

APPENDIX D: Regional Policy Summary

The following pages include our state-by-state analysis of the extent to which a policy infrastructure is in place to support each of the five core elements of the DEW Framework. This is followed by a listing of relevant policies (with active links to source documents) and key excerpts for each of the five elements. To capture the extent of the infrastructure, we took note of the number of policies in place for each element and identified the following categories:

- No policies currently in place
- Emerging policy infrastructure (1-2 policies currently in place)
- Moderate policy infrastructure (3-5 policies currently in place)
- Robust policy infrastructure (6 or more policies in place)

We recognize that there are limitations inherent in this presentation and, in some cases, have made adjustments to our rating in the event that a particular enacted policy was either far-reaching in terms of its breadth or significant in terms of its leverage.

CONNECTICUT	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (3*)		X		
Supporting Program Completion (6*)	X			
Streamlining Certification (2*)			X	
Recruiting & Hiring (9*)	X			
Supporting, Retaining, & Promoting (3*)		X		

*Number of state statutes addressing this element of the framework.

Cultivating an Interest

1. [CGS Sec. 10-146h Report re quality of teacher preparation programs.](#)
 - a. Requires CSDE to report annually to the legislature on the quality of teacher preparation programs. The report must include, “(7) recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155l”
2. [CGS Sec. 10-156bb Minority Teacher Recruitment Policy Oversight Council.](#)
 - a. Establishes a Minority Teacher Recruitment Policy Oversight Council within CSDE. Outlines the membership of the Oversight Council (includes representatives from the minority teacher recruitment task force)
 - b. The Council’s charge is to advise the CSDE leadership on, “(A) encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs, (B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain minority teachers in

Connecticut schools, (D) recruit minority teachers from other states to teach in Connecticut schools, and (E) recruit minority professionals in other fields to enter teaching.”

c. Requires the Oversight Council to report annually to the CGA

3. [CGS Sec. 10-145a. Specific components of teacher preparation programs.](#)

a. Requires all candidates entering a teacher preparation program that leads to professional certification to “complete training in culturally responsive pedagogy and practice”.

Supporting Program Completion

1. [CGS Sec. 10-146h Report re quality of teacher preparation programs.](#)

a. Requires CSDE to report annually to the legislature on the quality of teacher preparation programs. The report must include, “(7) recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155I”

2. [CGS Sec. 10-155I Minority teacher recruitment.](#)

a. Requires the Regional Educational Service Center Minority Recruiting Alliance to work with CSDE, the Board of Regents for Higher Education, state and independent colleges to study and propose guidelines for pilot programs to recruit and train minority educators. The statute outlines some specific practices to explore and requires reporting back to CSDE, the Board of Regents, and the CGA.

3. [CGS Sec. 10-156aa Task force re minority teacher recruitment, preparation and retention.](#)

a. Establishes a task force, “to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section 10-155I, in public schools in the state. Such study shall include, but need not be limited to, (1) an analysis of the causes of minority teacher shortages in the state, (2) an examination of current state-wide and school district demographics, and (3) a review of best practices.”

b. Outlines membership in the task force

c. Requires the task force to report back to the CGA and sets the termination date as January 1, 2026.

4. [CGS Sec. 10-156bb Minority Teacher Recruitment Policy Oversight Council.](#)

a. Establishes a Minority Teacher Recruitment Policy Oversight Council within CSDE. Outlines the membership of the Oversight Council (includes representatives from the minority teacher recruitment task force)

b. The Council’s charge is to advise the CSDE leadership on, “(A) encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs, (B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain minority teachers in Connecticut schools, (D) recruit minority teachers from other states to teach in Connecticut schools, and (E) recruit minority professionals in other fields to enter teaching.”

c. Requires the Oversight Council to report annually to the CGA

5. [CGS Sec. 10-156dd Student survey re minority teacher recruitment programs.](#)

a. Requires CSDE to annually conduct a survey of students participating in minority teacher recruitment programs on the effectiveness of those programs and share the reports with the CGA.

6. [CGS Sec. 10-156ee Duties re minority teacher recruitment.](#)

a. Requires specific actions that CSDE and the Minority Teacher Recruitment Policy Oversight Council must undertake. These include conducting research into best practices, creating partnerships to

catalyze their efforts, and several areas around certification (modernizing the process for certification to remove barriers, bias-free assessments, establishing cut scores to increase competitiveness, supporting new and innovative teacher prep programs committed to enrolling minority candidates). Requires state support, monitoring, and intervention in local and regional efforts to attract and retain educators of color. Establishes a question on the demographic data of applicants for positions in the annual hiring survey that CSDE distributes to districts. Requires that this data is included in the annual report submitted to the Minority Teacher Recruitment Taskforce.

Streamlining Certification

1. [CGS Sec. 10-145b Teaching certificates.](#)
 - a. Waives certain provisions and requirements for provisional educator certification for an “appropriately certified” teacher from “another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico”.
2. [CGS Sec. 10-156ee Duties re minority teacher recruitment.](#)
 - a. Requires specific actions that CSDE and the Minority Teacher Recruitment Policy Oversight Council must undertake. These include conducting research into best practices, creating partnerships to catalyze their efforts, and several areas around certification (modernizing the process for certification to remove barriers, bias-free assessments, establishing cut scores to increase competitiveness, supporting new and innovative teacher prep programs committed to enrolling minority candidates). Requires state support, monitoring, and intervention in local and regional efforts to attract and retain educators of color. Establishes a question on the demographic data of applicants for positions in the annual hiring survey that CSDE distributes to districts. Requires that this data is included in the annual report submitted to the Minority Teacher Recruitment Taskforce.

Recruiting and Hiring

1. [CGS Sec. 10-146h Report re quality of teacher preparation programs.](#)
 - a. Requires CSDE to report annually to the legislature on the quality of teacher preparation programs. The report must include, “(7) recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155I”
2. [CGS Sec. 10-151d Performance Evaluation Advisory Council. Responsibilities.](#)
 - a. Establishes a Performance Evaluation Advisory Council within CSDE on of the Council’s responsibilities includes collaborating with the minority teacher recruitment task force, “to focus on issues concerning equity and closing the achievement gap.”
3. [CGS Sec. 10-155I Minority teacher recruitment.](#)
 - a. Requires the Regional Educational Service Center Minority Recruiting Alliance to work with CSDE, the Board of Regents for Higher Education, state and independent colleges to study and propose guidelines for pilot programs to recruit and train minority educators. The statute outlines some specific practices to explore and requires reporting back to CSDE, the Board of Regents, and the CGA.
4. [CGS Sec. 10-156aa Task force re minority teacher recruitment, preparation and retention.](#)
 - a. Establishes a task force, “to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section 10-155I, in public schools in the state. Such study shall include, but need not be limited to, (1) an analysis of the causes of minority

teacher shortages in the state, (2) an examination of current state-wide and school district demographics, and (3) a review of best practices.”

- b. Outlines membership in the task force
 - c. Requires the task force to report back to the CGA and sets the termination date as January 1, 2026.
5. [CGS Sec. 10-156bb Minority Teacher Recruitment Policy Oversight Council.](#)
- a. Establishes a Minority Teacher Recruitment Policy Oversight Council within CSDE. Outlines the membership of the Oversight Council (includes representatives from the minority teacher recruitment task force)
 - b. The Council's charge is to advise the CSDE leadership on, “(A) encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs, (B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain minority teachers in Connecticut schools, (D) recruit minority teachers from other states to teach in Connecticut schools, and (E) recruit minority professionals in other fields to enter teaching.”
 - c. Requires the Oversight Council to report annually to the CGA
6. [CGS Sec. 10-156cc Report re effectiveness of minority teacher recruitment programs.](#)
- a. Requires CSDE to annually report on the effectiveness of their efforts to diversify the educator workforce
 - i. “the Department of Education shall submit a report using results-based accountability measures to assess the effectiveness of minority teacher recruitment programs in the state to the joint standing committees of the General Assembly”
7. [CGS Sec. 10-156ee Duties re minority teacher recruitment.](#)
- a. Requires specific actions that CSDE and the Minority Teacher Recruitment Policy Oversight Council must undertake. These include conducting research into best practices, creating partnerships to catalyze their efforts, and several areas around certification (modernizing the process for certification to remove barriers, bias-free assessments, establishing cut scores to increase competitiveness, supporting new and innovative teacher prep programs committed to enrolling minority candidates). Requires state support, monitoring, and intervention in local and regional efforts to attract and retain educators of color. Establishes a question on the demographic data of applicants for positions in the annual hiring survey that CSDE distributes to districts. Requires that this data is included in the annual report submitted to the Minority Teacher Recruitment Taskforce.
8. [CGS Sec. 10-157ff Strategies and utilization of resources for the hiring and employment of minority teachers and administrators.](#)
- a. Directs the Minority Teacher Recruitment and Policy Oversight Council to work with the minority teacher recruitment task force to “ensure” that 250 new minority teachers and administrators (30% of which are men) are hired every year.
9. [CGS Sec. 10- 262u Alliance districts.](#)
- a. Alliance districts receive additional funding and must create a plan for using those funds. One acceptable use for the funds is on, “strategies for attracting and recruiting minority teachers and administrators”.

Supporting, Retaining, and Promoting

1. [CGS Sec. 10-156aa Task force re minority teacher recruitment, preparation and retention.](#)

- a. Establishes a task force, “to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section 10-155l, in public schools in the state. Such study shall include, but need not be limited to, (1) an analysis of the causes of minority teacher shortages in the state, (2) an examination of current state-wide and school district demographics, and (3) a review of best practices.”
 - b. Outlines membership in the task force
 - c. Requires the task force to report back to the CGA and sets the termination date as January 1, 2026.
2. [CGS Sec. 10-156ee Duties re minority teacher recruitment.](#)
- a. Requires specific actions that CSDE and the Minority Teacher Recruitment Policy Oversight Council must undertake. These include conducting research into best practices, creating partnerships to catalyze their efforts, and several areas around certification (modernizing the process for certification to remove barriers, bias-free assessments, establishing cut scores to increase competitiveness, supporting new and innovative teacher prep programs committed to enrolling minority candidates). Requires state support, monitoring, and intervention in local and regional efforts to attract and retain educators of color. Establishes a question on the demographic data of applicants for positions in the annual hiring survey that CSDE distributes to districts. Requires that this data is included in the annual report submitted to the Minority Teacher Recruitment Taskforce.
3. [CGS Sec.10- 220a In-service training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations.](#)
- a. Requires all boards of education to provide training on “culturally responsive pedagogy and practice” to all of its teachers, administrators, and “pupil personnel”.

MASSACHUSETTS	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)			X	
Supporting Program Completion (1*)			X	
Streamlining Certification (2*)			X	
Recruiting & Hiring (1*)			X	
Supporting, Retaining, & Promoting (1*)			X	

*Number of state statutes addressing this element of the framework.

Cultivating an Interest

1. [M.G.L.c.69, §1S Statewide targets for addressing persistent disparities in student achievement; submission of 3-year plan by districts; reporting](#)
 - a. The Student Opportunity Act requires districts to create plans for using funds to address persistent disparities in achievement among student subgroups and identifies “diversifying the educator and administrator workforce” as an approved “evidence-based program, support, intervention” that districts may use their funds on.

Supporting Program Completion

1. [M.G.L.c.69, §1S Statewide targets for addressing persistent disparities in student achievement; submission of 3-year plan by districts; reporting](#)
 - a. The Student Opportunity Act requires districts to create plans for using funds to address persistent disparities in achievement among student subgroups and identifies “diversifying the educator and administrator workforce” as an approved “evidence-based program, support, intervention” that districts may use their funds on.

Streamlining Certification

1. [603 CMR 7.08 Professional Standards for Teachers](#)
 - a. The professional standards for teachers requires all teachers to demonstrate cultural proficiency. They also require the department to create indicators around supporting English learners and students of “diverse cultural and linguistic backgrounds”.
2. [603 CMR 7.14 Endorsements](#)
 - a. Requires those seeking a SEI Administrator and Transition Specialist endorsements to demonstrate subject matter knowledge around meeting the needs of “culturally and linguistically diverse” youth or populations.

Recruiting and Hiring

1. [M.G.L.c.69, §1S Statewide targets for addressing persistent disparities in student achievement; submission of 3-year plan by districts; reporting](#)

- a. The Student Opportunity Act requires districts to create plans for using funds to address persistent disparities in achievement among student subgroups and identifies “diversifying the educator and administrator workforce” as an approved “evidence-based program, support, intervention” that districts may use their funds on.

Supporting, Retaining, and Promoting

1. [M.G.L.c.69, §1S Statewide targets for addressing persistent disparities in student achievement; submission of 3-year plan by districts; reporting](#)
 - a. The Student Opportunity Act requires districts to create plans for using funds to address persistent disparities in achievement among student subgroups and identifies “diversifying the educator and administrator workforce” as an approved “evidence-based program, support, intervention” that districts may use their funds on.

Note: While technically not included in our assessment of currently enacted policies, it is important to note that a significant piece of proposed legislation—[An act relative to educator diversity \(Bill H.682\)](#)—is currently before the Massachusetts legislature at the time of this report’s publication. It would address diversifying the educator workforce in a comprehensive way. If passed, this legislation would have significant positive impact, particularly on streamlining certification, recruiting and hiring, and supporting, retaining, and promoting racially, ethnically, and linguistically diverse educators.

MAINE	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)				X
Supporting Program Completion (1*)			X	
Streamlining Certification (2*)		X		
Recruiting & Hiring (1*)				X
Supporting, Retaining, & Promoting (1*)				X

*Number of state statutes addressing this element of the framework.

Cultivating an Interest

No current Policies

Supporting Program Completion

By Statute, Educator Preparation programs in Maine must be approved by a process run by the State Board using a peer review model. This 100-page Word document outlines the standards for initial and ongoing approval ([Chapter 114: Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs](#))

As outlined in Standard 4 -- Diversity -- for “Units” that operate preparation programs:

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. The following indicators inform this standard. (p. 81)

The unit . . .

- i. affirms the value of diversity through persistent efforts to increase and retain faculty diversity...
- l. affirms the value of diversity shown through persistent efforts made to increase or maintain candidate diversity.

There are, however, many references in the document about the importance of ensuring candidates develop and demonstrate knowledge and skills around the diversity of learners (in broad terms such as learning preferences and strengths, in addition to cultural, linguistic, racial, ethnic, etc.)

Streamlining Certification

1. LD 1189 went into effect on 6/16/21 and streamlined certification in the following ways (ref: [DOE Legislative Summary](#)):

- Provides reciprocity for professional certificates for holders of “comparable” certificates from “any other state or country”
Statutory Reference: Sec. 2. 20-A, Chapter 502 MRSA §13012-B, §13012-B. Emergency teacher certificate and reciprocal professional certificate:
Title 20-A: EDUCATION
Part 6: TEACHERS

- [Chapter 502: CREDENTIALING OF EDUCATIONAL PERSONNEL](#)
Reciprocal professional certificate. The commissioner may issue a reciprocal professional certificate pursuant to this section to a teacher, specialist or administrator who has submitted to a criminal history background check and holds a comparable certificate in another state, the District of Columbia, a United States territory or another country. A certificate issued pursuant to this subsection is issued for a 5-year period.

Note: The Maine DOE has not yet revised the documents outlining requirements for certification on its website to reflect the above changes in statute (reference: <https://www.maine.gov/doe/cert/requirements>)

- Allows “portfolio submission” as alternative to the Praxis CORE requirement. Statutory Reference: Title 20-A: EDUCATION, Part 6: TEACHERS, [Chapter 502: CREDENTIALING OF EDUCATIONAL PERSONNEL](#), §13013. Professional teacher certificate
2. Here are the links to the 2018 version of Chapter 115: The Credentialing of Education Personnel ([Part I, Standards and Procedures for Credentialing](#); [Part II, Requirements for Specific Certificates and Endorsements](#))
 3. And here is the [new language for Chapter 115](#) and [endorsed](#) by the State Board of Education during a special meeting held on October 26, 2021. The State Board unanimously voted to “authorize the filing of the substantive changes articulated above in Chapter 115 rules and the Administrative Procedures Act forms with the Secretary of State’s Office.” These proposed rules will go into effect once they are approved by the Legislature and subsequently adopted by the State Board.

Recruiting and Hiring

No current Policies

Supporting, Retaining, and Promoting

No current Policies

NEW HAMPSHIRE	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)				X
Supporting Program Completion (1*)				X
Streamlining Certification (2*)				X
Recruiting & Hiring (1*)				X
Supporting, Retaining, & Promoting (1*)				X

*Number of state statutes addressing this element of the framework.

Cultivating an Interest

No current Policies

Supporting Program Completion

1. A set of Administrative Rules Recommended by the NH Professional Standards Board and approved by the State Board of Education govern PK-12 educational staff credentialing. All professionals employed in New Hampshire public schools must possess the appropriate credential for an assignment if required:
 - a. [Chapter Ed 300](#) Administration of Minimum Standards in Public Schools
 - b. [Chapter Ed 500](#) Certification Standards For Educational Personnel
 - c. [Chapter Ed 600](#) Approval of Professional Educator Preparation Programs

While diversity, equity, and inclusion feature prominently among the standards for approval, there are no explicit expectations for programs to diversify their pool of candidates (or their faculty), nor are programs required to regularly report the percentage of its candidates and program completers who are racially, ethnically, or linguistically diverse.

Streamlining Certification

1. NH Rule Ed 505.01 -- Basic Academic Skills and Subject Area Assessment -- stipulates that:
 - (a) candidates “seeking an initial teacher or instructional specialist license under one of the pathways listed below shall pass a basic academic skills assessment, including, but not limited to, the praxis core academic skills for educators administered by Educational Testing Service (ETS) or comparable out of state test as determined by the bureau.”
2. (f) The board shall accept, in lieu of (a) above, performance at or above the 50th percentile on a nationally-recognized basic academic skills test in the areas of reading, writing, and mathematics, including, but not limited to:
 - (1) The Scholastic Aptitude Test (SAT) administered by the College Board;
 - (2) The Graduate Record Examinations (GRE) administered by ETS; and

(3) The ACT administered by ACT.

Recruiting and Hiring

No current Policies

Supporting, Retaining, and Promoting

No current Policies

RHODE ISLAND	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)				X
Supporting Program Completion (1*)				X
Streamlining Certification (2*)			X	
Recruiting & Hiring (1*)			X	
Supporting, Retaining, & Promoting (1*)				X

*Number of state statutes addressing this element of the framework.

1. [§ 16-97.1-1. Performances of local education agencies and individual public schools – Evaluation system – Assessment instruments – Reports.](#)
 - a. Requires all districts to report on racial composition of teaching and administrative staff as part of the accountability system.

Cultivating an Interest

No current Policies

Supporting Program Completion

No current Policies

Streamlining Certification

1. [200-RICR-20-20-1.3.3 Rhode Island Standards for Educational Leaders](#)
 - a. Establishes a standard around “Equity and Cultural Responsiveness” for educational leaders.

Recruiting and Hiring

1. [§ 16-97-10. Closing the achievement gap.](#)
 - a. Requires the board of education to “direct the council on postsecondary education, in conjunction with the Community College of Rhode Island, Rhode Island College and the University of Rhode Island, to develop strategies to increase the recruitment of minority teacher-preparation students in an effort to increase diversity in the teaching profession.”

Supporting, Retaining, and Promoting

No current Policies

VERMONT	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)			X	
Supporting Program Completion (1*)				X
Streamlining Certification (2*)			X	
Recruiting & Hiring (1*)			X	
Supporting, Retaining, & Promoting (1*)				X

*Number of state statutes addressing this element of the framework.

Cultivating an Interest

1. [Act 1. An Act Relating to Ethnic and Social Equity Studies Standards for Public Schools.](#) Act 1 establishes the Ethnic and Social Equity Standards Advisory Working Group. Among many other areas focusing on curriculum, instruction, discipline, community engagement, safety, and preparing students to participate in the increasingly diverse state, country, and world, the Advisory Working Group is required to report back to the General Assembly any policy (statutory, Board rule, or district policy) that needs to be reviewed or amended in order to, “(F) ensure that the school diversifies its workforce and provides its personnel training in how best to address bias incidents.” (Act 1, (g)(3)(F))
 - We would argue that the law’s intent of teaching “children from an integrated curriculum that fairly represents both the contributions of People of Color (as well as indigenous people, women, people with disabilities, etc.), while fairly and accurately representing our history of oppression of these groups” is a crucial step toward cultivating an interest in the profession.
 - This, along with the requirement to “educate State employees about implicit bias, white privilege, white fragility, and white supremacy and increase the representation of people of color in the State and school labor forces by focusing on recruitment, hiring, and retention, as well as promotion of people of color into positions of authority and responsibility on boards and commissions” contribute to creating a policy landscape across the state of the importance of diversifying the educator workforce.

Supporting Program Completion

1. The Vermont Agency of Education uses a state-developed [Results Oriented Program Approval \(ROPA\) process](#) to approve educator preparation programs sanctioned to recommend candidates who successfully complete their requirements or licensure (revised 10/18/2021). While diversity, equity, and inclusion feature prominently among the standards for approval, there are no explicit expectations for programs to diversify their pool of candidates (or their faculty), nor are programs required to regularly report the percentage of its candidates and program completers who are racially, ethnically, or linguistically diverse.

Streamlining Certification

1. [5235. Demonstrated competency as specified in the Vermont Core Teaching Standards.](#) (Vermont State Board of Education Rules approved 02/16/2016)
 - a. 5235.2 Learner Differences. Among the required competencies for teacher certification includes the requirement that the successful candidate “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.”

2. [VERMONT TESTING REQUIREMENTS FOR EDUCATOR LICENSURE](#) (01/06/2021).

- a. Establishes minimum passing scores for all teachers on the Praxis Core Academic Skills Test (which replaced Praxis I) and establishes qualifying scores on the SAT, GRE, and ACT as alternatives. (The VT AOE also created an FAQ for candidates about testing requirements)

3. [Rules Governing the Licensing of Educators and the Preparation of Educational Professionals -- Rule Series 5100](#) (effective 06/11/2021)

- 5240. Examination Requirements for All Applicants for Level I or Level II Professional Educator Licenses and Additional Endorsements
- 5241. Except as otherwise provided by Rule 5246, all applicants for initial licensure under sections 5310, 5320, 5330, or 5340 of these rules shall be required to meet the passing scores established by the Standards Board on the Praxis Core Series examinations in reading, writing, and mathematics or other examinations determined by the Standards Board.
- 5247. Waiver of Praxis Core Series Requirement and granting of provisional endorsement
 - 5247.1 A superintendent, director, head of an approved independent school, or Career Technical Director may apply for the waiver on behalf of the school district.
 - 5247.2 The school district would need to demonstrate that not being given a waiver would substantially inhibit the district's ability to carry out its locally established objectives.
 - 5247.3 The prospective teacher on whose behalf the waiver is being requested must document that the individual:
 - a) has undertaken additional efforts to acquire knowledge and skills necessary such as tutoring and courses,
 - b) has an identified and documented disability and has exhausted all ETS procedures for accommodations for that disability; and
 - c) c) has taken the exam a minimum of three times without being able to meet the required cut scores.
 - 5247.4 If a - c are met and the Vermont Standards Board for Professional Educators (VSBPE) or the Office finds that the candidate is otherwise qualified, the Education Quality Division's Licensing Office will issue a license that is restricted to teaching in the Supervisory Union/ District making the waiver Request.

4. Reciprocity and alternatives to certification

- a. VT recognizes candidates for licensure who are recommended for licensure by a state-approved Educator preparation program at an accredited college or university, or a professional license, is recognized in another state. The reciprocity is governed by the Interstate Agreement developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). It does not guarantee that a license in one state can simply be 'traded in' for a license in another state. Each jurisdiction that is a signatory to the Agreement sets its own requirements under which a license will be issued.

5. Exemption from Praxis Core Testing requirements for initial licensure include:

- a. 5246.2 A candidate who is currently licensed in a state participating in the NASDTEC Interstate Agreement (Rule 5320).

- b. 5246.3 A candidate who, prior to the effective date of a particular examination requirement, has received written notification from the Office or a panel convened to review credentials under section 5330 of these rules that a license will be granted upon completion of specified requirements.
- c. 5246.4 A candidate who otherwise qualifies for a license or endorsement and is certified by the National Board for Professional Teaching Standards in the applicable endorsement area.

6. Vermont's Alternative Licensure Program: Peer Review

- a. The following are excerpts from [Vermont's Peer Review Handbook](#) (updated 9/26/2019). Vermont's licensing peer review process provides a pathway for prospective teachers who have followed alternate routes to preparation, usually characterized by completing non-traditional programs leading to licensure in other states or able to demonstrate the expected competencies for licensure through "through coursework, workshops, and life experiences, rather than through a preparation program

"The authority for the Vermont Standards Board for Professional Educators (VSBPE) to grant licenses through Peer Review is provided for in Vermont's Rules Governing the Licensing of Educators and the Preparation of Educational Professionals, Section 5330. The Peer Review program is ROPA approved to recommend for licensure."

While the peer review process allows candidates to provide evidence of meeting standards demonstrated in a variety of ways, at this time "(a)ll candidates seeking initial licensure in Vermont must meet the State's passing scores on the Core Academic Skills for Educators Test; in reading (156), mathematics (150) and writing (162) or submit acceptable scores on one of the alternate exams" outlined in the rules 5240 through 5247.

Recruiting and Hiring

- 1. Among the duties of the Working Group established by [Act 1](#), are to develop recommendations to "ensure that the school diversifies its workforce and provides its personnel training in how best to address bias incidents."

Supporting, Retaining, and Promoting

No current Policies

Additional note:

[Act 1. An Act Relating to Ethnic and Social Equity Studies Standards for Public Schools](#). Act 1 establishes the Ethnic and Social Equity Standards Advisory Working Group. Among many other areas focusing on curriculum, instruction, discipline, community engagement, safety, and preparing students to participate in the increasingly diverse state, country, and world, the Advisory Working Group is required to report back to the General Assembly any policy (statutory, Board rule, or district policy) that needs to be reviewed or amended in order to, "(F) ensure that the school diversifies its workforce and provides its personnel training in how best to address bias incidents." (Act 1, (g)(3)(F))