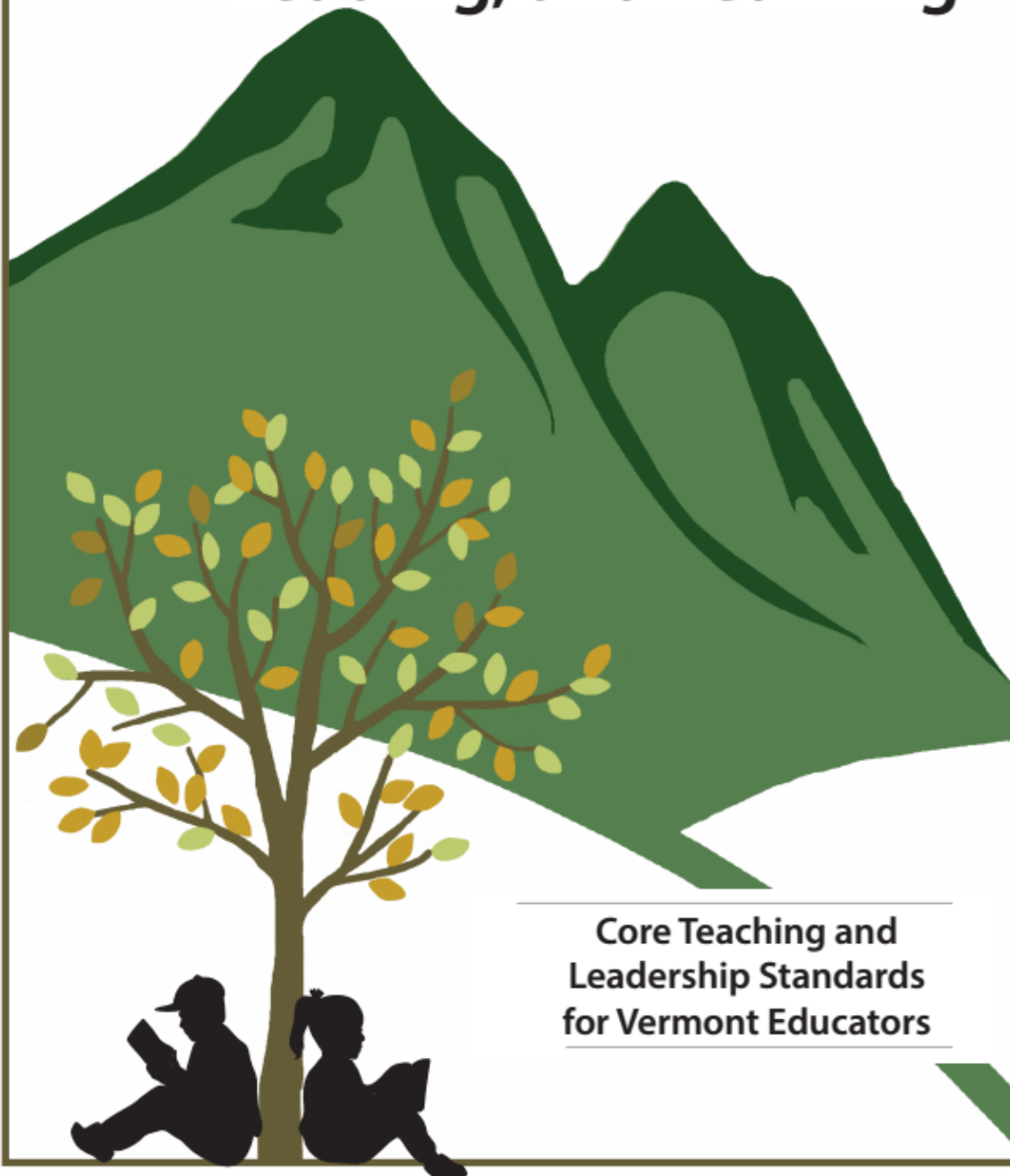


A Vision for Teaching, Leading, and Learning



Core Teaching and
Leadership Standards
for Vermont Educators

A Vision for Teaching, Leading, and Learning

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



State of Vermont
120 State Street
Montpelier, VT 05620-2501
www.education.vermont.gov

[phone] 802-828-3135
[fax] 802-828-3140

Agency of Education

June 26, 2013

Dear Colleagues:

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

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

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

Why did the VSBPE adopt the new standards for educators?

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

The new standards call for:

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

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

Sincerely,

Steven John
Chair, Vermont Standards Board for Professional Educators



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Steven John Chair, Vermont Standards Board for Professional Educators

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2012 - 2013**

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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
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Emily Hausman
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Scott Mosher
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Vermont Agency of Education

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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 Ratko Jokic, Jillian Pierce, Ethan Tatro, Dylan Philibert, Digital Media Arts 2012, instructor Ric Nudell.

2012 - 2013

Steven John, VSBPE Chair Superintendent Windham Central Supervisory Union

Vermont Agency of Education

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

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

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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

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Introduction

Purpose

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

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

Alignment

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

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

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

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

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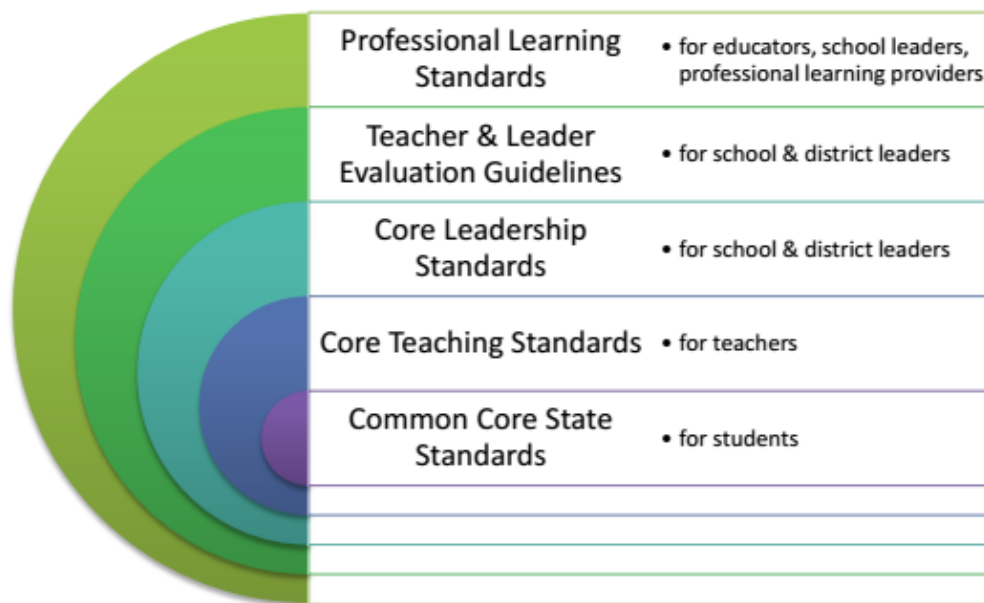
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high-quality instruction and by extension student learning. Next, teacher and leader evaluation guidelines (see [Vermont Guidelines for Teacher and Leader Effectiveness](#)) support effective evaluation systems where educators are provided with the 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



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.

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Core Teaching Standards

Teacher & Leader Evaluation Guidelines

Professional Learning Standards

Common Core State Standards

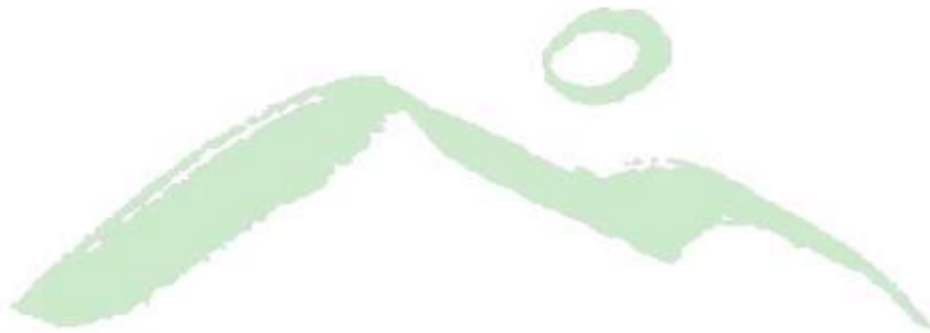
Core Leadership Standards

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- for educators, school leaders, professional learning providers
- for school & district leaders
- for school & district leaders
- for teachers
- for students

Supporting Effective Teaching in Vermont

Core Teaching Standards for Vermont Educators



Supporting Effective Teaching in Vermont

Core Teaching Standards for Vermont Educators

4

INTRODUCTION

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

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

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

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

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

STRUCTURE OF THE STANDARDS

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

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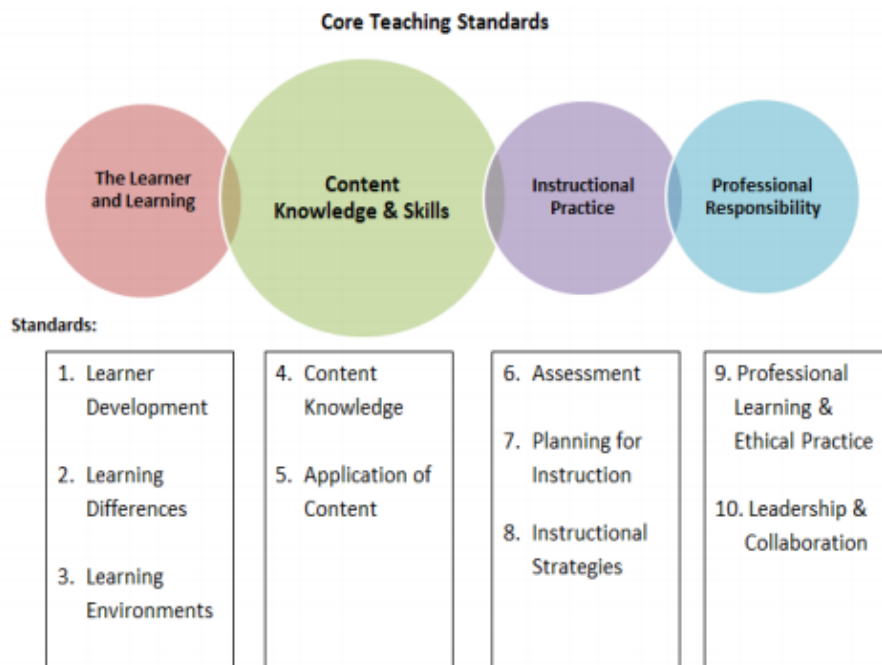
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knowledge necessary for effective practice. Finally, *Critical Dispositions* describe the habits of professional action and moral commitments that underlie the work of educators. The Content category is depicted as larger than the surrounding standards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



USING THE STANDARDS

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

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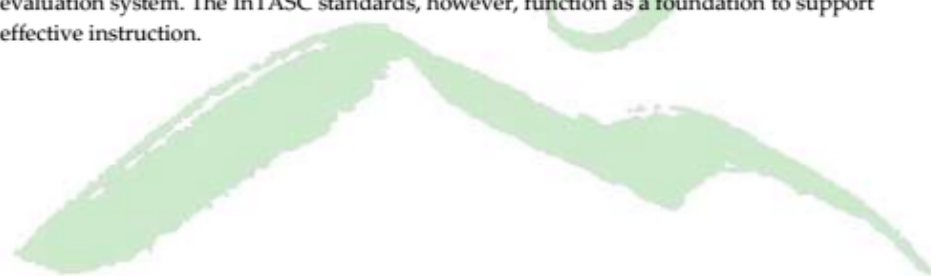
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INTASC LEARNING PROGRESSIONS

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.



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