

TO: Members of the Higher Education Committee

SUBMITTED BY: Mary Beth McNulty, Vermont DOE ROPA Consultant

ITEM FOR ACTION: Green Mountain College Report of the Full Program Review Team, Rejoinder and 5-Year Plan

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators votes to accept the Green Mountain College Report of the Full Program Review Team, Rejoinder and 5-Year Plan and grant approval to their programs.

MOTION:

I, _____, move that the VSBPE accept the Green Mountain College Report of the Full Program Review Team, Rejoinder and 5-Year Plan and grant full approval to the following undergraduate programs:

Social Studies (7-12)
English (7-12)

I also move that the VSBPE grant conditional approval to the following undergraduate programs:

Art Education (PK-6, 7-12, or PK-12)
Elementary Education (K-6)
Dual Elementary/ Special Education (K-6)

Approval of these programs is contingent upon a favorable review of a one-year report addressing noted stipulations and areas indicated as “concerns” in the team’s report, documentation that all candidates are meeting the requirements of the Level I Licensure Portfolio, and continued compliance with state standards and any conditions specified by the VSBPE.

BACKGROUND INFORMATION:

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the Green Mountain College (GMC) educator preparation program. The on-site visit occurred on November 7-10, 2010. Members of the Review Team were: **Linda Metzke**, Professor, special education, Lyndon State College; **Janet Steward**, retired elementary teacher, Chair, VSBPE; and **Carol Gargon**, art teacher, Harwood Union High School. **John Villemaire**, Chair, Behavioral Sciences Division, Franklin Pierce University served as Team Chair. Marilyn Richardson and Mary Beth McNulty from the Vermont Department of Education assisted the team.

STAFF AVAILABLE: Mary Beth McNulty, ROPA Education Consultant and Marilyn Richardson, Higher Education Liaison.

**Report of the Full Program Review Team
Green Mountain College
Poultney, Vermont
November 7-10, 2010**

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the Green Mountain College (GMC) educator preparation program. The on-site visit occurred on November 7-10, 2010. Members of the Review Team were: **Linda Metzke**, Professor, special education, Lyndon State College; **Janet Steward**, retired elementary teacher, Chair, VSBPE; and **Carol Gargon**, art teacher, Harwood Union High School. **John Villemaire**, Chair, Behavioral Sciences Division, Franklin Pierce University served as Team Chair. Marilyn Richardson and Mary Beth McNulty from the Vermont Department of Education assisted the team.

The ROPA Review Team wishes to thank the Green Mountain College education programs for the generous hospitality extended to us during our time. The team appreciated the incredible warmth, forthrightness, enthusiasm, and attention-to-detail the program showed. The evidence room was well-organized and conducive to the team's work, and the visit schedule formulated by the College allowed the team multiple opportunities to gather the information necessary to complete a comprehensive review.

The team would like to note in particular that the College is a caring institution in which quality scholarship is accomplished in a supportive and socially conscious environment. It is truly a place that takes seriously its mission of preparing educators for today's schools.

The Team reviewed Green Mountain College's Institutional Portfolio, candidates' paper and electronic portfolios, and electronic and hard copies of documents supplied by the program in the evidence room. The team gathered additional information from phone and in-person interviews with faculty members and administrators, K-12 mentor teachers, K-12 principals, and current and former program candidates.

After analyzing these findings, the team makes the following recommendations to the Vermont Standards Board for Professional Educators:

Program	Approval Recommended	Stipulation
Art Education (PK-12) <i>Undergraduate</i>	1- Year Conditional	In a one-year report, document both the viability of the program and candidates' meeting of the preK-12 endorsement requirements.
Elementary Education (K-6) <i>Undergraduate</i>	1- Year Conditional	Document in a one-year report that candidates meet the endorsement requirements specific to literacy.
Dual Elementary/ Special Education (K-6) <i>Undergraduate</i>	1- Year Conditional	Document in a one-year report that candidates are meeting the knowledge and the performance standards of the endorsement.

Program	Approval Recommended	Stipulation
Social Studies (7-12) <i>Undergraduate</i>	Full Approval	
English (7-12) <i>Undergraduate</i>	Full Approval	

ROPA Program Approval Standards Summary

Standard	Title	Rating
I	Opportunities for Standards-based Preparation	AS
II	Collaboration with Pre-K-12 Schools	AS
III	System of Assessment	AS
IV	Candidate Knowledge, Skills and Dispositions	AS
V	Commitment to Diversity	AS
VI	Resources	MS
VII	Institutional and Program Renewal	MS

In the following report, the programs were reviewed in relation to the most recent Vermont endorsements with their relevant competencies and instructional levels. The findings are presented by individual program, by division, or holistically, as is most appropriate. Any direct quotes from interviewees are included to better illustrate the team’s findings in general and should not be read as representing a single data point.

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STANDARD I: Standards-Based Preparation

Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge and the knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
1.01	Programs assure that candidates acquire content-rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).	<ul style="list-style-type: none"> • The IP notes and the team concurs that that the Green Mountain College’s (GMC) Environmental Liberal Arts (ELA) general education program assures that all candidates acquire general knowledge in the liberal arts and sciences and rich content across the disciplines. • All graduates of the College must complete 36-37 credits in the ELA program. This includes 13 credits of core courses and the remainder in the ELA distribution. The core consists of three three-credit courses and one six-credit course. These core courses are interdisciplinary in nature and focus on skills as well as set content. The ELA goals include: <ul style="list-style-type: none"> I. Systems Thinking II. Critical Thinking and Communication III. Environmental Awareness IV. Reflective Self Awareness and Responsibility V. Liberal Arts Understanding • The IP notes that all ELA courses must make explicit connections between the course content and the ELA theme: Perspectives on the Environment. Interviews indicate that many candidates select GMC because of its commitment to environmental issues, which are clearly integrated into this ELA sequence. • The team notes GMC’s emphasis on critical thinking skills and found that the acquisition of content knowledge has been thought through carefully to assure that candidates are prepared well as citizens and teachers. • All general education requirements are shared by the whole faculty, including education faculty members. • The outdoor classroom, developed by an education student, is a strong example of a candidate connecting the College’s mission to her own work preparing to be a teacher. 	MS

	Indicator	Findings	Rating
1.02	<p>Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s)</p>	<p>Elementary:</p> <ul style="list-style-type: none"> • The program assures that candidates develop strong in-depth content and pedagogical knowledge in the areas of science, social studies, and math. • The Math Methods course is co-taught by education faculty and a liberal arts and science faculty member. The College is exploring using this model in other areas. As part of this course, candidates work with students and their families to create appropriate math games. • As part of the elementary science methods course, candidates provide Poultney Elementary School students hands-on, experiential science and environmental education programming. • Candidates are stronger in the theory of language and literacy than in its teaching and assessment. For instance, there is limited evidence of the teaching of phonics, phonological awareness, fluency, comprehension, genre, and the writing process. There is also little evidence of differentiated instruction in literacy. • GMC candidates are quick learners and are able to model what field teachers are doing in the classrooms they have observed. The learning does not, however, appear to be institutionalized at the level to assure that all candidates have necessary literacy skills when recommended for licensure. • While lesson plans included appropriate standards, the portfolios included limited evidence of candidates’ knowledge and practice of assessments. Few lesson plans, for instance, had any assessment component other than “I will observe my students.” <p>Art:</p> <ul style="list-style-type: none"> • Program expectations are clearly outlined through the Audit Sheets which help all art candidates keep track of their progress. However, there are rotations of a number of content courses and candidates often have to wait several semesters to take necessary courses. • The Team was unable to confirm the accuracy of the curriculum map that was provided as there were limited syllabi available to review and inconsistent evidence regarding coursework. Courses that were required, for instance, were not listed but were being taught. • Interviews further confirm that coursework is inconsistent. Different professors teach different 	AS

	Indicator	Findings	Rating
		<p>content and not everyone has candidates working towards the same objectives.</p> <ul style="list-style-type: none"> • Candidates are not assured of meeting the endorsement requirements. They do not, for instance, develop an expertise in one particular visual art beyond the entry level, have direct application of all standard mediums offered that are practiced in the field, or clearly have developed visual literacy. • Art education candidates are not required to complete a Senior Show despite this being a requirement for art majors. • The art methods classes do not sufficiently address the full K-12 range with enough depth. Even though candidates spend many hours in observations, mirroring cooperating teachers, the program may not provide candidates with the pedagogical knowledge they need. <p>Social Studies:</p> <ul style="list-style-type: none"> • The set of courses in the major appears to provide a suitable grounding for teacher education candidates in their content area. • There is limited evidence of content specific advanced methods instruction outside of student teaching. Secondary Methods I’s emphasis upon literacy is necessary, but does not cover Social Studies specific pedagogy. Methods II attempts to fill this need and lists instructional strategies as a focus; however, there is limited evidence of its relation specifically to social studies. Candidates appear left to use student teaching as means to acquire necessary pedagogy and aspects of assessment within content areas. • In evaluation of available evidence the following areas were identified as approaching standard <ul style="list-style-type: none"> • Pedagogic practice related to research methodology • Historical thinking of K-12 students • An understanding of the world in spatial terms, the physical and human characteristics of places and regions, human systems, the interaction of environment and society • Economics <p><i>Interview and syllabus analysis reveal an emphasis upon economic “dimension” of historic study only. Interviewees seem far more comfortable with geography than</i></p> 	

	Indicator	Findings	Rating
		<p><i>economics despite the greater course work in this area. The additional ELA course in economics is an elective and will not increase content knowledge for all candidates in this area.</i></p> <ul style="list-style-type: none"> • There is limited evidence of candidates’ meeting the performance standards specific to historic narrative; issue analysis; persuasive essays; or of writing approaches using these genres from syllabi provided. There is also limited evidence from the syllabi provided of their meeting the performance requirement specific to preparing portfolio pieces. • Many of the knowledge endorsement standards noted above are addressed in the required 21 hours of Social Studies electives and the additional 5-6 hours of general electives. The result is that while candidates have the opportunity to acquire this knowledge, they are not assured of doing so. <p>English:</p> <ul style="list-style-type: none"> • While candidates cover a good variety of literature across eras, cultures and subcultures, the major requirements do not include enough depth in particular genres, including dramatic literature, adolescent literature, and novels. Faculty also indicated that there is some variability in terms of course offerings that might result in graduates having some “holes.” Finally, faculty report that the ELA requirements pull them away from offering some of the content courses that could benefit candidates. • ENG 2020 addresses the history of English language and includes an extensive focus on how language evolves, however, it is less clear that candidates are learning about phonemes and graphemes and their relation to literacy instruction • The Secondary Methods I syllabi requires candidates to develop their own annotated bibliography in their field. • Secondary Methods II requires that candidates know “the Vermont Standards in their content area and be able to align their teaching with them.” Candidates reflect, however, to a varied degree on their strength in their endorsement area and pedagogy in their portfolios. One detailed a pre-assessment that allowed the candidate to develop a unit with scaffolding in mind for what students would need in order to understand literary elements in the text. The 	

	Indicator	Findings	Rating
		<p>candidate also refers to text s/he is reading in class and builds on it in her own work with students. This contrasts sharply with a second candidate who notes only that s/he referred students to the book on a few occasions.</p> <ul style="list-style-type: none"> • There is limited evidence that candidates develop a variety of strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELL's). <p>Special Education:</p> <ul style="list-style-type: none"> • A review of candidates' course products, interviews, and portfolios did not offer assurances that candidates have the knowledge of central concepts in special education. For example, there was limited evidence of candidates' ability to write test reports, participate in IEP meetings, etc. • As the special education program builds on the elementary program, special education candidates are also not assured of meeting the endorsement requirements specific to writing and reading comprehension. While there is extensive work being done around language development and speech and language disorders, etc., there is not enough emphasis on reading and writing at the elementary level. Nor is there evidence of candidates learning about reading in the content areas, nonfiction, etc. • A review of syllabi provided limited evidence of an emphasis on behavior management, collaboration, approaches to teaching students with disabilities, law, and assessment. • Assignments in special education courses do not clearly address current models and theories that form the basis of special education practice. 	
1.03	<p>Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences that are responsive to all students' intellectual, social, physical and emotional</p>	<ul style="list-style-type: none"> • GMC candidates are required to take EDU 2019, The Exceptional Child, and EDU/PSY 4031, Assessment and Management of Behavior, which concentrate on these areas of competence. • Candidates who are pursuing certification in Elementary/Special Education take PSY 2041, Human Development I, which addresses the specific ages of 0-12 years. • Candidates for secondary licensure must take EDU 2018, Developmental Psychology II. These courses were added and/or specialized in response to a previous Review Team's suggestion that candidates needed more specific and detailed knowledge 	MS

	Indicator	Findings	Rating
	development.	<p>regarding the matching of children’s developmental levels to instruction. In addition, every Education course addresses child development, differences in approaches to learning, and how to provide equitable learning experiences for children of diverse backgrounds.</p> <ul style="list-style-type: none"> • Candidates demonstrate this knowledge by and large through the lesson plans that have been included in their portfolios. • Candidates and faculty note that all lesson plans must include adaptations to be made for English Language Learners. This component, however, was sometimes absent from candidates’ lessons available for review, or when it was addressed revealed that candidates inconsistently grasp what accommodations might be most appropriate for ELL’s. • Art candidates may not be assured of understanding the developmental stages of art; there is limited evidence that candidates clearly understand what art is appropriate at what level. This may be due to the inconsistency in art methods instructors. • While the lesson plans refer to adaptations for students, some evidence suggested that candidate understanding of relevant concepts was inconsistent 	
1.04	Programs assure that candidates demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).	<ul style="list-style-type: none"> • The IP notes that, in addition to ELA courses that incorporate technology, several education courses have embedded technological requirements, including Language Development and Disorders, Social Studies Methods, Elementary Math Methods, General Chemistry, Content for Secondary Science Teachers, Teaching Methods in Science and others. Additionally, field experiences are designed to encourage candidates to gain experience with the numerous technologies found in the classroom. • The National Survey of Student Engagement (NSSE) results show that GMC students are below their New England private school and Carnegie Class counterparts in using “electronic medium (listserve, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment.” They are ahead, however, in using “e-mail to communicate with an instructor.” • Additionally the NSSE survey indicates that GMC performs below its peer institutions in contributing to students’ knowledge, skills, and personal development in the area of using computing and information technology. 	E

	Indicator	Findings	Rating
		<ul style="list-style-type: none"> • The team found inconsistent evidence that GMC is supporting candidates in developing technological literacy in their content area. Interviews with faculty and candidates support this finding. While some cooperating teachers spoke highly about candidates’ ability to both use and instruct students to use technology, candidates themselves often reported that it was “hole.” There was limited evidence of candidates’ technological knowledge and ability in the portfolios. • Art candidates inconsistently gain experience with technology. One candidate, for instance, had no experience using programs such as Photoshop while another who had taken Graphic Communication had extensive technical application in the course. 	
1.05	<p>Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<ul style="list-style-type: none"> • GMC’s multitude of field experiences promote candidates’ application of methods and frequent reflection on these experiences. • Candidates’ unit and lesson planning do not consistently include higher level thinking skills. • The elementary and secondary student teaching handbook includes a clear lesson plan format. • Cooperating teachers and candidates indicate that they wish the program provided more knowledge about English Language Learners and more literacy and math program materials that are directly related to the curriculum used in the field. • Faculty interviews and evidence from portfolios indicate that candidates need further support developing student assessments. While it is clear that candidates have an understanding of elements of assessment such as pre-assessment, formative, and summative assessments, candidates’ ability to apply this knowledge in their teaching is less clear. . . • The program may be relying on the quality of the cooperating teacher to support candidates in learning how to plan curriculum, instruction and assessment activities without a system to compensate for weaker cooperating teachers. • There is limited evidence of Grade Expectations being used by candidates. 	AS
1.06	<p>Programs assure that candidates develop as reflective practitioners and plan for professional growth.</p>	<ul style="list-style-type: none"> • As the IP notes, GMC prides itself on developing reflective practitioners. The teacher, GMC believes, must be a “human ecologist.” Candidates develop a broad sense of “being part of something worthwhile and complex that requires continuous analysis and 	MS

	Indicator	Findings	Rating
		<p>reflection.” This idea is reinforced through the College’s ELA program and the Education program foundations requirement</p> <ul style="list-style-type: none"> • Candidates’ licensure portfolios typically include detailed reflections where candidates frequently refer to materials, theories, etc. that they have experienced in other coursework. Even early field placement observations make note of and cite research. • Many candidates note that the course Teacher As Decision Maker guided them in examining their beliefs about teaching and whether teaching is a good match for them. • Interviews reveal that the education faculty are particularly supportive of candidates by pushing them to reflect on their teaching and to grow as individuals. 	
1.07	<p>Programs assure that candidates understand and maintain standards of professional conduct guided by legal and ethical principles.</p>	<ul style="list-style-type: none"> • The NESSE results indicate that the institution contributes to students’ knowledge, skills, and personal growth in the area of developing a personal code of values and ethics at a level beyond its NE private and Carnegie Class peers. • Cooperating teachers comment on the professionalism of candidates saying they have a “commitment to ideals,” and are “creative and motivated,” knowledgeable about standards, prepared, professional, and that they work hard to meet the high standards of GMC. • Candidates note that Teacher as Decision Maker is the primary course where they learned about professional conduct, as well as legal and ethical issues. • Laws are noted in the student teaching handbook. 	MS

Commendations	<ol style="list-style-type: none"> 1. The program faculty members are deeply committed and responsive to their candidates’ needs and growth as professional educators. 2. The College’s Environmental Liberal Arts (ELA) general education requirements are engaging and clearly support education candidates in becoming critical thinkers and thoughtful educators. 3. Elementary candidates are well prepared in the areas of social studies, math, and science. 4. Candidates across programs demonstrate excellent professional conduct in the field. 5. The elementary math methods course is jointly taught by education and liberal arts and science faculty. 6. The elementary science methods course requires candidates to provide hands on learning experiences for a local elementary
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<p>Commendations</p>	<p>school.</p> <p>7. The secondary lesson plan format promotes differentiated instruction for English Language Learners, gifted and talented students, and students who have been identified as having special needs.</p>
<p>Concerns</p>	<ol style="list-style-type: none"> 1. There is limited evidence of a system to assure that all candidates consistently integrate technology effectively into their teaching. 2. Candidates do not clearly work with the Grade Expectations. 3. There is limited evidence that candidates' have the knowledge and ability to use a wide-range of assessments including rubrics, benchmarking, etc. 4. The program does not assure that secondary English and social studies candidates are meeting the full knowledge and performance standards of their endorsements. 5. Special education candidates are not assured of meeting the knowledge and performance requirements of the endorsement. 6. Elementary candidates are not assured of meeting the literacy knowledge and performance requirements of the endorsement. 7. Art candidates are not assured of developing in-depth content knowledge and pedagogical knowledge at the elementary level. 8. Art candidates may not be assured of understanding the developmental stages of art.
<p>Considerations for Further Program Development</p>	<ul style="list-style-type: none"> • Consider modifying or abbreviating ELA requirements for education candidates to promote their developing greater strength in their content area by taking more upper division courses. Consider making the connections between ELA and education more explicit. • Consider reviewing the rotation of art content courses to assure that candidates have the opportunity to develop strength in a particular visual art area by taking upper-division courses. • Consider offering art candidates an introduction to Studio Arts in place of Studio Exploration I and II. • Consider reviewing social studies electives to determine if any should be required of social studies candidates. • Consider requiring candidates to note adaptations for a particular lesson at the beginning of the lesson plan to promote their considering the lesson from multiple perspectives on the front end. This might result in stronger lesson differentiation versus including notes on adaptations at the lesson plan's conclusion which may result in candidates thinking after the fact about how they might adjust their lesson plan. • Consider requiring assignments in special education courses to address multiple learning objectives. A self esteem unit plan, for example, could address reading, writing, speaking objectives as well as self esteem. • Consider requiring secondary English candidates to take the elementary course Language & Literacy course to strengthen their own understanding of oral language acquisition and literacy

Considerations for Further Program Development	development. <ul style="list-style-type: none">• Consider using the Dispositions Rubric in all of the field experiences as well as in the content courses.• Consider providing candidates with more access to curriculum that is currently used in schools.• Consider implementing modules taught by experts from the field in the advanced secondary methods course to allow for depth of study in each candidate's own endorsement area.
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STANDARD II: Collaboration with Pre-K-12 Schools

The program and its PreK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, PreK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills and dispositions as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
2.01	Programs establish respectful, collaborative, and mutually beneficial relationships with schools, districts and other educational settings that provide field experiences for candidates.	<ul style="list-style-type: none"> The IP notes and the team concurs that GMC has worked to vastly improve its relationships over the last several years with area schools. Interviews and letters of support indicate that this is a mutually beneficial relationship and that education program faculty are consistently present and available to area schools in a variety of capacities. GMC participates in a multitude of activities with local schools including Earth Day, drug and alcohol presentations, science lessons, volunteer activities, etc. Area schools report in particular that GMC candidates bring a wealth of life experiences to needy students. The small community of staff and student teachers builds strong relationships. 	MS
2.02	The programs and their school partners work collaboratively using a systematic process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.	<ul style="list-style-type: none"> The College hosts a dinner once a year where the field partners are asked to provide feedback on the field experiences. There is a handbook for cooperating teachers that was revised two years ago using input from cooperating teachers and principals. The cooperating teacher written assessments of the field placements are detailed and effective. 	MS
2.03	Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical knowledge, and a full range of professional and	<ul style="list-style-type: none"> Candidates progress from early field experience through student teaching. Candidates report being pleased with the amount of early field experiences. The structure of the student teaching placements for art candidates may not allow them to take on the full role and responsibilities of the classroom teacher. 	AS

	Indicator	Findings	Rating
	general knowledge, in the context of the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<p>Candidates and faculty report that this is less than ideal because of the scheduling constraints of the area schools around them. In some elementary schools, for instance, students only have art once a week meaning the candidate might only attend twice. A second candidate’s solo experience consisted of teaching two blocks of a four block day.</p> <ul style="list-style-type: none"> • The program is transitioning to EDU 3100 in order for candidates to have a more focused field experience prior to student teaching. The team was unable to review the quality of this proposed field requirement as it is still being developed. While candidates may benefit by becoming involved earlier in the classroom where they will student teach, there is potential for candidates to lose out on their diversity of field placements. • Special education and elementary candidates complete a split student teaching experience. The rationale and policies governing this experience are not explicit and have not been reviewed by the VSBPE. It is not clear that candidates are able to meet the performance standards for each endorsement in such a model. • It appears that much of the learning that special education candidates do about responsive classroom, reading programs, and writing occur in the field experiences. • The student teaching handbook states that elementary candidates can split their student teaching placement up. While there is no evidence that candidates have done so, such a practice would not comply with the VSBPE’s policies related to student teaching. • Course syllabi do not describe the required accompanying field experiences or the designated outcomes. 	
2.04	Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students.	<ul style="list-style-type: none"> • The IP notes that all candidates work with students who vary significantly socio-economically. Candidates are less likely to work with culturally or linguistically diverse students. The program is expanding its 	E

	Indicator	Findings	Rating
		<p>placements, however, to include Rutland City Schools and North Bennington Elementary School in order to provide a greater variety of experiences with a diverse population of students.</p> <ul style="list-style-type: none"> • The IP notes that there are a significant number of learners with special education needs whom candidates work with in their placements. • While the program has recently created a demographic chart detailing candidates' field placements, the program is not yet using it to intentionally place candidates. • Candidates appear to stay in one field-site for multiple placements which may limit their opportunity to work with a diverse population of students. 	
2.05	<p>Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.</p>	<ul style="list-style-type: none"> • The chair instituted a formalized system of field placement records in 2008 for EDU 2000, 3000, 3500, and Student Teaching with the goal of tracking candidates' experience and to ensure adequate placement in a variety of venues. • The IP notes that candidates do their EDU 2000, Early Field Experience, placement in a grade level they are thinking about teaching. Subsequent placements in EDU 3000 and/or 3500 and student teaching are dependent upon candidates' experience and range of grade levels within the area of certification. 	MS
2.06	<p>Programs systematically recruit, select, and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the</p>	<ul style="list-style-type: none"> • The IP notes that the program evaluates its field experiences both informally and formally through soliciting feedback and surveying cooperating teachers and administrators. • As the IP states, GMC's rural location makes selecting field-based faculty challenging; the program must often rely on principals' judgments. The program does, however, spend a great deal of time deciding whether to partner with a given teacher more than once. • The department chair recruits new cooperating teachers by introducing herself and the program at individual schools and 	MS

	Indicator	Findings	Rating
	endorsement requirements.	<p>discussing program requirements. This has resulted in cooperating teachers who are committed to mentoring students.</p> <ul style="list-style-type: none"> • Cooperating teachers and principals report that the faculty is highly responsive if there is a problem or concern regarding candidates' work in schools. • GMC's work to improve its relationship with area schools over the last several years and has also improved its ability to recruit quality field-based faculty. 	

Commendations	<ol style="list-style-type: none"> 1. Green Mountain College and its education faculty have built a strong reputation and are deeply engaged with the surrounding community and schools. This relationship is mutually beneficial and results in high quality learning experiences for the programs' candidates, cooperating teachers, and students in the schools. 2. GMC faculty has a strong presence in the area schools and is highly responsive to the needs of its field-based faculty. 3. Candidates clearly benefit from the amount of "hands-on experience" in the early field experiences. 4. The GMC faculty demonstrate a true partnership with schools and work collaboratively to assure high-quality learning opportunities for its candidates. 5. GMC has established a reputation for quality candidates in a short period of time.
Concerns	<ol style="list-style-type: none"> 1. The program is not yet intentionally placing candidates in a variety of classrooms that serve a diverse population of students. 2. The program has not clearly articulated the developmental sequence and designated outcomes of field experiences as it is in transition. 3. The program has not developed a rationale or structure for special education and elementary candidates who complete a split student teaching experience to assure that candidates are meeting the performance requirements of the endorsements. 4. There is no clear rationale or structure for art candidates who complete a divided student teaching experience to assure that they take on the full role and responsibilities of the classroom teacher.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Consider requiring elementary and special education candidates to complete a field experience specifically with a literacy focus.

STANDARD III: System of Assessment

The educator programs use a system of rigorous and varied measures to evaluate candidates’ growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure meet the standards of performance for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
3.01	Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching, and exit from the program.	<ul style="list-style-type: none"> • GMC has identified clear “gates” for candidates to progress through in order to complete the program. These include an application to student teaching and a qualifying portfolio. • Candidates are provided with high-quality, personalized advising. GMC’s small size means that this advising is without structure or formality. • Candidates are counseled out of the program before the conclusion of their junior year if they are found to not be a good “match” for teaching. • Several candidates apply for student teaching prior to passing Praxis I. Faculty are aware of the challenges this may present to candidates and work closely with them to assure their meeting of this requirement. • The handbook does not clearly document the specific requirements for special education. 	MS
3.02	Programs provide a system of continual assessment of candidates’ knowledge, skills, dispositions, and performance as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements, and provide interim checks	<ul style="list-style-type: none"> • The IP notes that education advisors monitor candidates’ progress through the program using an audit sheet. • The College has recently begun to use the Epsilon system of data management to track and communicate about students. The education program anticipates using this system to assess and manage student progress. • All candidates have an education advisor as well as a faculty content member. Candidates speak highly of their advisors both for their support and availability. • There is limited evidence that art candidates’ content knowledge is being assessed. There 	MS

	Indicator	Findings	Rating
	to ensure candidates receive timely and accurate feedback and appropriate advising.	<p>is no evidence of candidates' artistic ability being documented in either exhibits or in the licensure portfolio</p> <ul style="list-style-type: none"> • There is evidence that art candidates must self-advocate in order to meet program requirements as the sequence of courses and or course offerings are unclear. The team reviewed evidence of candidates taking different courses and of meeting different expectations. • GMC will be adopting a disposition rubric in the near future that has great potential for tracking and advising candidates as they progress through the program. 	
3.03	Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.	<ul style="list-style-type: none"> • Faculty interviews reveal that education faculty work closely together and with candidates to revise portfolio entries. • Two faculty members evaluate the portfolio the "first pass," and then pass it on to the rest of the department to review and evaluate them separately. There is minimal documentation of this process, however. • The IP notes that the program anticipates using the new Epsilon platform to begin managing portfolios in the fall of 2011. • Although GMC has adopted the new more developmental portfolio, the program is transitioning from completing the portfolio entirely during student teaching to a more developmental approach. • There is no system for candidates who are getting a dual endorsement in special and elementary education to document their meeting of both of the endorsement requirements. This is of particular concern for the special education program. 	AS
3.04	Programs assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.	<ul style="list-style-type: none"> • The IP notes that GMC maintains a nondiscrimination policy governing all areas of academic life, as noted in the catalog. Students can pursue an academic grievance through the Division Chair, then the Dean, Provost, and President. • Candidates are provided with clear information about the portfolio and its evaluation. The notable exception to this is 	MS

	Indicator	Findings	Rating
		<p>the art program where there is inconsistent evidence of candidates’ knowledge of the portfolio.</p> <ul style="list-style-type: none"> • There is evidence of reliability and validity in the scoring of the portfolios. Faculty report discussing rubrics and how to get candidates to “go to the next level.” They have determined that candidates can score a “thorough” on the rubric by giving specific examples. Candidates, for instance, cannot just say “I applied the law,” they must give examples of how. Additionally the program has discussed examples as a faculty and attended the state sponsored workshops. • Candidates are provided with multiple opportunities to revise the portfolio. 	
3.05	Institutions and programs use a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.	<ul style="list-style-type: none"> • The IP notes that GMC surveys its graduates and has worked with the VT DOE to improve its surveys. • The IP notes that “the available data indicates that one hundred percent of all Education graduates who responded said that their training prepared them “well” or “very well” for their positions.” • The team reviewed a copy of the survey but did not review completed surveys. A number of testimonials and thank you letters attesting to the strengths of the program, however, were provided. • The program completes “structured exit interviews” with candidates when they have completed their student teaching. Candidates are asked specific questions about their academic preparation and their student teaching experience. • The IP notes that the program will be meeting with the College of St. Joseph to consider adopting their graduate surveys as models to begin implementing during the 2010-2011 academic year. 	MS
3.06	Institutions and programs use a formal system to collect information from the graduates’ employers during their first five years	<ul style="list-style-type: none"> • The IP notes that while employers have commented on the strong performances of GMC graduates, few have participated in a formal survey. • The program indicates in the IP their plan to 	AS

	Indicator	Findings	Rating
	in the profession for the purpose of assessing the quality of the preparation programs.	adopt a model for conducting surveys from the College of St. Joseph. <ul style="list-style-type: none"> • The program has collected anecdotal evidence. 	

Commendations	<ol style="list-style-type: none"> 1. The education program has a clear practice of redirecting candidates as needed. 2. The program’s plan to adopt a formal disposition rubric has great potential. 3. GMC’s Epsilon system has strong potential to support the education program in tracking and monitoring its candidates’ performance. 4. The elementary and secondary programs have a strong handbook to guide their candidates through the program. 5. GMC has established clear criteria for elementary and secondary candidates’ progression through the program.
Concerns	<ol style="list-style-type: none"> 1. There is unclear evidence that the program surveys its graduates in their first five years of practice and no evidence of a formal survey of graduates’ employers. 2. The program is in the process of transitioning to a revised portfolio system. 3. The art program does not assure that candidates are advised consistently regarding program requirements. 4. Special education candidates do not have a handbook that details their program requirements.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Consider including the Praxis test fee as a College lab fee for a class to support candidates who might not otherwise be able to afford taking the test. • Consider ways of incorporating art candidates more with elementary or secondary candidates to prevent them from becoming isolated given their small numbers. • Consider having art faculty members serve as art candidates’ advisors for both pedagogy and content. • Consider asking liberal arts and sciences faculty to formally participate in assessing elementary education majors’ content knowledge. • Consider requiring art candidates to participate in the Senior Show required of all art majors. This participation might include their work with students. • Consider developing an electronic system for surveying employers and graduates.

STANDARD IV: Demonstration of Candidate Knowledge, Skills and Dispositions

Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
4.01	Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<p>Overall:</p> <ul style="list-style-type: none"> • Lesson and unit plans reference VT standards but rarely the Grade Expectations. • The portfolios include a nice breakdown of candidates’ performance on the 16 principles. • Candidates’ analysis and reflection throughout the entries are often powerful. • Portfolios include evidence that candidates have a strong ability to put their education theory into practice. • Portfolios across programs include excellent integration of candidates’ knowledge of laws impacting teaching. • There were limited numbers of candidate samples represented <p>Elementary:</p> <ul style="list-style-type: none"> • Candidates’ reflections throughout the portfolio document that they are thoughtful, introspective learners. • There was evidence of cross curricular learning and teaching--math, science, and social studies. • Lesson plans documented in the portfolio were inconsistent in their format and did not demonstrate candidates’ strength in lesson planning. • There was limited evidence of assessment and candidates’ teaching of literacy and writing in the lesson and unit plans. • Elementary portfolios document candidates’ work across content areas. <p>Secondary and Art:</p> <ul style="list-style-type: none"> • The available portfolios successfully 	AS

	Indicator	Findings	Rating
		<p>document candidates' knowledge of lesson planning and strong reflective practice.</p> <ul style="list-style-type: none"> • Portfolios do not clearly document candidates' strength in their content area. <p>Special Education:</p> <ul style="list-style-type: none"> • Candidate portfolios document their planning across the curriculum. • Portfolios provided limited evidence of candidates meeting the endorsement requirements. • Candidates complete lessons but do not document their specific work as special educators. For example: Entry 2 does not highlight the unique components of this work for the special educator. • Many candidates use the same lessons for entry 4 and 5. 	
4.02	<p>Programs use the data gathered through the assessment system(s) to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<ul style="list-style-type: none"> • There is limited evidence that there is a systematic and articulated process that is used to gather data and then appropriately modify the program. However, in an informal manner, this work is clearly taking place without formal documentation. • The program collects a great deal of anecdotal data that the program uses consistently. Faculty interviews indicate that they use information constantly to guide them in their work. This is a formal process of reviewing the qualitative data. • The senior exit survey the program uses is not targeted on the education program or aggregated making it difficult to use for the purpose of programmatic improvement. • There is strong evidence that the program has been particularly responsive to the qualitative data that the program has collected from the field. • The program is collecting data and sharing information on their course evaluations. This clearly promotes professional growth in the education faculty and the modeling of reflective practice for candidates. It is not clear, however, that the program has established a system for using this kind of 	AS

	Indicator	Findings	Rating
		<p>data and/or connecting the results of the course evaluations to the candidates' own knowledge, skills, and dispositions pertinent to each course.</p> <ul style="list-style-type: none"> • The program has implemented a strong student teaching evaluation form. 	

Commendations	<ol style="list-style-type: none"> 1. The program has been very responsive to the data they have collected from the field experiences. 2. Candidates' portfolios demonstrate strength in reflection and analysis. 3. Portfolios include evidence that candidates have a strong ability to connect educational theories to their own practice in the classroom. 4. The faculty has taken care to review their candidates' performance across the program in relation to the 16 principles.
Concerns	<ol style="list-style-type: none"> 1. Candidates do not clearly reference the Grade Expectations in their lesson plans. 2. The portfolios for special educators did not document candidates' work meeting the standards of performance for beginning educators as special educators. 3. Special education candidates' Entry 2 does not document their knowledge of special education law. 4. Portfolios do not clearly document candidates' strength in their content area.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Consider including a means of assessing candidates' meeting of the endorsement requirements available.

STANDARD V: Commitment to Diversity⁴

The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity on our world. The program assures that candidates have the knowledge, skills, and disposition to address issues of diversity in the context of teaching and learning.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
5.01	The institution and programs are committed to providing an environment where issues of diversity are explored and addressed.	<ul style="list-style-type: none"> • GMC’s mission statement includes a reference to diversity. Indeed, the dean attributes the College’s success in creating a positive environment to its eco mission; students learn a respect for each other from their experiences learning to respect the environment. • The IP notes that GMC students take classes with peers of different socioeconomic backgrounds, ethnicities, nationalities, and countries of origin. The IP goes on to state that “differences are addressed through readings and assignments and are explicit topics of discussion in class.” • Green Mountain College is a member of the multi-college Eco League, a consortium that includes colleges in diverse parts of the country, such as Alaska, Arizona, Maine and Wisconsin. • GMC presented its results from the National Survey of Student Engagement survey which including positive findings for the College in the following areas: <ul style="list-style-type: none"> • Including “diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments” • Trying to “better understand someone else’s views by imagining how an issue looks form his or her perspective” • The campus environment encourages contacts among students from different economic, social, and racial or ethnic backgrounds. • The InterCultural Center (ICC) is committed to providing the Green Mountain College 	MS

	Indicator	Findings	Rating
		<p>community with cross-cultural experiences by fostering inclusion and respect for all in the GMC community. The Center’s website is informative and includes a strong student representation</p> <ul style="list-style-type: none"> • GMC’s Environmental Liberal Arts (ELA) requirements promote students’ understanding as denoted in the expected outcomes (which were developed in consultation with the education faculty). This includes self-reflection on empathy. • Administrators and faculty note that during institutional ceremonies international students are encouraged to participate in a celebratory way that highlights their multicultural memberships and affiliations. 	
5.02	<p>The institution and programs recruit, admit, support, and retain students from diverse backgrounds.</p>	<ul style="list-style-type: none"> • There is evidence that candidates from diverse racial backgrounds are being recruited though the success rate is limited. It is noted that 40% GMC students are 1st generation college attendees while 10% of students enrollment are non-white. • Administrators highlighted the Make a Difference Scholarship program which both fosters a welcoming environment and works as a recruitment tool for students of color for the College. • There is limited documentation of the education program’s own involvement in the recruitment, admission, support or retention of students from diverse backgrounds. • The student president is from Honduras. • Faculty and administrators note that GMC’s small size helps support students from diverse backgrounds. Additionally, students can be supported academically through the Calhoun Learning Center, and a variety of tutorial and skill-building services. • The education program specifically supports candidates attempting the Praxis I test through a test-prep course titled EDU 1200. • The InterCultural Center keeps an “updated list of the many different languages spoken by members of the GMC community” if there is a need for language translation 	AS

	Indicator	Findings	Rating
		<p>services. The ICC notes that “learning a second language is important for cross-cultural communication and understanding.”</p> <ul style="list-style-type: none"> • The Team notes that GMC was just named the #1 Green School of the Country, which should attract students from a larger area geographic area than Vermont, Massachusetts and New York. • The National Survey of Student Engagement survey results include results that were well above those of other New England private schools and like schools or “Carnegie Class” to the college in the following areas: <ul style="list-style-type: none"> • Conversations with students of a different race or ethnicity • Serious conversations with students who are very different in terms of their religious beliefs, political opinion, or personal values • the institutional environment encourages “contact among students from different economic, social, and racial or ethnic backgrounds” 	
5.03	The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.	<ul style="list-style-type: none"> • The current faculty make up is extremely limited in racial diversity according to data provided by the College. Only two out of 49 faculty members are from a different racial background. Administrators do indicate that the selection of an art faculty member finalist included a discussion of diversity. • There is a college committee on hiring that reviews departmental needs and makes recommendations for hires to the dean who makes recommendations to the president. They discuss diversity, but have not done any formal training. • Administrators indicate that when advertising for a position they focus for open positions in areas frequently read by minority populations • Faculty development opportunities include Fulbright Scholarships which encourage international experience. The College then requires Fulbright recipients to integrate their experiences into their teaching. 	AS

	Indicator	Findings	Rating
		<ul style="list-style-type: none"> • The IP reports that the Education Program specifically has made efforts to increase its recruiting of minority professors over the past several years by advertising in publications geared toward achieving this goal. In 2003, for example, all full time Education professors were white males. Currently, the department includes one white male and three women. • All new college faculty members are provided with orientation to the College by the Dean of the Faculty (who also holds a Ph.D. in Education) and are given a mentor. One Education professor is currently mentoring a new professor from another Division. • Institutional collaborations exist between schools located outside the United States including relationships with institutions in Korea and Wales. 	
5.04	<p>Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.</p>	<ul style="list-style-type: none"> • The IP indicates that the Education faculty has been extremely active in developing skills in these areas through travel, scholarship, and by sponsoring student groups such as the Intercultural Awareness Club and Make-A-Difference scholars. <p>While faculty members indicate their commitment to candidates acquiring knowledge of other cultures and emphasize its importance in their teaching, there is no evidence of readings related to diversity and teaching evident in the syllabi provided.</p> <p>Several candidate portfolios include lessons that address issues of diversity by addressing language in <i>To Kill a Mockingbird</i> or the aboriginal people, for instance. There is, however, no consistent evidence of candidates doing so intentionally.</p> <p>The adolescent and children’s literature collection did not reflect the College’s own commitment to exploring other cultures and communities. These limited resources could impact candidates’ ability to develop skills to apply this knowledge in their teaching and learning.</p>	AS

	Indicator	Findings	Rating
		<p>While art candidates explore diversity taught at the elementary level in their methods, course it is not clear that this occurs each semester. The art department offers a course entitled, “Women in Arts.”</p> <p>Candidates indicate their commitment to exploring diversity and speak to the spectrum of abilities, the exceptional child, and the diverse learning styles in their cooperating classrooms, but provided no specific evidence of pedagogy devoted to teaching diversity issues when interviewed.</p> <p>Candidates, administrators, and faculty all make note of opportunities to study abroad, or in urban settings in the United States. Education faculty provided evidence that some candidates have studied abroad, but other candidates note that “time constraints” prevented them from participating.</p> <p>The team notes that the Human Systems ELA and other ELA requirements speak to these issues.</p>	
5.05	<p>Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.</p>	<ul style="list-style-type: none"> • The IP reports that the College’s purpose, mission and vision clearly prohibit discrimination of any kind, and the Education Program’s mission statement fully supports this. • The IP includes the program’s reflection on principle # 10, noting: “All of our candidates deal with how boys and girls are treated and work together in their classrooms. However, even if candidates are placed in a school that is predominantly white, for example, candidates address these issues either in more general discussions with their students or by proactively teaching to broaden students’ perspectives in one or more of these areas. Thus, for example, candidates frequently develop lessons that touch upon multicultural issues, regardless of the racial/cultural makeup of the students in the class.” • Faculty interviews reveal that they are committed to making sure that candidates are aware of bullying, discrimination, etc. Candidates share this commitment by 	MS

	Indicator	Findings	Rating
		<p>“stomping down” on any evidence of discrimination on campus.</p> <ul style="list-style-type: none"> • The handbook includes clear information regarding discrimination. • Candidates shared that in the course Teacher as Decision Maker they explore issues which may lead to discrimination. • Principals and teachers from the surrounding community note and appreciate that GMC students are very “open minded.” 	
5.06	Programs assure that candidates create educational climates that encourage respect for self and others, positive social action, and personal health and safety.	<ul style="list-style-type: none"> • The IP notes that candidates’ development of lessons and units are directly tied to the Sixteen Principles, and include encouraging a respectful and positive classroom climate; candidates’ planning in methods courses all the way through their student teaching experience reflects attention to this principle. • While the Team was unable to observe student teachers, there is evidence that the education program has created a climate of respect and positive social action. An evaluation of handbook materials shows further evidence of this. • Classroom climate is one criterion on the evaluation of student teaching. • Elementary and special education candidates are introduced to Responsive Classroom. • A Team observer of an education course found that the climate was conducive to candidates’ learning and served as a model. There were clearly norms that had been developed and that could be transferred by candidates in their own classrooms. 	MS

Commendations	<ol style="list-style-type: none"> 1. Green Mountain College, as part of its environmental mission, demonstrates its commitment to providing an environment where issues of diversity are explored and addressed through many channels. 2. The College’s ELA requirements support candidates in gaining greater appreciation for diversity in our world. 3. Candidates are open-minded and clearly understand conditions which may lead to discrimination and how to take proactive steps to address discrimination. 4. All new college faculty members are given a faculty mentor
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	<p>to support them.</p> <p>5. A number of faculty members, included education faculty members, have pursued development opportunities such as the Fulbright and return to the College to share these experiences.</p>
<p>Concerns</p>	<ol style="list-style-type: none"> 1. There is limited evidence that there is a plan for the institution to recruit, hire, support, and retain faculty from diverse backgrounds. 2. The teaching of English Language Learners is addressed minimally across programs. 3. Candidates are not assured knowledge of the application of skills related to diversity beyond those applicable to socio-economic status and to working with students with special needs.
<p>Considerations for Further Program Development</p>	<ul style="list-style-type: none"> • Consider consulting with area schools regarding their own needs related to English Language Learners as this may support candidates' understanding as well.

STANDARD VI: Resources

The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's ROPA Standards.

Overall Rating: Meets Standard

	Indicator	Findings	Rating
6.01	The program is fully accredited by the New England Association of Schools and Colleges (NEASC) or equivalent.	<ul style="list-style-type: none"> The College has been accredited by NEASC continuously since 1934 and was last reviewed in 2005. 	MS
6.02	The governance structure within the institution assures a clear route for programs to plan, deliver, maintain, and improve quality educator programs.	<ul style="list-style-type: none"> All education areas of licensure are administered through the Education Program which is housed in Education and Art Division of the Humanities. The Program Director is responsible for: <ul style="list-style-type: none"> The assessment of programs, majors, and minor fields of study Guiding faculty in professional development. Recommending new courses, majors, or minor fields of study or modification of existing ones, to the Curriculum Committee. Each Program has a representative on the Curriculum Committee. Staffing the Program's courses and contributing to the Environmental Liberal Arts program. Creating and administering the Program budget. The Academic Dean is very aware of the education programs' needs and is collecting data on workload, licensure requirements, etc. Interviews with faculty and administrators indicate that there is a clear structure and understanding from senior faculty as to the necessary workload for education. 	MS
6.03	The institution provides resources adequate to provide quality experiences that prepare candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the	<ul style="list-style-type: none"> The Education Program has four fulltime faculty members. The programs have purchased thousands of dollars worth of new technology, educational tests and other equipment and materials over 	MS

	Indicator	Findings	Rating
	<i>16 Principles for Vermont Educators, the Vermont Framework of Standards and Learning Opportunities, the Grade Expectations, and the endorsement requirements.</i>	<p>the past several years.</p> <ul style="list-style-type: none"> • The number of candidates has doubled in size from 2008, growing from 7 to 14. The program will need to monitor its resources in order to sustain its current high quality. • Education faculty report feeling supported by the administration and indicate that requests for additional support would be met. • Evidence attesting to resources being provided as needed to the program includes: a psychology course was split into three courses because it was too much material to be taught in one class, a new math program was instituted to meet the needs of the students, and a number of grants have been provided to faculty to promote scholarship. 	
6.04	The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences, and preK-12 schools to maintain high-quality educator programs at all levels.	<ul style="list-style-type: none"> • Education faculty members collaborate closely with one another, with liberal arts and sciences faculty, and with K-12 educators. • The IP notes that one professor regularly teaches in the Environmental Studies program, another regularly teaches in the Psychology program, another regularly teaches in the English program. • Elementary math methods course is co-taught by liberal arts and education faculty members. • Education faculty members contribute significantly to the College's ELA program by teaching numerous courses. • The College has provided money to support collaborative work among faculty through the ELA budget. • Education faculty members report that they plan to meet with the liberal arts and science faculty in the spring to review endorsement requirements. • It is not clear that faculty and administrators account for the additional burden of evaluating the Level I Licensure Portfolio in a discussion of the workload of the education programs. • The program director and dean are collaborating on ways to track data in order 	MS

	Indicator	Findings	Rating
		<p>to measure the extent of requirements of the education program. Senior administration seems to recognize the increased work load associated with maintenance of certification programs.</p> <ul style="list-style-type: none"> • Education faculty worked closely with science educators at Poultney High School to develop its new secondary science program. 	
6.05	The institution's resources and policies related to faculty workload reflect the value of active engagement in teaching, scholarship, service, and preK-12 collaboration.	<ul style="list-style-type: none"> • The College has designed a two track system whereby faculty can select to be on a teaching or on a research track. Faculty members on the research track receive one course release per year to support their scholarship and are held to a higher standard for scholarship. Faculty report that neither track carries a status connotation. • Education faculty members are currently on the teaching track meaning they each teach twelve credits in one semester and nine in the second. Faculty report that this workload allows them to prepare new courses, engage in research and other scholarly activities and develop relationships in the field. • Education faculty members have presented papers at numerous area, national and international conferences. • Faculty members are allotted \$1400 or more to attend or present at conferences. More is available by request. • Education faculty members frequently take on added responsibilities, an overload of candidates and advisees, etc. This may be a concern as the program continues to grow. • The administration recognizes that there are more responsibilities in a professional degree program. • The faculty is encouraged to do professional development and can request additional resources as needed. 	MS
6.06	The institution provides resources to assure that technologies in instruction and for administration are current and accessible.	<ul style="list-style-type: none"> • The College's classrooms all have an overhead projector, access to a TV/VCR and internet. • Library classrooms are fully electronically equipped for LCD projection, multimedia presentations, and internet or intranet 	AS

	Indicator	Findings	Rating
		<p>supported instruction. One of several computer laboratories in the library can be scheduled for classes, providing each student with an internet and intranet connected computer.</p> <ul style="list-style-type: none"> • While faculty can request software and hardware as they find necessary, education faculty report a need for more technology such as Smart Boards are the equivalent to promote candidates' own development. Interviews with candidates, faculty, and administration reveal that additional resources have been delayed. • The program has identified a need for increased technology in their Five-Year Plan. This plan does not currently include components to address faculty or candidate development of skills. 	
6.07	<p>The institution provides the education programs with the resources needed to meet the ROPA standards and to implement the Five-Year Plan.</p>	<ul style="list-style-type: none"> • A recent fund-raising program garnered more than nine million dollars. As the IP notes, this infusion of funds, a "huge amount of money for such a small school," will allow the College to make improvements and plan for expansion in many areas. • The education program's IP was reviewed from the top down. Additionally, the College President was familiar with the reports of previous ROPA Review Teams. • Education faculty state that an additional half time support person would enable them to meet the time obligations required for these reviews more easily. • Inconsistencies in College catalogues made confirming evidence more challenging. • It is not clear whether the necessary resources will be applied to the curriculum library or to other curriculum support structures to enable candidates to experience the technology and materials currently being used in Vermont schools. The team was given assurance from the Dean that he will support the education department's 5-year plan in this respect. 	AS

<p>Commendations</p>	<ol style="list-style-type: none"> 1. From the top down the administrators support, value, and respect the education program. 2. The program director and dean are collaborating on ways to track data in order to measure the extent of requirements of the education program. 3. Faculty can select a research or teaching track and both are equally valued by the institution. 4. The College has instituted additional courses when there has been a need. 5. The College has hired a new faculty member to support the education programs. 6. The institution clearly supports its teacher education programs by providing generous professional development funds. 7. Education faculty worked in collaboration with science educators at Poultney High School to develop its new secondary science program
<p>Concerns</p>	<ol style="list-style-type: none"> 1. The education program has not clearly developed a plan for modeling best practice in the use of technology in teaching.
<p>Considerations for Further Program Development</p>	<ul style="list-style-type: none"> • Consider beginning a dialogue with the administration in order to advocate additional resources to support the department’s work responding to clinical components of the education programs including evaluation of the Level I Licensure Portfolio, field work, etc. • Consider applying for work release to be able to apply faculty resources to meeting certification requirements. • Consider adopting a new e-portfolio to ensure that student outcomes can be applied and recognized as meeting knowledge standards. • Consider working with local schools as a site for candidates to see technology in action.

STANDARD VII: Institutional and Program Renewal

To evaluate its quality effectiveness in preparing knowledgeable and skilled beginning educators, the institutions and programs engage in ongoing self-assessment in relation to each of the ROPA standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.

Overall Rating: Meets Standard

	Indicator	Findings	Rating
7.01	The institution and programs have a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA standards.	<ul style="list-style-type: none"> • The program meets each fall semester to review the status of candidates, debrief student teaching experiences from the previous year, and to establish goals for the new year. • The IP notes that the four faculty members have daily contact between meetings that enable them to engage in ongoing self-assessment without forming specific committees or establishing formal self-assessment procedures. • Education faculty members speak of themselves as a family and appear highly supportive of each other. • The level of detail and evidence included in the IP is commendable. The education programs have created a comprehensive document that reflects a strong self-study process. • While the team was not provided a list of programmatic changes in response to perceived deficiencies, there is evidence that the program is responsive to data. For example, the College now offers a Praxis preparation class in response to its Praxis data. 	MS
7.02	Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).	<ul style="list-style-type: none"> • The IP notes that in 2007 the entire education section of the college catalog was rewritten as a result of ROPA feedback and other input. • The program clearly demonstrates progress on its Five-Year Plan and has addressed a number of concerns from the previous ROPA evaluation. This includes concerns related to candidates' performance on the Praxis exams and to art candidates' 	MS

	Indicator	Findings	Rating
		secondary methods. <ul style="list-style-type: none"> • The program’s progress addressing the following concerns is less clear: <ul style="list-style-type: none"> • Special education candidates depth of knowledge in the dual elementary program • Purpose of field experiences (partially met) • Technology 	
7.03	Programs report and reflect on the findings from ROPA standards I-VI and other relevant data. They use data collected to design a Five-Year Plan for improvement that is consistent with the program’s theme and has support across the institution.	<ul style="list-style-type: none"> • The current Five-Year Plan has not been developed in relation to concerns identified in the self-study. This may be in part because the self-study did not clearly identify relative weaknesses of the program. • It is not clear what data the program is using to derive the goals they have established. • The education faculty members indicate that coursework has evolved to meet candidates’ needs. This includes the math courses, the Praxis course, the separation of the psychology course, and the anticipated 3100 field work course. 	AS

Commendations	<ol style="list-style-type: none"> 1. The education programs have documented compelling evidence of their progress towards addressing concerns from the 2003 ROPA review. 2. The IP was detailed, well-organized, and conducive to the team’s work. 3. The institution demonstrates a deep commitment to the growth of the education program and its continuous renewal.
Concerns	<ol style="list-style-type: none"> 1. The Five-Year Plan does not clearly align with the programs’ findings from the self-study. 2. The program has not addressed sufficiently previous areas of concern around candidates’ knowledge in special education, technology, and field experiences.
Considerations for Further Program Development	



GREEN MOUNTAIN COLLEGE

OFFICE OF THE PRESIDENT

April 18, 2011

Janet Steward, Chair, Vermont Standards Board of Professional Educators
c/o Licensing & Professional Standards Office
Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

Dear Ms. Steward,

I look forward to VSBPE's accreditation review of Green Mountain College's teacher education programs at its April 26th meeting. Following the instructions outlined in the March 17, 2011 letter to me, please find attached a revised Five-Year Plan, a rejoinder to the final report of the ROPA Review Team, and a challenge to the findings of the Review Team.

Construction of the institutional portfolio, interactions with Review Team members and the comments in the Review Team Report have been helpful in our continuous efforts to make our educational programs the best they can be. Thank you. There are, however, oversights and errors in the Review Team report that have led to inaccurate assessments of our programs. Therefore, I respectfully request that the Board compare the institutional evidence provided at the time of the review and the factual corrections document we sent to the Review Team, and then change the Team's recommendations.

What I find particularly problematic, as a person who has extensive experience with NEASC, is the Team's failure to address all 21 of the corrections we pointed out. Yes, they responded to two; they ignored 19. Those 19 corrections address substantive issues that presumably provided the basis for many of the Review Team's concerns and recommendations. In point of fact, 9 of the corrections are clearly supported by evidence provided in the institutional portfolio, as you will undoubtedly discover when the Board conducts its review. The remaining eleven are either corrections of inaccurate information provided to the Team during their visit (3) or clarification of points of confusion or interpretation.

Janet Steward, Chair
April 18, 2011
Page Two

Our primary areas of disagreement with the Review Team's report are with regard to the extent to which our special education program has addressed previous areas of concern; the substance of literacy instruction in our elementary education program; and some of the specific claims made about our art education program.

To facilitate your review, we have included a copy of the Factual Corrections document we sent to the Review Team in response to their draft report. We have also made the original Institutional Portfolio we provided the Review Team available to the Board. You may find it at: <https://vpn.greenmtn.edu>. You will see an error message. Ignore it, and click on "continue." Then enter the user name "ROPA" and the password "guestropa" (without the quotation marks).

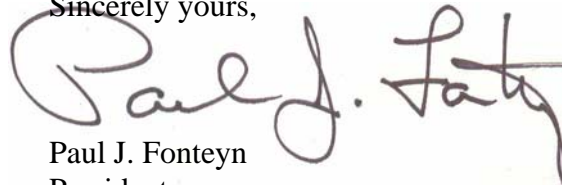
Our Secondary Science Program was not reviewed. We know that we lack evidence of student outcomes for that program as it is new and only one student has enrolled in it. However, we prepared material for the review of that program, and, as it currently has conditional approval, its accreditation status needs clarification. After conferring with Ms. Mary Beth McNulty, we updated our report addressing the questions and concerns regarding this program generated by the 2008 initial review (see attached). We respectfully request that the Board extend the conditional approval for another two years.

As you were a member of that Review Team, it is awkward to be addressing you a letter in your role as VSBPE chair challenging the Review Team's findings. I trust in your probity to ensure this matter is handled appropriately.

Again, we have learned much from the process and appreciate the time and attention devoted to reviewing our program. Please let me know if you have any questions about our requests or any of the material contained herein.

I look forward to seeing you on April 26th. As you encouraged, we will bring representatives and student participants in the programs to the meeting.

Sincerely yours,

A handwritten signature in cursive script that reads "Paul J. Fonteyn". The signature is written in dark ink and is positioned to the right of the typed name.

Paul J. Fonteyn
President

**GREEN MOUNTAIN COLLEGE
REJOINDER TO THE REPORT OF THE FULL PROGRAM REVIEW TEAM APRIL 2011**

DOE Concerns:	GMC Response:
<p>Standard I</p> <p>1. Special education candidates are not assured of meeting the knowledge and performance requirements of the endorsement.</p>	<p>We do not find this conclusion warranted based on the Review Team’s report (see the attached Factual Corrections). The factual corrections address the substance of the Review Team’s concerns. The 2004 ROPA review of our Special Education program noted several concerns and recommended conditional approval, which we received and converted into full approval in 2006. We hired a new faculty member, Joel Shapiro, to oversee and improve our special education program in the fall of 2003. (He started the same semester as the ROPA on-site review occurred.) Professor Shapiro is a highly experienced and well-qualified special educator who took the VSBPE concerns to heart and worked closely with personnel from the Vermont Department of Education over the intervening years to ensure that our special education program meets or exceeds the knowledge and performance standards of 5440-82 of the <i>Regulations Governing the Licensing of Educators</i>.</p> <p>At the direction of the VSBPE and its representatives in the Vermont Department of Education, we have implemented every suggestion made: creating new courses, revising course content and requirements, modifying our field placement practices, and working closely with area special educators. These changes have been substantial, not cosmetic, and they have produced a much higher quality program than we offered previously or that represented by the current Review Team’s report. The substance and detail of that program is well represented in the institutional portfolio provided to the Review Team and in supplementary material available during the visit. We respectfully request that the factual inaccuracies be corrected and the Review Team’s recommendation be reconsidered. (See Factual Corrections response under Standard VII.)</p>
<p>2. Elementary candidates are not assured of meeting the literacy knowledge and performance requirements of the endorsement.</p>	<p>We do not find this conclusion warranted based on the Review Team’s report (see the attached Factual Corrections). The literacy component of our Elementary Education program is one of its greatest strengths. Our two-course sequence in Language and Literacy was thoroughly revised starting in the fall of 2008 with the hire of Professor Rommy Fuller. Professor Fuller’s expertise is literacy instruction. She has completely revamped our instruction in literacy to make it more comprehensive, research-based, and classroom tested. The Review Team notes these specific concerns: “there is limited evidence of the teaching of phonics, phonological awareness, fluency, comprehension, genre, and the writing process. There is also little evidence of differentiated instruction in literacy.” With the exception perhaps of genre and the writing process, this is a list of the program’s greatest strengths and most explicit foci. Course syllabi, student work samples, and the reports of educators who work with our students attest to these strengths. We respectfully request that the factual inaccuracies be corrected and the Review Team’s recommendation be reconsidered.</p>

DOE Concerns:	GMC Response:
<p>3. Art candidates are not assured of developing in-depth content knowledge and pedagogical knowledge at the elementary level.</p>	<p>We agree that we need to do more work to ensure in-depth pedagogical knowledge at the elementary level. However, the concern about content knowledge is perplexing. It seems primarily based on a misreading of the program requirements. The Review Team report notes that candidates “[d]o not...develop an expertise in one particular visual art beyond the entry level.” As noted in the attached Factual Corrections, that is simply not true. All students completing the program in Art Education must complete a 6 credit concentration in a visual art area beyond the introductory level.</p> <p>The Review Team report also indicates that our students “do not...have direct application of all standard mediums offered that are practiced in the field.” Our majors are required to complete a two-course sequence called Studio Explorations that requires them to work in a wide variety of art media, including those associated with drawing and sculpture. They also complete applied course work in painting, ceramics, and photography. Then, they choose an additional course between graphic design, illustration, digital photography, and a studio seminar in design. The Review Team’s report does not indicate which “standard mediums” our students do not work with. 5440-02 of the <i>Regulations Governing the Licensing of Educators</i> requires art educators to possess “[b]asic command of arts media (clay, tempera, etc).” It is not clear to us what media our students lack application of, and thus how we could remedy this concern. We believe our program meets the regulatory standards with regard to this concern.</p>
<p>Standard II:</p>	
<p>1. The program is not yet intentionally placing candidates in a variety of classrooms that serve a diverse population of students.</p>	<p>Systematically exposing our candidates to a wide range of diverse students remains a struggle. However, our placements mirror the diversity of the Vermont population within commuting distance of the College. We had previously placed candidates in New York schools as well, as the College is located on the state line. The ability to do that increased the range of diverse experiences available to our candidates. However, the Vermont Department of Education told us to discontinue that practice as they wanted to ensure that our candidates only work with Vermont licensed educators. We respectfully request that we be allowed to place candidates in New York schools so as to enhance the diverse population of students with whom our candidates can work. We are submitting a letter requesting such dispensation with regard to our field placements.</p>
<p>2. The program has not developed a rationale or structure for special education and elementary candidates who complete a split student teaching experience to assure that candidates are meeting the performance requirements of the endorsements.</p>	<p>We place special education candidates in split placements as a result of a recommendation we received from the Vermont Department of Education on how to structure the student teaching experience of our program completers who are certified in both special education and elementary education. We are submitting a letter to the VSPBE outlining our rationale for splitting the elementary special education student teaching experience into two 7-8 week experiences, one at the elementary level and one in a special education setting. These student teaching placements build on three prior field experiences.</p>
<p>3. There is no clear rationale or structure for art candidates who complete a divided student</p>	<p>This concern is addressed in our statement of Factual Inaccuracies (see attached). As per 5440-02 of the <i>Regulations Governing the Licensure of Educators</i>, we have provided for our Art PK-12 candidates</p>

DOE Concerns:	GMC Response:
<p>teaching experience to assure that they take on the full role and responsibilities of the classroom teacher.</p> <p>Standard IV:</p> <p>1. The portfolios for special educators did not document candidates’ work meeting the standards of performance for beginning educators as special educators.</p> <p>2. Special education candidates’ Entry 2 does not document their knowledge of special education law.</p> <p>3. Portfolios do not clearly document candidates’ strength in their content area.</p> <p>Standard VII:</p> <p>1. The Five-Year Plan does not clearly align with the programs’ findings from the self-study.</p> <p>2. The program has not addressed sufficiently previous areas of concern around candidates’ knowledge in special education, technology, and field experiences.</p>	<p>“a minimum of a practicum, or the equivalent, in art education at both the PK-6 and 7-12 instructional levels...” as required. All student teachers are required to assume the full role and responsibilities of the classroom teacher for a minimum of two weeks in each of the two placements (see <i>Art Student Teaching Handbook</i>, page 15). Thus, they take on the full role and responsibilities of the classroom teacher for a minimum of four weeks during their student teaching.</p> <p>The three concerns to the left all relate to the licensure portfolios that our students complete and a sample of which were provided to the Review Team. Our primary concern here is that there is a mismatch between the stipulated design and required documentation of the Level I Licensure portfolio and the evidence the Review Team expects to find in them. For example, demonstrated proficiency on the Praxis II content-knowledge tests are mandated by the Vermont Department of Education but do not appear to enter into the Review Team’s assessment of demonstrated content knowledge nor the licensure portfolio. The six parts of the licensure portfolio do not include a focus on demonstrating content knowledge, do not require such elements, and do not provide a category in which to display it.</p> <p>We believe this is a generalized concern that needs to be addressed through a review of the licensure portfolio requirements, the status of the Praxis II examinations, and a better alignment between review team expectations and the material programs are directed to compile.</p> <p>The five-year plan has been updated to address the specific concerns of the ROPA team. See attached.</p> <p>As noted under Standard I above, the previous areas of concern regarding candidates’ knowledge in special education have been addressed in detail through substantial revisions to that program in consultation with Vermont Department of Education employees. Specifically, we stopped placing candidates in New York schools, ensuring that all of their experience is with inclusion models. We revised the content of all the courses specific to special education candidates and revised the student teaching evaluation protocol.</p>

Updated Rejoinder to Report of the New Program Review Team from 2008 (Secondary Science Program)

*NOTE: This program is new, and we are still in the process of recruiting candidates into the program. As of spring 2011, we have one candidate ready to take the secondary science methods sequence beginning in fall of 2012, our target date to have all of the necessary concerns addressed.

DOE Concerns	GMC Updated Response
<p>Standard I:</p> <p>1. The child development course is limited in its inclusion of early adolescent and adolescent development. Candidates are not assured of learning how adolescents develop, how they differ in their approaches to learning, and their intellectual, social, physical and emotional development.</p> <p>2. There is limited evidence that candidates will have as solid experience in physics as they might need.</p> <p>Standard II:</p> <p>1. There is no evidence of a formal system to recruit, select, and support field-based faculty.</p> <p>2. There is limited evidence that candidates are ensured a variety of field experiences in classrooms that serve a diverse population of students.</p> <p>3. There is not yet a formal system for GMC and its school partners to design, implement, and evaluate field experiences specific to the new program.</p>	<p>Our program has re-vamped the Developmental Psychology courses so that Science candidates take EDU 2018, a course specifically geared to the development of adolescents aged 13-18.</p> <p>We have addressed this concern by hiring a faculty member to teach physics I and II on alternate years. During the 2011-2012 school year we will review how to ensure that all candidates avail themselves of this content.</p> <p>Through increased outreach to area schools and collaboration with the Dean of the Faculty, we have identified and contracted with field-based faculty.</p> <p>Our field experiences (EDU 2000 and 3100) include formal evaluations that must be completed by cooperating teachers and candidates (and optionally by principals). These evaluations are used to help determine candidates' future trajectory in the Education Program as well as to help determine whether we will continue to partner with certain cooperating teachers. We evaluate our field experiences both informally and formally through soliciting feedback and surveying cooperating teachers and administrators. Dr. Jen Powers instituted a formalized system of field placement records in 2008 for all of our field placements and Student Teaching. The goals of this formalization were to ease the process of tracking candidates' experience and to ensure adequate placement in a variety of venues. Our student teaching placement data serves to reflect our commitment to ensuring our candidates' experiences throughout the range of their endorsement area. As we are located in a very rural area, this is no mean task, but we have managed to add a number of cooperating schools over the past several years and we are finding greater success in meeting our goals.</p> <p>The contact person in our cooperating schools is usually, although not always, the principal. Professor Powers has worked to expand our complement of field placements which display significant diversity. All GMC candidates work with students who vary significantly socio-</p>

<p>Standard III:</p> <p>1. A system for advising candidates on the licensure portfolio is unclear.</p> <p>2. There was no evidence of a formal system to review survey feedback from graduates and</p>	<p>economically. In fact, most area towns encompass socioeconomic (S.E.S.) diversity. No matter where our candidates work in field placement, they encounter that diversity. Linguistic diversity is less apparent, at least in terms of different languages; however, linguistic skills of children vary considerably. There are few non-native speakers of English in the surrounding area. However, now that we have added Rutland City Schools to our list of cooperating schools, we are better able to provide a variety of experiences with a diverse student population for our candidates.</p> <p>There is a significant number of learners with special educational needs whom our candidates work with in their placements. Demographic information indicates that there is a high percentage of students eligible for special education services (ranging from 6.2% to 28.9%) in area schools. As with S.E.S., working with a range of abilities, including exceptional needs, is unavoidable. As our cooperating schools are too small to ability group and the philosophy is generally one of inclusion, all our placements involve heterogeneous student bodies. Demographics for our field sites are provided courtesy of UVM.</p> <p>Cultural diversity is subtle but pervasive. GMC students come from diverse backgrounds, including affluent suburbs and inner cities. For both groups, teaching rural children in small schools exposes them to a different culture. At the same time, the children they teach vary on the basis of past family residency and the S.E.S. of the parent. A child whose parent is a professor at one of the area colleges has a cultural orientation distinct from one whose parent works in the historically Welsh slate quarries. It should be noted that professors in the Education Program have a wide range of experiences working with students from other countries and cultures.</p> <p>To ensure that GMC students have experiences in the range of grade levels and content areas of the endorsement sought, we use different strategies depending on the program. All students do their EDU 2000, Early Field Experience, placement in a grade level they are thinking about teaching. The other field placements vary as students try out different contexts, depending upon their evolution as growing professionals. Samples of candidates' course portfolios for EDU 2000/3000/3500 containing synthesis papers that describe their experiences working in the field demonstrate the diversity to which they are exposed.</p> <p>We are working to improve our system of content-specific advising on the licensure portfolio during the 2011-2012 academic year as we seek to improve the specifications for the elementary special education candidates' portfolios as well. Currently, as per state requirements, we use the common rubric across all endorsement areas but will be including checklists for the Knowledge and Performance Standards for each endorsement in the licensure portfolios.</p> <p>We are adopting a new survey system during the 2011-2012 academic year.</p>
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graduate employers to assess the quality of the program.

Standard IV: N/A

Standard V:

1. There is limited evidence of an intentional teaching of conditions which may lead to discrimination and how to take proactive steps to address discrimination.

2. While candidates may acquire knowledge of other cultures and communities and explore issues of diversity throughout their college experiences, education courses do not appear to explicitly promote candidates' developing the skills to apply this knowledge in teaching and learning.

Standard VI:

1. There is no evidence of a formal system to ensure ongoing support for collaboration between science and education departments and with local schools.

2. The leadership to forge a close collaboration with area schools is not clear.

We will be working to make explicit where we already address additional issues of discrimination and diversity in our courses, as well as to systematically improve our curriculum to address skills related to discrimination and diversity in each of the endorsement areas. To this end, we are sending students and faculty to attend the Diversity Conference at St. Joseph's College on April 28, 2011; our Education program is seeking to partner with fellow Ecoleague schools in order to expand candidates' exposure to multiple skills related to diversity; we are planning to send Education candidates to Brazil during the summer of 2012 in order to begin a partnership with a k-12 school there; and we are working with our Enrollment Management team at GMC to bring Chinese Education candidates to GMC and send current GMC Education candidates to China for part of their field experience.

We have created partnerships with both Poultney High School and West Rutland School in order to receive feedback on the secondary science program as a whole and in the creation of our EDU 4012 Teaching Methods in Secondary Science and EDU/BIO 4035 Content for Secondary Science Teachers courses. These courses will be taught by an adjunct who is a local secondary science practitioner at Poultney High School. In addition, we have worked closely with the science faculty here at GMC in order to ensure that the content courses for secondary science candidates addresses the Knowledge standards for the endorsement, and continue to review these courses with them.

Prof. Jen Powers has forged successful partnerships with area schools since spring 2008, and we continue to expand our connection to new area schools for both field experiences and student teaching. We have received numerous letters of support written by cooperating teachers and principals; these attest to the vastly improved relationships we have forged over the past several years and to the mutually beneficial relationships between GMC and area schools. They also emphasize the extent to which GMC faculty are consistently present and available to area schools in a variety of capacities.

Factual Corrections to the ROPA Full Program Review Team Report
Green Mountain College
Poultney, Vermont
March 7, 2011

Standard I

1.02 Elementary

- Candidates are stronger in the theory of language and literacy than in its teaching and assessment. For instance, there is limited evidence of the teaching of phonics, phonological awareness, fluency, comprehension, genre, and the writing process. There is also little evidence of differentiated instruction in literacy.

CORRECTION: All elementary education majors are required to take EDU 2021 Literacy and Language I and EDU 3032 Literacy and Language II. The EDU 2021 course syllabus lists the following learning objectives. Students will demonstrate knowledge of: (1) Differences and relationships between phonology, orthography, and morphology; (2) Understanding speech sounds in English (articulation, similarities/differences among them, etc.) and study of the International Phonetic Alphabet; (3) Allophonic variants and their impact on reading and spelling skills; (4) Phonological awareness and memory in relation to the reading process; (5) six syllable types, and important rules of spelling; (6) Planning for and executing a literacy lesson; (7) Analyze student writing samples and plan suggestions for improvement. A total of ten weeks in this course are devoted to explicit instruction in phonics and phonology. The remaining weeks of the course focus on the other learning objectives, including reading fluency. The EDU 3032 syllabus extends the work from EDU 2021 and emphasizes assessment of literacy and the correlated instruction, including vocabulary development, reading comprehension, writing instruction, and fluency. These syllabi and student work products demonstrating their knowledge of phonics, phonological awareness, fluency, and assessment of same was part of the institutional portfolio and evidence provided during the site visit.

1.02 Art:

- Program expectations are clearly outlined through the Audit Sheets which help all art candidates keep track of their progress. However, there are inconsistencies in rotations of content courses and candidates often have to wait several semesters to take necessary courses.

CORRECTION: The Art content course rotations are highly consistent and predictable.: 6 of the 9 core courses are offered every year. The remaining 3 are offered on alternate years. In addition, students are required to choose 2 courses from a list of 6: 2 of those courses have multiple sections offered annually. The remaining 4 are offered every other year such that there are some to choose from in any given year. Students also have to choose 2 studio concentration courses; multiple concentration courses in ceramics, painting, photography, and design are offered annually.

- The Team was unable to confirm the accuracy of the curriculum map that was provided as there were limited syllabi available to review and inconsistent evidence regarding coursework. Courses that were required, for instance, were not listed but were being taught.

CORRECTION: Syllabi for all of the art courses referenced in the first correction above were provided to the review team as part of the institutional portfolio. We believe the reviewer may have been confused because the art program had changed a few of the major requirements and were teaching out the requirements for the upper level students who came in under an older catalog. The art faculty was conscientious in hiring adjuncts and doubling up on courses so that all students had full access to all required courses under both catalogs during this period of transition. We made syllabi available to the review team for courses under both the old and new catalogs, but the institutional portfolio only provided those linked to one set of requirements in order to reduce confusion.

- Candidates are not assured of meeting the endorsement requirements. They do not, for instance, develop an expertise in one particular visual art beyond the entry level, have direct application of all standard mediums offered that are practiced in the field, or clearly have developed visual literacy.

CORRECTION: As noted in the College Catalog provided to the review team, Art PK-12 candidates are required to complete a 6 credit concentration in one particular visual art area beyond the introductory level. All art majors are required to study art history, painting, ceramics, and photography. They also take a two-course sequence that gives them direct application with all standard art media. The Praxis II exam for Art also ensures that candidates have met content area knowledge requirements.

- Art education candidates are not required to complete a Senior Show despite this being a requirement for art majors.

CORRECTION: As noted in the College Catalog, there is no discrepancy between the requirements for art majors who do not seek licensure and those who do. The senior show is a requirement for BFA majors only. Students receiving a BA in Art have the choice of doing a senior show or an internship. Art education majors, who receive a BA in Art with PreK-12 Teacher Licensure, student teach for their internship.

1.02 Social Studies:

- There is limited evidence of content specific advanced methods instruction outside of student teaching. Secondary Methods I's emphasis upon literacy is necessary, but does not cover Social Studies specific pedagogy. Methods II attempts to fill this need and lists instructional strategies as a focus; however, there is limited evidence of its relation specifically to social studies. Candidates appear left to use student teaching as means to acquire necessary pedagogy and aspects of assessment within content areas.

CORRECTION: In addition to the sources indicated above, candidates gain content-specific pedagogical and assessment knowledge during their EDU 2000 field experience, when they are placed in a Social Studies classroom and directed toward content-specific pedagogy and assessment. Their collection of evidence in a daily journal is synthesized into a final paper that discusses the strategies/pedagogy of the Social Studies classroom.

1.02 Special Education:

- A review of candidates' course products, interviews, and portfolios did not offer assurances that candidates have the knowledge of central concepts in special education. For example, there was limited evidence of candidates' ability to write test reports, participate in IEP meetings, etc.

CORRECTION: EDU 4022, Assessment in Special Education, covers the central concepts in special education in detail. The course objectives include the ability to administer, score and interpret tests commonly used with students having disabilities and to create an IEP based on data developed from the administration of tests and other relevant data. Two weeks of the class are devoted to IDEA, Section 504, and IEP law. One week is devoted to instruction in developing IEPs. Students are instructed in the implementation and interpretation of the following tests: Vineland ABS, Peabody PVT, Peabody IAT, Wechsler IAT, Learning Disabilities Screening Test, Connors and ACTRs. WISC and Stanford-Binet protocols (which would be created by other personnel) are reviewed for content, understanding and application to IEPs and lesson plans. The course concludes with students applying what they have learned to a series of case studies that require them to assess students using the relevant test results and to prepare an IEP. In addition, EDU 3021, Curriculum and Instruction for Mild to Moderate Disabilities, includes the course objectives that students develop effective instructional programs for children diagnosed with disabilities, including being able to create an effective IEP and appropriate curriculum for a child with a given disability. Appropriate methods of presentation at IEP meetings are discussed and reinforced by viewing tapes of such meetings. All candidates for licensure in special education are required to take these classes. In addition to class-based student work and syllabi, entries in the licensure portfolios provided, particularly entry 2, provide evidence of students analyzing test reports, assessing students, providing classroom-based interventions in accord with testing data and IEPs, and evaluating information found in IEPs.

- A review of syllabi provided limited evidence of an emphasis on behavior management, collaboration, approaches to teaching students with disabilities, law, and assessment.

CORRECTION: As indicated by syllabi provided as part of the institutional portfolio, EDU 4022 Assessment in Special Education, EDU 4031 Assessment & Management of Behavior, and EDU 3021 Curriculum & Instruction for Mild to Moderate Disabilities collectively address these issues in depth and are all required of all candidates for licensure in special education. For example, the required textbook for EDU 4031, Assessment and Management of Behavior, is a standard in the field of behavior management: Martin, G., & Pear, J. (2007). *Behavior Modification: What It Is and How to Do It* (8th edition).

- Assignments in special education courses do not clearly address current models and theories that form the basis of special education practice.

CORRECTION: Without knowing the models and theories the review team found missing or outdated, it is hard to address the factual accuracy of this concern. However, the required texts used in the courses specific to special education candidates all have publication dates between 2004 and 2009. (See syllabi for EDU 3021 Curriculum and Instruction for Mild to Moderate Disabilities, EDU 3034 Language and Developmental Disorders, and EDU 4022 Assessment in Special Education.) The instructors of these courses are active researchers and presenters in the field and inform their instruction and student assignments with the latest practices. (See faculty curricula vita.) For example, Professor Joel Shapiro, the instructor for EDU 3021 and EDU 4022, was a Fulbright Scholar in the Slovak Republic in 2009, lecturing and studying in the special education department of the University of Presov. His particular focus was on the provision of special education services to underserved populations. This work led to presentations to the International School Psychology Association (Ireland conference) and the International Association of Special Education (Spain conference). Over the last five years he has also provided a number of invited workshops for special educators in New York and Pennsylvania. He is NCSP certified with the National Association of School Psychologists and holds a current New York State School Psychologist certification. The instructor of EDU 3034, Rommy Fuller, completed her Education Specialist (Ed.S) degree in Language and Literacy from Simmons College in May of 2010 and was a full-time, and exemplary, elementary classroom teacher until June of 2008. She is on the board of the International Dyslexia Association, is a Level 1 Wilson Certified Instructor, and has been regularly providing invited faculty workshops in area schools. These instructors and courses are infused with current models and theories that form the basis of special education practice.

Standard II
2.03

- Special education and elementary candidates complete a split student teaching experience. The rationale and policies governing this experience are not explicit and have not been reviewed by the VSBPE. It is not clear that candidates are able to meet the performance standards for each endorsement in such a model.

CORRECTION: Elementary candidates do not complete a split placement. They do, however, have practicum experiences at “both the primary (K-3) and upper elementary (4-6) instructional levels” as required by 5440-00 of the *Regulations Governing the Licensure of Educators*. Special education candidates, who also seek licensure in elementary education, do have split student teaching placements spending 7 or 8 weeks in each of the roles of an elementary teacher and an elementary special educator. This is in addition to 82 hours of pre-student teaching practicum in a combination of elementary and special education settings. In meetings/discussions with other colleges/universities represented at VCTE about the new portfolio system (fall 2007), such split-placement was recommended by VT DOE personnel as a way to ensure candidates’ range of experiences to prepare them for both the elementary and the elementary Special Education classroom. Unfortunately, the copy of the Elementary/Special Education Handbook provided in the institutional portfolio is in error in stating that both elementary and special education candidates complete split placements.

- The student teaching handbook states that elementary candidates can split their student teaching placement up. While there is no evidence that candidates have done so, such a practice would not comply with the VSBPE's policies related to student teaching.

CORRECTION: Elementary education majors are not allowed to split their placements. Only students who are completing the Special Education endorsement and the Art PK-12 program are allowed to split placements. As noted above, the copy of the student teaching handbook provided to the review team is in error.

- Standard II Concern #4: There is no clear rationale or structure for art candidates who complete a divided student teaching experience to assure that they take on the full role and responsibilities of the classroom teacher.

CORRECTION: As per page A-14 of the Licensing Endorsements section of the *Regulations Governing the Licensure of Educators*, we have provided for our Art PK-12 candidates “a minimum of a practicum, or the equivalent, in art education at **both** the PK-6 and 7-12 instructional levels...” as required. All student teachers are required to assume the full role and responsibilities of the classroom teacher for a minimum of two weeks in each of the two placements (see *Art Student Teaching Handbook*, page 15). Thus, they take on the full role and responsibilities of the classroom teacher for a minimum of four weeks during their student teaching.

Standard III

3.01

- Candidates are provided with high-quality, personalized advising. GMC's small size means that this advising is without structure or formality.

CORRECTION: While much of our advising is informal, there are parts of the advising system that are structured and formal. Education candidates are required to meet with an Education advisor a minimum of once each semester to review their progress toward the degree and plan courses for the coming semester. They are unable to register for classes unless their advisor approves the student's course choices.

- The handbook does not clearly document the specific requirements for special education.

CORRECTION: The handbook is for both the Elementary Education and the Elementary with Special Education Endorsement. Expectations specific to special education are stipulated in each section of the Handbook.

- There is limited evidence that art candidates' content knowledge is being assessed. There is no evidence of candidates' artistic ability being documented in either exhibits or in the licensure portfolio

CORRECTION: All art candidates must submit an art portfolio for review by the art faculty at the end of their fifth semester of study (2009-2011 *Catalog* page 38). Art PK-12 candidates must also pass Praxis II in art (the content area praxis exam), which is designed to assess their content knowledge. As part of a candidate's application to student teach, they must submit a letter of recommendation from an Art professor that includes a critique of their work in art. (See also correction under 4.02.)

- There is evidence that art candidates must self-advocate in order to meet program requirements as the sequence of courses and or course offerings are unclear. The team reviewed evidence of candidates taking different courses and of meeting different expectations.

CORRECTION: See corrections referring to art under 1.02 above. Without knowing what evidence is being referred to here, it is difficult to respond. However, we believe the reviewer was confused, as described above, because art majors who entered under an older catalog have slightly different degree requirements from students who matriculated at GMC more recently. Thus, yes, there are slightly different expectations based on a student's

catalog year. However, the sequence of courses and course offerings are clear and consistent within each set of catalog requirements.

3.03

- There is no system for candidates who are getting a dual endorsement in special and elementary education to document their meeting of both of the endorsement requirements. This [is] of particular concern for the special education program.

CORRECTION: All students getting a dual endorsement document their meeting of both endorsement requirements in the licensure portfolio they develop. The review team was provided several licensure portfolios of students seeking dual endorsements.

Standard V

5.03

- The current faculty make up is extremely limited in racial diversity according to data provided by the College. Only two out of 49 faculty members are from a different racial background. Administrators do indicate that the selection of an art faculty member finalist included a discussion of diversity.

CORRECTION: During the 2010-2011 academic year, four of 49 full time faculty (8%) are from underrepresented populations. This includes two Hispanic-American faculty, a Korean-American faculty member, and a Philippino-American faculty member. In addition, a full time instructor with a post-doctoral teaching appointment is a Chinese national. We apologize if this was not made clear during the visit.

Standard VII

Concern #2:

- The program has not addressed sufficiently previous areas of concern around candidate's knowledge in special education, technology, and field experiences.

CORRECTION: Areas of concern noted in previous ROPA reviews have been substantially addressed, particularly with regard to special education and field experiences. The following concerns about the candidate's knowledge in special education, technology, and field experiences were presented in the May, 2004 ROPA review team report:

2004 ROPA Review Team report

Special Education:

- "The Elementary/Special Education program does not appear to provide candidates with opportunities to acquire in-depth knowledge of case management, special education law, knowledge of how to screen and assess students in order to determine eligibility for special education services, and IEP development and interpretation."
- "Since the College is recommending the candidate for Vermont licensure as a special educator, the special education placements the College uses need to be consistent with Vermont's philosophy, laws, and the special education endorsement competencies." [This is in response to our using, at that time, special education student teaching placements in New York. This helped us increase the diversity of the student body our students worked with, as well as providing them with experience with both Vermont and New York standards and practices. However, the review team thought it inappropriate.]
- "Based upon interviews and surveys, the knowledge and skill areas that appear to be somewhat weak among candidates who complete the teacher preparation program [include] ... developing IEPs."

Technology:

- "Although the College has greatly increased its technological capacity, resources that would enable candidates to become familiar with software and technology currently used by preK-12 educators have not yet been provided."

Field Experiences:

- “The College’s overall design of candidate’s field experience has potential. However, the purpose and the developmental progression of the field experiences need to be clearly articulated and implemented so that the College can ensure that all candidates have the opportunity to acquire and demonstrate the full range of knowledge and skills of their endorsement competencies.”

Changes made to address the 2004 ROPA report’s concerns

On June 8, 2005, as requested, Green Mountain College submitted documentation to the Department of Education addressing the 2004 Review Team Report. Specifically:

- All special education teaching placements are now exclusively with Vermont licensed special educators committed to the inclusion model.
- A new special education faculty member was hired with extensive and current experience and expertise in IEP development, assessment, and special education law and practice.
- All special education courses were revised to provide extensive training in understanding special education law, how to administer and interpret diagnostic tests, how to manage behavior, case management, and the development of IEPs.
- Field placements were revised to include an explicit and sequenced series of assignments for all students to ensure they acquired and demonstrated their endorsement competencies.

On September 22, 2006, Green Mountain College was notified by Mary Beth McNulty that VSBPE granted full approval of all of its licensure programs based on the supporting documentation the College provided addressing the “concerns raised in the college’s Full Program Report, approved by VSBPE on May 27, 2004.”

Subsequent to 2006, the College continued to strengthen in the areas noted for concern. For example:

- We added a required course to the special education curriculum: EDU 3034 Language Development and Disorders.
- We also further revised EDU/PSY 4031 Applied Behavior Analysis, changing its name to Assessment and Management of Behavior and refining its content to better reflect its focus on current research and practice with regard to behavior.
- We replaced two, one-credit field experience courses with a single, four-credit course, EDU 3100, Observation Practicum. This new course provides students with a more highly structured and substantive engagement with content-area pedagogy and knowledge. Students still take a one-credit early field experience (EDU 2000) as a prerequisite.
- We have increased the number and scope of field experiences embedded within methods courses as well.

The concerns noted with regard to special education and field experiences in the 2004 ROPA review team report have been extensively and substantially addressed, as is evident by documentation provided in the institutional portfolio. The concern with regard to technology persists, although progress has been made.

Green Mountain College Revised Five-Year Plan April, 2011 (from fall 2011 through spring 2016)

Standard	Improvement	Action Steps /Evidence	Timeline	Resources/Oversight	Update
I. Opportunities for Standards-Based Preparation	1. Assure that candidates consistently integrate technology effectively into their teaching	a. Create dedicated classroom space b. Provide training in instructional technology for Education faculty c. Integrate modeling and use of instructional technology into coursework for all endorsement areas	a. summer 2011 b. fall 2011-ongoing c. fall 2011-ongoing	Administration; GMC IT staff	Have already identified the space for the dedicated Education classroom which will include the latest in Educational technology; renovation will take place summer 2011
	2. Assure that candidates clearly work with the Grade Expectations	a. Check that all current syllabi and lesson plan template outline expectations for addressing the GEs b. Introduce expectations for addressing the Common Core Standards on syllabi and lesson plan templates as well	a. May 2011 b. fall 2011	Education Department meetings	
	3. Assure that candidates have the knowledge and ability to use a wide-range of assessments including rubrics, benchmarking, etc.	a. Syllabus review to ensure use of assessments is explicit b. Individual course review regarding improving the range of assessments addressed.	a. May 2011 b. May 2011-ongoing	Education Department meetings	
	4. Assure that secondary English and social studies candidates are meeting the full Knowledge & Performance Standards	a. Add a K&P Standards checklist to licensure portfolio requirements in each endorsement area	a. fall 2011	Prof. Jen Powers and adjunct Sheila Nichols as part of the student teaching seminar	
	5. Assure Special	a. Add a K&P Standards	a. fall 2011	Prof. Jen Powers and	

Standard	Improvement	Action Steps /Evidence	Timeline	Resources/Oversight	Update
	education candidates are meeting the full Knowledge & Performance Standards	checklist to licensure portfolio requirements in each endorsement area		adjunct Sheila Nichols as part of the student teaching seminar	
	6. Assure elementary candidates are meeting the full Knowledge & Performance Standards	a. Add a K&P Standards checklist to licensure portfolio requirements in each endorsement area	a. fall 2011	Prof. Jen Powers and adjunct Sheila Nichols as part of the student teaching seminar	
	7. Assure that Art candidates develop in-depth content knowledge and pedagogical knowledge at the elementary level	a. Split the current Art Methods course into two, one at the elementary level and one at the secondary level b. Add one-credit seminar to content area courses in Art to ensure that pedagogical knowledge is addressed, especially at the elementary level	a. spring 2012 b. spring 2012	Meetings between the Education department and the Art department; input from adjuncts who are teaching our Art Methods courses (local practitioners at the preK-6 level and the 7-12 level)	
	8. Assure that Art candidates understand the developmental stages of art	See above	See above	See above	
II. Collaboration with Pre-K-12 Schools	1. Assure that candidates are placed in a variety of classrooms serving a diverse population of students	a. Create an information module that is connected with our current tracking matrix to identify demographics of cooperating schools b. Seek additional cooperating schools that provide field experiences with a more diverse population of students (for example, expand on connection with Rutland City Schools and NY schools for field experiences, and connect remotely with EcoLeague	a. fall 2011-spring 2012 b. fall 2011-ongoing	We will enlist the assistance of the Education program administrative assistant in compiling and updating this information; Prof. Jen Powers and adjunct Sheila Nichols will meet with administrators in potential cooperating schools to establish contact and begin	We currently use the tracking matrix to deliberately place candidates in as wide a variety of diverse settings as possible.

Standard	Improvement	Action Steps /Evidence	Timeline	Resources/Oversight	Update
		schools in Alaska and Arizona, and with our new partner school in Piracicaba, Brazil)		negotiations for partnerships. Prof. Jen Powers is the contact for the EcoLeague Schools and the school in Brazil	
	2. Clearly articulate the developmental sequence and designated outcomes of field experiences	a. Revamp the syllabi for all field experience courses and methods courses that contain field components to reflect developmental sequence and designated outcomes	a. fall 2011-spring 2012	Education Department meetings	
	3. Provide a rationale for special education candidates who complete a split placement that ensures that candidates are meeting the Knowledge & Performance Standards	a. Write letter to the VSBPE outlining our rationale for splitting placements in Elementary/Special Education endorsements	a. fall 2011	Prof. Jen Powers	
	4. Provide a rationale and structure for Art candidates who complete a split placement to assure that they take on the full role and responsibilities of the classroom teacher	a. Review current cooperating Art programs in area schools to ensure complete sequence of student teaching b. Revisit current licensing structure	a. fall 2011-spring 2012 b. fall 2012		
III. System of Assessment	1. Survey graduates in their first five years of practice and survey graduates' employers	a. Implement new surveys that are being created at the end of the 2010-2011 academic year	a. spring 2012	The GMC Alumni Office	
	2. Assure that we are	a. Implement the creation of	a. fall 2011- ongoing	Prof. Jen Powers and	

Standard	Improvement	Action Steps /Evidence	Timeline	Resources/Oversight	Update
	transitioning to a revised portfolio system	licensure portfolio entries 1, 2 and 3 during EDU 3100 b. Move to creation of online licensure portfolios in our Epsilen system	b. fall 2012-ongoing	adjunct Sheila Nichols as part of the student teaching seminar; the GMC IT department	
	3. Assure that Art candidates are advised consistently regarding program requirements	a. Meet with the Art faculty and develop a clear set of advising guidelines for Art candidates	a. fall 2011	Meeting with Art and Education faculty	Candidates currently are required to meet with both a content area advisor and an Education advisor
	4. Assure that Special Education candidates have a handbook that details their program requirements	a. Create a separate handbook for the Special Education candidates outlining their program requirements	a. fall 2011	Prof. Jen Powers	Special Education candidates' requirements are currently outlined in the Elementary / Elementary Special Education handbook.
IV. Demonstration of Candidate Knowledge, Skills and Dispositions	1. Assure that candidates clearly reference Grade Expectations in their lesson plans	a. Check that our current syllabi and lesson plan template outline expectations for addressing the GEs b. Introduce expectations for addressing the Common Core Standards on syllabi and lesson plan templates	a. May 2011 b. fall 2011	Education Department meetings	
	2. Assure that the portfolios for special educators document the candidates' work meeting the standards of performance for special education	a. Add a K&P Standards checklist to licensure portfolio requirements in each endorsement area	a. fall 2011	Prof. Jen Powers in conjunction with the seminar for student teaching	
	3. Assure that special education candidates' entry 2 documents their knowledge of special education law	a. Hire adjunct/ consultant in Special Education to assist in working with Special Education candidates in the creation of their licensure portfolios, observing	a. fall 2011-ongoing	We have already identified a special educator who is interested and qualified to help us with this	

Standard	Improvement	Action Steps /Evidence	Timeline	Resources/Oversight	Update
		student teaching, etc. b. Revamp the specifications for Special Education candidates' entries on special education (entry 2) to track candidates' knowledge of special education law.	b. fall 2012-ongoing	task.	
	4. Assure that portfolios clearly document candidates' strength in their content area	a. Gain clarification from the VSBPE regarding how to help our candidates document this information b. Implement VSBPE suggestions c. As stated elsewhere, add a checklist for the Knowledge & Performance Standards to the licensure portfolio for each endorsement area d. Devise and implement a Praxis II preparation component to accompany methods courses e. Check on effectiveness of the Praxis II preparation component f. Make explicit our current tracking system of both Praxis II scores and GPA for candidates to ensure candidates' strength in content area	a. April 26 th , 2011 meeting with VSBPE b. ASAP c. fall 2011-ongoing d. 2012-2013 e. 2014-2015 f. 2011-2012		
V. Commitment to Diversity	1. Assure that there is a plan for the institution to recruit, hire, support, and retain faculty from diverse backgrounds	a. Revisit GMC's current plan and discuss ways to improve b. Revisit issue to check that we have a workable (and perhaps improved) plan in place	a. spring 2012 b. spring 2013	Dean Tom Mauhs-Pugh	
	2. Assure that the teaching of English	a. Revisit our curriculum syllabi and make explicit where we are	a. fall 2011	Education Department meetings; materials	

Standard	Improvement	Action Steps /Evidence	Timeline	Resources/Oversight	Update
	Language Learners is addressed across the program	already addressing issues of ELLs in our courses b. Revisit our curriculum to determine where issues related to ELL need to be shored up, using what Prof. Rommy Fuller is currently doing in both her Language & Literacy courses and her Language Development & Disorders course as a model	b. spring 2012-ongoing	from Dr. Maria Bove at St. Joseph's College; Prof. Rommy Fuller's current model	
	3. Assure that candidates have knowledge of the application of skills related to diversity beyond those applicable to socio-economic status and to working with students with special needs	a. Attend the Diversity Conference at St. Joseph's College (along with students) b. Explore electronic and exchange partnership with EcoLeague schools to increase diversity c. Create partnership with Chinese secondary schools d. Implement course connections with EcoLeague schools e. Revisit implementation of connection to EcoLeague schools and its effect on candidates' exposure to skills related to diversity.	a. April 28, 2011 b. 2012-2013 c. 2013-2014 d. 2013-2014 e. 2015-2016	All Education faculty members will be involved in this process; Prof. Jen Powers is on the EcoLeague Committee at GMC; Prof. Joel Shapiro and Prof. Jen Powers will be working with the Enrollment Management team at GMC on the China initiative.	
VI. Resources	1. Clearly develop a plan for modeling best practice in the use of technology in teaching	a. Create dedicated Education SMART classroom b. Begin training of faculty on use of educational technology c. Begin and continue rotation of training through courses and workshops for students and faculty d. Check on effectiveness of	a. summer 2011 b. fall 2011 c. spring 2012-ongoing d. 2014-2015	GMC IT department; area practitioners using educational technology in their classrooms to model best practices	We have already submitted a list of needs for the education classroom to the GMC administration based on input from GMC Education faculty, area teachers in Science, Social Studies, and Art, and our

Standard	Improvement	Action Steps /Evidence	Timeline	Resources/Oversight	Update
		educational technology and its use across the program areas and revisit program needs			Education candidates across all programs
VII. Institutional and Program Renewal	1. Align 5-year plan with findings of self-study	a. monitoring the changes we have made to the program based upon our five-year plan	a. fall 2011-ongoing		The five-year plan has been revised to include the concerns of the ROPA review team
	2. address areas of concern around candidates knowledge in special education, technology, and field experiences				We have addressed these concerns in this five-year plan (see I.1,5; II.1, 2, 3; III.4; IV.2,3; VI.1)
ADDITIONAL GOALS:	1. Consider creation of a M.A. or M.Ed. Program	a. Explore distance-based M.A. or M.Ed. program on our campus; do a needs assessment b. Conduct M.A. or M.Ed. program site visit with the state c. Finalize plans for the M.A. or M.Ed. program to begin summer 2014 d. Implement M.A. or M.Ed. program summer 2014 e. Review success/concerns with M.A. or M.Ed. program	a. 2011-2012 b. 2012-2013 c. 2013-2014 d. summer 2014 e. 2015-2016	Other model M.A. and M.Ed. programs around the state; Education Department meetings	
	2. Improve our recruitment of candidates in the Education program	a. Continue meeting with the Enrollment Management Team on campus regarding initiatives to target GMC Education Program candidates b. Revisit recruiting materials such as brochure, website, etc. to ensure they reflect program goals and initiatives	a. 2011-2012 b. 2011-2012	Coordinated meetings between Education Department and Enrollment Management Team; Prof. Joel Shapiro and Prof. Jen Powers will be working on the China initiative	We have already begun conversations with the Enrollment Management Team beginning in fall 2010 regarding ways to increase enrollment in our program and ways to target candidates who will be successful in our

Standard	Improvement	Action Steps /Evidence	Timeline	Resources/Oversight	Update
		c. Develop Education candidate recruitment materials in connection with Enrollment Management team for upcoming China recruitment initiative d. Travel to China to meet with cooperating secondary school representatives, teachers, and students and solidify partnerships e. Begin working with Education candidates from China f. Revisit success of China initiative with Enrollment Management Team; discuss plans for future changes in program if needed	c. summer 2011-spring 2012 d. summer 2012 e. fall 2012 f. 2013-2016	materials and traveling to China with support of the GMC administration	program.



GREEN MOUNTAIN COLLEGE

April 18, 2011

To: The Vermont Standards Board for Professional Educators

From: Jennifer Powers
Education Program Director
Green Mountain College

Subject: Policy on field placements outside Vermont

Our Education candidates have a sequence of field experiences to prepare them for licensure:

*EDU 2000, 40 hours in a classroom setting appropriate to their endorsement area;

*EDU 3100, 60 hours in the school where they will complete their student teaching;

*Methods courses with many hours spent observing and teaching in settings appropriate to their endorsement area.

We are committed to providing our candidates with as diverse a range of field experiences as possible, both covering their endorsement area (k-6, 7-12, or preK-12) and covering a variety of school settings with diverse learners. To this end, we plan to extend our involvement in field experiences (NOT student teaching) into schools in New York, where we are likely to find a more diverse population of students. Our goal is to ensure that we have quality cooperating teachers with clear mandates for working with our students. Our emphasis will remain on the Vermont Framework and Standards and Grade Expectations (moving to the Common Core in 2011-2012).

If I can be of any further assistance to you, please don't hesitate to contact me by email (powersj@greenmtn.edu) or telephone (802-287-8297).

Sincerely,

Dr. Jennifer A. Powers



GREEN MOUNTAIN COLLEGE

April 18, 2011

To: The Vermont Standards Board for Professional Educators

From: Jennifer Powers
Education Program Director
Green Mountain College

Subject: Policy on Student Teaching placements for Elementary/Special Education

Our Education candidates who are working to complete the requirements for dual licensure in Elementary Education and Elementary Special Education complete the following in order to ensure quality experiences in both elementary and elementary special education:

*EDU 2000, 40 hours in *either* an elementary classroom (k-6) or a special education setting k-6, or both;

*EDU 3100, 60 hours in the school where they will complete their student teaching, exploring both the elementary classroom and the special education setting within that school (we will arrange for both experiences to happen within the same school);

*Methods courses in Science, Social Studies, and Math, with many hours spent observing and teaching in area elementary school classrooms k-6 (including components of special education such as co-teaching);

*Student Teaching, 7-8 weeks within the elementary classroom, and

*Student Teaching, 7-8 weeks within the special education setting

We are committed to ensuring that our Elementary/Special Education candidates fulfill the full role and responsibilities of the classroom teacher in both areas. Our experience has shown us that our candidates graduate from the program well prepared to enter the field of elementary special education, as can be attested by several graduates who have been hired in local schools. The split student teaching model is one recommended to us by local teachers in both special education and regular k-6 education as one that best prepares candidates for working in the field once they graduate.

If I can be of any further assistance to you, please don't hesitate to contact me by email (powersj@greenmtn.edu) or telephone (802-287-8297).

Sincerely,

Dr. Jennifer A. Powers