



VERMONT

CERTIFICATION

***Note: State licensure requirements are being rewritten in all areas.*

According to its Title II report, Vermont issues Type A and Type B certificates. Vermont requires teacher candidates to hold a baccalaureate degree from a regionally accredited or state-approved institution.

Elementary Certification

Candidates must have completed a major or its equivalent in the liberal arts and sciences, and they must pass the appropriate Praxis examinations. No other specific information regarding course content has been located.

Middle-Level Certification

Candidates must have completed a major or its equivalent in the liberal arts and sciences, and they must pass the appropriate Praxis examinations. A teaching minor is required for endorsed areas. No other specific information regarding course content has been located.

Secondary Certification

Secondary candidates (grades 7–12) must have a major in their endorsement area but are authorized to teach in any social studies subject area in which they have a major or minor. The state lists key qualifications that a candidate must possess in order to be considered competent. Praxis examinations are also required. No information regarding course content has been located.

STANDARDS

Standards for Teachers

The state has developed Principles for Vermont Educators and performance standards known as the Five Standards for Vermont Educators. The state also outlines key qualifications that teachers must possess in order to be competent at the elementary, middle, and secondary levels. The secondary qualifications address specific content areas and include the following in social studies:

- ❖ knowledge of key concepts in history and the social sciences which can include political science, economics, sociology, psychology anthropology, geography, and the arts in order to attain a broad understanding of human society and the environmental and cultural factors which shape and condition human life;
- ❖ knowledge of how to apply key concepts in history and the social sciences to contemporary issues and local, state, national, and international problems;
- ❖ knowledge of teaching strategies particularly important to social studies such as democratic participation and debate;
- ❖ knowledge of computer technology appropriate for the teaching of social studies;
- ❖ ability to interest and involve students in the key concepts of history and the social sciences and develop the students' understanding of how these concepts relate to contemporary issues and problems including the ability to teach about
 1. attitudes and values essential to informed participation in society;
 2. the diverse cultural, social, economic, political, racial, ethnic, and religious groups that compose American society; and
 3. how to understand and cope with controversial issues, problems, and human values; and
- ❖ ability to use special teaching methods to help students
 1. solve problems;
 2. understand time and chronology;
 3. conduct research using materials and tools such as social studies reading materials, primary sources, statistical information including demographic information and public opinion poll data, computers, graphs, charts, globes, and maps to analyze issues and problems; and
 4. work in a group, and with a number of groups, in order to understand issues and problems.

Elementary standards require teachers to have knowledge in social studies appropriate for the elementary grade levels, and middle school standards require appropriate knowledge and the ability to be part of interdisciplinary teams.

Standards for Students

Vermont has developed a Framework of Standards and Learning Opportunities for its students. The framework is organized into four main parts: Vital Results Standards, Field of Knowledge Standards, Learning Opportunities, and Appendices. All teachers are responsible for the Vital Results Standards, regardless of the field in which they teach. These standards include:

- ❖ communication standards;
- ❖ reasoning and problem-solving standards;
- ❖ personal development standards; and
- ❖ civic/social responsibility standards.

There are three Fields of Knowledge sets of standards. One set, History and Social Sciences Standards, includes the following areas:

- ❖ investigation and critical evaluation;
- ❖ history;
- ❖ geography;
- ❖ citizenship;
- ❖ diversity and unity;
- ❖ economics;
- ❖ conflicts and conflict resolution; and
- ❖ identity and interdependence.

The history standards in Vermont are presented at three grade clusters or spans, pre-K–4, 5–8, and 9–12. Within history, three main standards exist.

- ❖ **Historical Connections:** Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two.
- ❖ **Traditional and Social Histories:** Students investigate both the traditional and the social histories of the people, places, and cultures under study, including those of indigenous peoples.
- ❖ **Being a Historian:** Students use historical methodology to make interpretations concerning history, change, and continuity.

Statements follow each of the standards that indicate students have achieved the standard when they provide the specified form of evidence.

Learning opportunities are presented as recommended practices designed to support all students in attaining the standards in the framework. The Learning Opportunities address five areas: access, instruction, assessment and reporting, connections, and best practices. Indicated best practices in history and the social sciences include

- ❖ opportunities to participate in democratic processes in the school and community;
- ❖ partnerships and internship with the community;

- ❖ opportunities to collaborate with people of various cultures and social classes;
- ❖ access to national and international organizations with social science resources;
- ❖ opportunities to construct social, political, and economics systems; and
- ❖ opportunities to report on research in various forms.

HIGH SCHOOL GRADUATION/EXIT EXAM

As of June 2002, students in Vermont need at least 20 Carnegie units to be able to graduate from high school. These units must include at least three years of history and the social sciences. No specific courses are identified. By June 2005, students meet the graduation requirements if (as judged by the school board) they demonstrate that they have attained or exceeded the state standards as measured by results on performance assessments or have completed at least 20 Carnegie units, including at least three years of history and the social sciences, and any additional local requirements; or any combination of the above.

Exit Exam

There is no exit exam requirement.

ASSESSMENT

Vermont's Comprehensive Assessment System (CAS) includes statewide assessments based on the Framework of Standards and Learning Opportunities. These assessments include the Vermont Developmental Reading Assessment for 2nd graders, the New Standards Reference Exams in English/language arts and mathematics administered in grades 4, 8, and 10, and VT-PASS, a science assessment administered in grades 5, 9, and 11. No assessment occurs or is planned for History and the Social Sciences.