



# Vermont Agency of Education: Alternative Licensure Program (Peer Review)

Barre, Vermont

Secondary Preparation Program

## Secondary preparation program structure:

In Peer Review, candidates seek initial certification through coursework, workshops, and life experiences, rather than through a preparation program; arrange their own student teaching or equivalent experience, and prepare a portfolio demonstrating competency.

**Orientation:**  
No more than 18 months before portfolio is submitted, candidate attends a peer review clinic for explanation process

**Coursework:**  
Candidate chooses and completes appropriate coursework.

**Clinical practice:**  
During at least 12 weeks of student teaching or equivalent learning experience (arranged by candidate), candidate develops portfolio including necessary licensing test scores and teaching artifacts

**Review and approval:**  
Panel of educators reviews portfolio and recommends licensure or gives candidate 18 months to correct deficiencies

Teacher candidate enrollment: **136** (2011-2012)

Teacher production: **40** (2011-2012)

(2013 Title II Reports)

## Secondary Preparation Program Grade

F

## Score Breakdown

### Alt Cert Std A: Selection Criteria



By employing sufficiently high but pragmatic admissions standards, the program is designed to attract talented individuals who otherwise would not choose to teach.

*Selection criteria for admission into the program do not satisfy this standard because neither requirements for post-secondary grade point averages nor standardized test scores are set sufficiently high to ensure that candidates have the requisite academic talent. And although the program may interview candidates and/or require "critical thinking" assessments, the program does not require candidates to audition, and so cannot ascertain whether a candidate has non-academic traits important for teaching.*

Alt Cert Std B: Subject Area Expertise



Before teacher candidates have full-fledged teaching responsibilities, the program ensures their content mastery in every subject for which they could be responsible for instruction.

*Without a thorough grasp of the subject they will teach—typically acquired by majoring in an academic discipline—secondary teachers will be unable to provide the sophisticated level of instruction that their students need to progress. All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages that are used to justify preparation shortcuts. Alternative certification programs should make sure, by either reviewing transcripts or requiring that candidates pass rigorous assessments, that before secondary candidates enter the classroom as the teachers of record they know the subjects they will teach.*

*The program does not meet this standard because it allows teacher candidates to enter their classrooms as the teachers of record without the transcript review or testing that would ensure that the candidates have sufficient content mastery.*

Alt Cert Std C: Supervised Practice



The program provides adequate supervised classroom instruction practice opportunities.

*If a program relies solely on clinical practice prior to having the candidate enter the classroom as the teacher of record, the placement for practice should fulfill minimal requirements: a placement of sufficient length to allow at least three weeks of full time instruction, five or more formal observations, and mentoring by a teacher who has been selected due to mentoring skills and demonstrated effectiveness as measured by student performance.*

*The program does not satisfy the standard because there are no requirements or inadequate requirements during clinical practice for*

- *a minimal number of formal observations by either a program supervisor or a teacher overseeing the clinical practice; and*
- *required characteristics of the teacher overseeing the clinical practice.*

Alt Cert Std D: Evidence of Effectiveness

NA

The program’s graduates have a positive impact on student learning.

*A score on this standard is not applicable because evaluation depends on reports on the relative effectiveness of the program’s graduates from a teacher preparation student performance data model; either 1) the program’s state does not publish any such report, 2) the state publishes such a report, but the results do not pertain specifically to only this secondary program, or 3) the state publishes such a report, but the results for this program are not consistent for two consecutive years.*