into all decision making.
- understands and influences the larger political, social, economic, legal, and cultural context of the school community.
- models respect, understanding, sensitivity, and appreciation for all learners and individuals associated with the school community.
- models and encourages collaboration among diverse groups.
- promotes and practices collaboration and partnerships with faculty, parents, community, social service agencies, state agencies, higher education, and business to support school vision for student learning.
- critically examines one’s own leadership styles, values, and beliefs in relationship to theory and knowledge to increase one’s capacity as a caring, effective, and ethical leader.
- advocates for local, regional, and state educational policy for the advancement of Vermont learners.
- demonstrates shared leadership practices and empowers others in fulfillment of the school’s mission and vision.
- understands and has knowledge of a professional code of ethics.
- uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals high, measurable expectations for all students and educators.
- aligns the vision, mission and goals to school, district, state and federal policies (such as content standards and achievement targets).
- incorporates diverse perspectives and crafts consensus about vision, mission and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
- advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.
- establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission and goals.
- engages diverse stakeholders, including those with conflicting perspectives in ways that build shared understanding and a commitment to the vision, mission and goals.
- develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
- communicates and acts from shared vision, mission and goals so educators and the community understand, support and act on them consistently.
- advocates for and acts on commitments to provide equitable, appropriate and effective learning opportunities for every student.
- uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
- makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.
- uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
- identifies and removes barriers to achieving the vision, mission and goals.
- incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
- obtains and aligns resources (such as learning technologies, staff, time, funding, materials, and training) to achieve the vision, mission, and goals.
- revises plans, programs, and activities based on systematic evidence and reviews progress toward the vision, mission and goals.

ISSLC Standard I

INDICATORS:

A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

TASKS:
- Collaboratively take part in the development of a shared vision and mission for the school.
- Examine district vision and mission statements. How closely matched are the practices matched to the stated goals (scheduling, availability of resources, etc.).
- Analyze and compare vision and mission from two different districts. Note similarities, differences, strengths and weaknesses. Would you offer any recommendations or modifications? Justify your position.
- Monitor and evaluate progress and revise plans according to stated vision and mission.
- Compare and contrast action plans and/or strategic plans for two different districts. Note how the differences may reflect cultural, demographic, or socioeconomic factors.
- Examine the action plan and/or strategic plan for your school district. Note what appear to be the key or most important elements. Observe, and analyze how these are reflected in daily decision making. Seek stakeholder input on the strategic plan. Include your observations, recommendations and reflections.
Create a calendar with specific evaluation dates for the implementation of the school's strategic plan.

Collect and use data to identify and establish and accomplish goals, assess organizational effectiveness, and promote organizational learning.

Conduct an equity audit in your school or district and prepare a report for the board about findings.

Analyze board policy and administrative regulations regarding the management of communication both within and outside the district. Consider the extent to which actual practice follows policy and offer recommendations for improvement if needed.

Create a written piece for use as a flyer and/or on the website to further enhance the promotion of the school's vision in the community.

Other:

Program Theme II: Inquiry, Reflection and Action

INDICATORS:

A leader...

applies knowledge of fiscal planning and budget management

plans and manages resources and facilities according to school district vision and action plans

applies principals of regulations and law

analyzes and evaluates qualitative and quantitative research to inform practices

designs and implements research study to address identified problems or challenges within a specific organization/school

understands multiple assessment strategies to assess student learning

uses outcomes of research study to develop strategies to effect program and instructional improvement toward great student achievement

understands and uses local, state, and other assessment data to inform community, modify programs, and develop action plans

participates in the planning and implementation of an assessment/evaluation project and identifies areas of potential change

understands and facilitates the use of technology in the collection and analysis of data as well as managerial operations

ISSLC Standard 3

INDICATORS

A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

TASKS:
Participate in the budget planning process for your school. Provide an overview of the process and recommendations for improvement.

Examine the school budget and the various accounts under the discretion of the principal. Analyze the extent to which funds are directly related to student achievement. For example, envision that you were ordered to cut the building budget by 10 percent. Where would you begin the decision making process?

Examine current requirements for No Child Left Behind and other Vermont State Mandates and your district's actions to them. Review relevant data, such as test scores, trends, remediation, as well as interviews with relevant teachers and administrators. Assess the extent to which the district is meeting its goals or targets.

Examine the ways in which data are used by school officials (test scores, GPA, extracurricular participations, attendance rates, dropout rates, etc.). Note areas in which decisions are sufficiently supported by data. Develop a summary of strengths and improvement areas in terms of how data are collected and analyzed.

Other related activities approved by your supervisor, and/or service activities to district/school assigned by supervisor.

Identify/grades/subject level standardized test data and local assessment data used by the district. Disaggregate by trends with regard to relevant categories (SES, gender, race).

Respond to one or more of the following:

- Extent to which standardized test results and local assessments are used by teachers to inform instruction.
- Extent to which district curricula is aligned with items or focus of current assessments.
- Extent to which teacher's assessments match and measure stated course outcomes.
- Address other relevant issues.

Form and lead a team of teachers to study and develop a plan for improving student achievement, specifically in one area. The area chosen should be targeted for improvement. Plan should be feasible and draw upon research. Specify what will be needed for implementation (money, time, professional development).

Review board policy on the use of technology paying particular attention to: replacement and update process, acceptable use policy, professional development, access ratios, etc.

Assess the extent to which actual practice follows board policy and offer recommendations for improvement, etc.

Interview persons for assessing technology software. Describe process used. Evaluate process and discuss concerns and recommendations.

Other:

Program Theme III:
Communications & Relationships

INDICATORS:

A leader...

- applies strategic planning processes and involves others in strategic and action plan development
- understands the roles and relationships between governing boards, community, and school personnel.
provides for supervision and mentoring of educators new to the profession and/or school districts.
- build purposeful collaborative networks and partnerships among parents, community members, social service professionals and educators.
- develop a plan to promote the vision and outcomes associated with the organization and engage public dialogue and support for continual reflection and renewal.
- recognize and respect diverse perspectives within and external to the organization for the purpose of enriching the organizational context and relationships within that environment.
- foster and develop effective communication and interpersonal skills that encourage problem identification, problem-solving and evaluation of outcomes.
- understand and utilize the nature and theories of adult development, learning, and career stages as they apply to leadership and professional development.
- Other:

ISSLC STANDARD 4

INDICATORS

A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

TASKS:
- Analyze board policy and administrative regulations regarding the management of communications both within and outside the district. Consider the extent to which actual practice follows policy and offer recommendations for improvement.
- Make a presentation to the staff concerning the vision and/or strategic plan of the school.
- Assist the district negotiating team in planning and negotiations process with the teachers’ association. Note effective and ineffective practiced by both parties.
- Select a controversial issue in your district. Gain an understanding of both sides of the issue. Enter into a dialogue with concerned parties. Provide a summary and critique of the process and outcomes.
- Write a memo to staff explaining an initiative and ask for faculty to critique.
- Interview a number of students, faculty or parents and assess differing views on strengths and weaknesses of the school, its programs, etc. Summarize the discussion and ask for feedback to rate the extent to which you understood their perspective.
- Conduct a family needs assessment survey to determine the kinds of language spoken at home and determine the need, if any, for language translation and improved school communications.
- Attend a state Board of Education meeting or Vermont Standards Board meeting.
- Create and implement a parent survey for input on school-wide concerns.
- Meet and engage in a dialogue with external agencies that are also involved in reaching the school’s student population in order to communicate and coordinate efforts (e.g., department of health, department of social services, family planning).
- Create a community campaign to address a social issue that students and community can be involved in (e.g., recycling drive, litter clean-up campaign, after-school tutoring club).
- Other:

Theme IV:
Organization Renewal, Culture, and Change
INDICATORS:
A leader...

- coordinates programs within and among schools
- uses state and local assessment results, and other local data, to inform the community, modify programs, and develop action plans.
- uses technology and information systems to enrich curriculum, instruction, school management, and business procedures.
- identifies the need for systemic change and serves as an agent for that change.
- understands and applies knowledge of organizational development and change theory to the design and implementation of leadership strategies and practices
- understands human resources management and relates how human resource functions support attainment of school goals
- identifies the need for systemic change and serves as an agent for that change
- understands the political, human, cultural, symbolic, and economic contexts as dynamic and interrelated functions of the school/organization
- develops an understanding of social and political forces and trends as they relate to strategic planning and purposeful change
- uses knowledge of organizational renewal and change to support the school vision and to advocate for equity and justice within the organization
- develops and monitors long-range plans for school and district change supported by technology and information systems
- understands how to meet student, faculty, and school needs in dynamic cultures
- understands and analyzes foundational and conceptual frameworks for professional staff development and implications for job-embedded learning that support school renewal and change.
- knows how to build partnerships, coalitions, and networks among diverse interest groups and competing priorities toward common vision
- understands and expands partnerships with all educational personnel who support student learning, including guidance and counseling, special education, student activities, and facility management
- develops an effective community public relations program with multiple communication applications and technology applications
- Other:

ISSLC STANDARD 2

INDICATORS

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

TASKS:

- Trace a change initiative from its inception through adoption, noting key obstacles, events, and processes (block scheduling, middle school concept, conference re-alignment, new math series, alternative calendar).
- Imagine that you are put in charge of a significant change initiative for your district. Design your plan and your strategies for implementing change.
- Identify a past or current potential initiative involving change. Interview one supporter and one detractor. Apply relevant professional literature to the individuals' support or criticism of the initiative.
- Review and analyze the district assessment system and prepare a report for faculty, parents, and community members on student progress.
- After identifying a setting in which collaborative decision making will be used, carefully observe the leader's actions in working with others, sharing ideas, questioning, seeking agreements, etc. Following the observation, make note of your thoughts and ask the leader and other participants to reflect on the process.
- Using observations, personal experience and relevant professional literature, develop a position statement on collaborative decision making that articulates your views on its use, effectiveness and limitations.
- Conduct an analysis of how staff development is aligned with strategic change initiatives. Prepare a report for the design and development of such a program of staff development.
- Review board minutes and policies in relationship to strategic change initiatives and conduct an analysis of how policy affects school change (or not).
- Organize a PLC (professional learning community) to address an area of student performance.
- Develop a technology committee to assess the school's/organization's capacity to use technology in support of teaching and learning in one area of the school's curriculum.
- Develop and administer a survey to inquire into the motivational levels for student engagement.
- Other

Theme V:
Social Institutions, Diversity and Equity

INDICATORS:

A leader...

- assigns and utilizes staff in an effective, efficient, cost effective manner to promote student achievement and development.
- understands the nature of internal and external political systems and environments as they apply to schools and affect educational change.
implements effective labor relations, collaborative negotiations, and contract management.

- critically analyze societal forces that place community members in conflict with one another around assumptions/beliefs about issues of justice, equity, freedom, and diversity
- understands the interrelationships among ideology, power, and socio-historical context associated with opportunities for educational access and freedom
- manifests and promotes policies and programs based on principles of equity and social justice
- understands the historical, philosophical, and ideological evolution of public education and how these impact schooling
- creates learning environments that encourage respect and membership for all students, faculty, parents, and community members
- promotes freedom from discrimination in the school community and demonstrates commitment to the benefits that diversity brings to the school community
- understands and influences policies, programs, and contexts that support safe and effective learning environments to promote student/faculty health and welfare
- Other:

ISSLC STANDARD 5

INDICATORS

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential oral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

TASKS:

- Review and assess the school library with regard to resources that address the heritage and values of culturally diverse populations.
- Survey the curriculum for a particular subject or grade level to ascertain whether/how cultural diversity is reflected.
- Create a report assessing the need for diversity among the current staff within the school.
- Create and implement a community outreach program to inform the school community concerning goals and important issues facing them concerning their students' education.
- Disaggregate school data concerning the current ethnic make-up of the student population and make recommendations for any needed professional development to sensitize teachers to the population that they are dealing with.
- Disaggregate school data concerning the current socio-economic status of the school population and implement an appropriate professional development program to sensitize teachers to their students needs.
- Conduct a family needs assessment survey to determine the kinds of language spoken at home and determine the need, if any, for language translation and improved school communications.
- Plan and conduct an event that strengthens multicultural awareness within the school.
- Meet with special interest groups within the school to determine if there are any possible program modifications that need to be addressed.
In conjunction with the Guidance Office, conduct an internal audit of multicultural programs and counseling available, and create a plan for recommended implementation if any deficits appear to exist.

- Meet with the director of special education to learn how the curricular and instructional program meet the needs of students with disabilities or those placed at risk.
- Interview local and state leaders who conduct training workshops on issues of diversity and multiculturalism.
- Attend a state or national conference that focuses on multiculturalism in education.
- Conduct an Equity Audit in your school or organization and prepare a report of your findings.
- Examine co-curricular opportunities and equal access for all students.
- Other:

Theme VI:
Systems Context, Management and Educational Law

INDICATORS:

A leader...
- articulates a personal viewpoint on the relationship between organizational values and financial planning, budgeting, and resource allocation
- develops skills and knowledge relative to fiscal planning and management
- applies appropriate accountability techniques to evaluate the extent to which resources are used effectively and in alignment with school values and vision.
- develops and implements skills and knowledge relative to human resources management, including personnel planning, recruitment, hiring, compensation, separation and maintenance of high quality personnel
- understands staff utilization according to student achievement and efficiency, cost, and quality.
- understands labor relations, collaborative negotiations, and contract management
- understands theories, best practices, and strategies of staff supervision and evaluation and links supervision and evaluation to effective student learning
- understands and implements professional development systems that result in improved student learning consistent with school vision and action plans
- develops and monitors log range plans for school and organizational technology and information systems applications
- understands and applies current and future technologies for school management and business procedures.
- understands principles and issues related to school facilities, use of space, and operational procedures at the school/organizational level.
- understands and uses the principles of relevant federal and state laws to create environments characterized by fairness, equity, and justice.
- understands the impact of quality components of the Equal Education Act of 1997
- applies principles of Federal and Vermont school law, state regulations, and local school board policies to school operations

ISSLC STANDARD 6

INDICATORS

A. Advocate for children, families and caregivers
B. Act to influence local, district, state, and national decisions or policies affecting student learning
C. Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies

TASKS:
- Compare a number of student discipline policies from different districts. Reflecting on these policies and your own experience, articulate your philosophy of student discipline.
- Review discipline referrals for a specific period, grade level, staff member, and compile the data with regard to grade level, special education classification, race, gender and other relevant classification.
- Meet with district/school personnel most knowledgeable about attendance issues, policies, law and operations. Summarize the key points gleaned from the interview.
- Review procedures for the district/school opening and closing of the school year. Observe or take part in these procedures.
- Review current school/organizational policies in terms of how they promote equity and success for all students.
- Attend a Department of Education’s Education Committee meeting to provide testimony about a policy and its impact on the school.
- Analyze a recent policy change for its impact on families and caregivers.
- Attend a district or organization board of trustees meeting (and meeting minutes) to assess how decision influence school/organizational practices.
- Other related activities approved by your supervisor, and/or service activities to district/school assigned by supervisor.

Theme: VII
Teaching and Learning

INDICATORS:

A leader...

- understands historical and contemporary curricular and instructional issues and their implications for curriculum planning, design, implementation, and evaluation.
- understands fundamental psychological aspects of learning theory and their relationship to curriculum and instruction, particularly for emerging populations.
- understands standards-based curriculum and instruction and how to carry out standards-based comprehensive assessment programs that include effective use of results to improve student learning.
- understands local, state, and federal policies and mandates and implications for curriculum and assessment.
- understands and encourages use of multiple techniques for student assessment.
- uses research on curriculum and instruction to inform, justify, and select best practices related to the teaching and learning processes.
- understands diversity and its meaning for curriculum, instruction, and assessment.
- has knowledge of how to adapt, revise, or create new curriculum based on student interests, community needs, and new knowledge.
- engages the community in dialogue around curriculum priorities, needs, and student performance results, which leads to action planning.
- understands and supports co-curricular programs as integral to student well-being and development.
assesses the school culture and climate in relationship to curriculum and instructional improvement
develops a comprehensive system of teaching and learning that fosters access to a quality curriculum for all students, including students with disabilities, English language learners, gifted and talented, gender, and students who represent diverse cultures and socioeconomic levels
implements best practices related to learning communities, including staffing patterns, student grouping practices, facility design, and scheduling in support of desired student outcomes
uses technology and technology-based information systems to enrich the teaching and learning processes and curriculum access.
engages in activities that incorporates technologies in teaching and learning

ISSLC Standards 1,2, 3

See Above

TASKS:

Assess the district's curriculum development process. Does the particular curriculum align with recommendations of state, federal or other nationally recognized bodies? Note areas of alignment or areas of disconnect. Summarize findings, suggest action and offer plan alternations.
Evaluate the instructional materials and/or textbook(s) for a level or course in a particular area. Note issues such as how the instructional materials/textbook align with actual district standards, evidence of cultural diversity/gender bias, or other noteworthy factors. Apply this experience to the textbook/instructional materials selection process.
Help create and/or review School Improvement Plan with specific goals for instructional improvement.
Create an analysis of school-wide data to plan for instructional improvement.
Disaggregate and/or data and present the results to school improvement committee.
Design or facilitate a workshop/professional development activity for teachers with special needs and/or inclusion students.
Research and distribute best practice information to the teaching staff that supports their current efforts.
Review a subject or level specific curriculum to discover if it meets the established school, district, state and federal standards and create a plan for further improvement and/or compliance.
Conduct an instructional leadership in-service.
Conduct a faculty survey to determine professional growth needs.
Chair a specific school action learning committee with a specific product to be presented.
Research, design, and submit a plan for reading improvement or some other area.
Design and implement a cross-curricular project involving three or more subject areas and/or grade levels.
Review and edit school report card format and content to align assessment to adopted standards.
Collaborate with mentor and two teachers, conduct classroom observations using state standards and district evaluation procedures (pre-conference, observation, post-conference observation). Summarize the process and reflections. Also seek feedback from the teachers regarding ways to improve your instructional supervision.
Collaborate with a teacher or a small group of teachers to select an appealing but underused teaching strategy. Research and develop competency I utilizing the new strategy. Provide professional development to the teacher or group of teachers. Reflect on the process, its use and effectiveness.

- Develop a mentoring program for new teachers or staff
- Assess the current teacher/staff supervision and evaluation program against best practices.
- Develop a staff development program for para-educators or other non-teaching educators.
- Other related activities approved by your supervisor, and/or service activities to district/school assigned by supervisor.
APPENDIX K

Master's in Educational Leadership Internship

Sample Student Log

The Internship requires 300 hours of applied field work in order to meet national and state standards for the endorsement as school administrator. 200 hours are embedded in the Internship; 100 hours in applied course work. Non-Licensure candidates are required to meet 100 hours (combined applied course work and internship).

It is understood that the Intern will assume responsibility for logging and recording time allocated to the Internship. The Intern can construct a format that best meets her/his needs. The form is to be signed by the field mentor when completed.

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Continue as needed.
APPENDIX L

Sample Intern Weekly Journal Reflections

Keeping at least a weekly reflective journal is critical for ongoing understanding of leadership practice. Interns may design a format for reflecting on internship experiences. The following questions can guide your reflections:

Guide: Think about your experiences while completing the suggested tasks listed under each program theme. Guide your thinking by considering the following:

- Why did you choose the task(s) that you chose in this section?

- What worked well?

- What did you learn from your experiences with this task(s)?

How does this experience link to either a program theme or ISSLC standard?

- What might you choose to do differently next time?

What follows is a sample format:

Weekly Journal Reflections

Week of _____:

Brief synopsis of event/activity:

Reactions/Responses:

Reflections: (SEE ABOVE

________________________________________ Title: __________________ Date: ________

Intern
APPENDIX M

EDUCATIONAL LEADERSHIP PROGRAM MATRIX

T/B/D
APPENDIX N

University of Vermont
Final Evaluation

Student: ___________________________ Year/Semester: ________________

Field Mentor

University Supervisor

University Supervisor Signature

Field Mentor Signature

Date: ___________________________ Date: _________________________