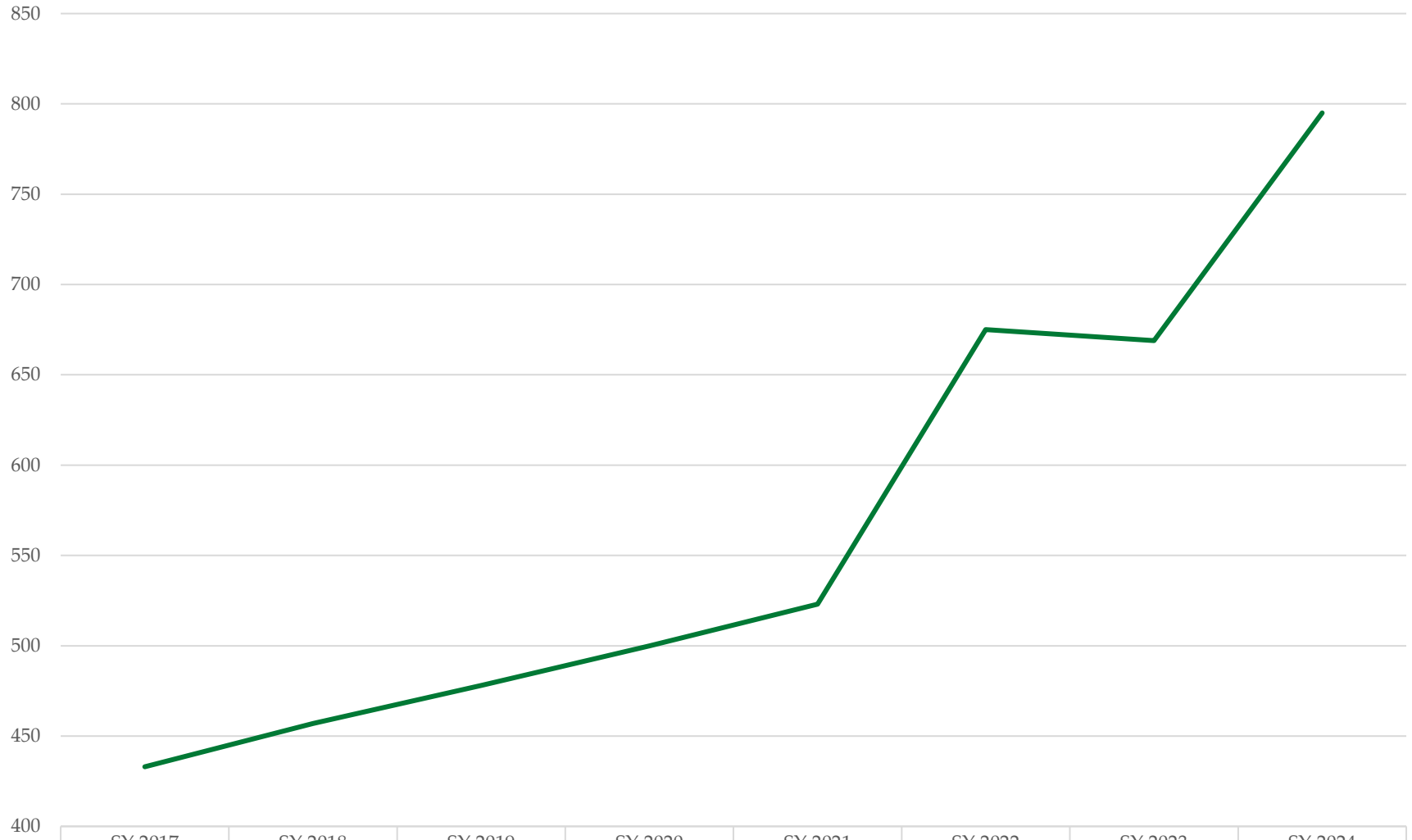


Emerging Pathways Grant

Vermont Agency of Education

January 2025

Provisional and Emergency Licenses Issued



	SY 2017	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024
total	433	457	478	500	523	675	669	795

2024-2025 Prov and Emer

As of January 6th, 2025

Provisional Endorsement	Total	Emergency Endorsement	Total
Special Educator	88	Elementary Education	21
Elementary Education	62	School Librarian	10
School Counselor	27	Mathematics	7
Early Childhood Education	25	Physical Education	10
Principal	19	Early Childhood Education	6

AOE/VDOL Grant and MOU

- \$300,000 State Apprenticeship Expansion Formula funding from US DOL
- AOE Emerging Pathways Coordinator supporting development of Registered Apprenticeship Programs for teaching
 - Hired! Amelia Wurzburg, former middle school humanities from St. Johnsbury
- Apprentice Mentor training and programing
- Can lead to additional competitive DOL funding opportunities

Historically Underrepresented Educator Affinity Groups Grant Program

- Grant Agreement with Education Justice Coalition, which organizes the Vermont Educators of Color Association
- Over 100 members statewide
- 10 Affiliate Vermont Districts/schools
- Two annual weekend long retreats for Educators of Color and families
- "Why We Stay" Research project - is a community led research project by the Vermont Educators of Color Association exploring the conditions that support educators of color run Vermont to stay in their jobs and to thrive.

Applicant	Award	Emerging Pathway Grant Programing
VTHEC	\$130,366	<ul style="list-style-type: none"> -Elem Ed Pilot Program -supplementing scholarships for ECE and Spec Ed cohorts -Induction programing for ECE, Spec Ed, and El Ed -District PD partnerships
VT-NEA	\$125,896	<ul style="list-style-type: none"> -Supports for Peer Review -Support NEK Peer Review Apprenticeship Pilot -Praxis Support with Study.com -Ed Rising partnership for HS and CTE students -Special Ed mentoring -New teacher induction program
VREC	\$75,503	<ul style="list-style-type: none"> -MA Rural Residency program, discussions with UVM and SNHU
VTSU	\$71,617	<ul style="list-style-type: none"> -Support Provisional pathway Special Ed pilot program candidates with program and material costs, and continued induction supports
Spark	\$70,380	<ul style="list-style-type: none"> - Develop a Paraeducator apprenticeship - Supporting temp licensed educators -Coaching and mentorship for individuals interested in teaching
UVEI	\$26,238	<ul style="list-style-type: none"> -District partnership to provide instructional coaching to provisionally licensed educators seeking licensure

Peer Review – Fee Waiver

- Increased applications over past two years
- Prior to 2023, every candidate had live interview scheduled M-F at 4pm
- Due to increased demand, moved to asynchronous review and interview
- Higher efficiency + higher quality

SFY	Panels
FY20	51
FY21	87
FY22	72
FY23	86
FY24	140
FY25	80

Average Wait Time Between Portfolio Submission and Interview

Endorsement Area	Average Wait Time for Traditional Interview	Average Wait Time for Asynchronous Interview
Elementary Education	3-4 months	2 months
English	2-4 months	1 month
Physical Education	6 months	3 months
Science and Social Studies	3 months	1 month
Early Childhood Education	3 months	2 months
School Counselor	6 months	2 months
Special Educator	4-5 months	2 months

Clear decrease in wait time when conducting asynchronous interviews, despite a rise in the number of candidates.

Question and Answer for Special Educator Candidate during Traditional Interview Format

- Q: Can you talk to your experience writing IEPs? How do you determine what level of needs are needed for students?
- A: I've been a consulting special educator for the past two years with a lot of guidance from my consulting supervisor. My first year I had 8 students on my caseload I wrote IEPs for, and then we added four so I did four initial evaluations and added data for MTSS to use as a data gathering tool that we created. Then last year I had 11 students on my caseload and wrote all the IEPs for them. It was students who had specific learning disabilities to more complex working with the Vermont Eye Team for students with disabilities that were more complex and needed more teamwork.

Similar Answer for Special Educator Question about preparedness to prepare IEPS during Asynchronous Interview

Assessments in Special Education: Achievement Testing and Report Writing (with a link to transcript)

This class, hosted by VT-HEC, was one of the first classes I took in special education assessment. It was my introduction to how to use assessments to identify students' needs and align IEP goals with students' demonstrated weaknesses.

Assessment in Special Education: Achievement Testing and Report Writing – with link to a syllabus

This class prepared me to conduct Assisted Study, a study hall for students with disabilities, who receive targeted instruction in a quieter, more focused environment. As their case manager, I provide them with services in both literacy and mathematics in addition to supporting them in completing homework for all academic areas. This allows us to deliver specialized services within the general education environment so students are fully immersed in the life of the school and yet receive curriculum review and support needed to achieve the goals as stated in their IEPs.

Special Education: Comprehensive Evaluations – with a link to syllabus

This class, hosted by VT-HEC, is the third in the assessment series. It covers preparation for an evaluation planning meeting, reading and understanding assessment results and using this information to write an evaluation report that parents can understand, using this report to establish eligibility for special services, and using the report itself to guide the development of a specific, helpful IEP that teachers can use to ensure students receive the instruction they need across the curriculum.

Anecdotal Notes

- Over the weekend when interviews are not traditionally conducted, numerous reviews are received. The panelists are working educators, and the asynchronous format allows them to complete the reviews at their convenience. This approach enables panelists to manage their time effectively and avoids adding evening hours to their teaching workdays. **Our aim is to enhance panelist participation without increasing educators' stress levels.**
- The scheduling aspect of the traditional interviews is a challenge. The **asynchronous approach reduces process delays and the backlog**, which in turn increases the number of licensed practicing educators in the field.
- Feedback from candidate survey:
 - Question: Did the interview provide you with an opportunity to elaborate on your experience/portfolio evidence/teaching practice?
 - Yes, the written interview allowed ample time to answer each question thoughtfully.

Vision for Teacher Apprenticeship Pathways

