

TO: Members of the Higher Education Committee

SUBMITTED BY: Mary Beth McNulty, Vermont Department of Education ROPA Consultant

ITEM FOR ACTION: New Program Report: Lyndon State College

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators vote to accept the findings of the Review Team and grant approval in accordance with the team's recommendations.

MOTION:

I, _____, move that the VSBPE accept the findings of the Review Team and approve the following actions:

One-Year conditional approval to the following post-baccalaureate educator preparation program:
Elementary Education, K-6

Two-Year conditional approval to the following post-baccalaureate educator preparation programs:
Mathematics, 7-12
Science, 7-12
Social Studies, 7-12
English, 7-12

Two-Year conditional approval to the following graduate educator preparation program:
Reading English Language Arts Specialist, PreK- 12

Approval for these programs is contingent upon a favorable review of both a one-year and a two-year report addressing noted stipulations and areas indicated as "concerns" in the team's report, as well as compliance with state standards and any conditions specified by the Vermont Standards Board.

BACKGROUND INFORMATION:

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the post-baccalaureate and graduate teacher preparation programs at Lyndon State College, Lyndon, Vermont. The on-site visit occurred on May 31- June 1, 2009.

Members of the Review Team were: **Diane Cote**, Reading English Language Arts Specialist, Charlotte Central School; **Russell Agne**, Board Member, Professor of Education, University of Vermont; **Nancy Reid**, Design Team member, 1st grade teacher, Randolph Elementary School; **Patty Younce**, Professor of Education, Goddard College. Marilyn Richardson 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 New Program Review Team
Lyndon State College, Lyndon, Vermont
June 3, 2009**

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the post-baccalaureate and graduate teacher preparation programs at Lyndon State College, Lyndon, Vermont. The on-site visit occurred on May 31- June 1, 2009. Members of the Review Team were: **Diane Cote**, Reading English Language Arts Specialist, Charlotte Central School; **Russell Agne**, Board Member, Professor of Education, University of Vermont; **Nancy Reid**, Design Team member, 1st grade teacher, Randolph Elementary School; **Patty Younce**, Professor of Education, Goddard College. Marilyn Richardson from the Vermont Department of Education assisted the team.

The ROPA Review Team wishes to thank Lyndon State College for the generous hospitality extended to us during our time on campus. The team appreciated the warmth, forthrightness, enthusiasm, and attention-to-detail the College 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 reviewed Lyndon State College’s Institutional Portfolio and electronic and hard copies of documents supplied by the College in the evidence room. The team gathered additional information from interviews with college faculty members and administrators, and K-12 teachers and administrators.

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

Program	Approval Recommended	Stipulations
Elementary Education, K-6 Post-Baccalaureate	One-Year Conditional	In a one year report, document that all course syllabi for the elementary education reflect the endorsement requirements and reference the Vermont Standards and Grade Expectations. Also provide a curricular map that aligns the endorsement requirements with course and field experiences.
Mathematics, 7-12 Post- Baccalaureate	Two-Year Conditional	
Science, 7-12 Post-Baccalaureate	Two-Year Conditional	
Social Studies, 7-12 Post-Baccalaureate	Two-Year Conditional	
English, 7-12 Post-Baccalaureate	Two-Year Conditional	
Reading English Language Arts Specialist, PreK- 12 Graduate	Two-Year Conditional	

ROPA Program Approval Standards Summary

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

In the following report, the programs were reviewed in Reading English Language Artstion 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.

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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"> • All candidates are required to have a bachelor’s degree for entry into the program. • Elementary candidates are required to have either a liberal arts major; or at least thirty (30) credit hours in the liberal arts with at least nine (9) in advanced undergraduate courses or higher; or be able to demonstrate competence in the content areas of language arts; mathematics; science; or social science. • Secondary candidates must have a liberal arts major in the content area in which they are seeking licensure or demonstrate content knowledge through experience, reading, and/or independent study. • The program is creating a system for assessing prior knowledge. • Candidates are required to meet both Praxis I and II testing requirements documenting both general knowledge in the liberal arts and content specific knowledge. • The secondary education program is built upon the existing undergraduate education courses where liberal arts and science faculty teach and advise candidates. 	M
1.02	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)	<ul style="list-style-type: none"> • The program has established a transcript review process at admissions to assure candidates’ preparation. • Social studies and English candidates enter the program with both depth and breadth of coursework in their area (30 hours including 9 hours of upper level coursework in content specific area). • Interviews reveal that the English program coordinator reviews transcripts to determine if anything is missing then makes a recommendation to the registrar. • Candidates cannot enter the program with less than a B average. • The coordination of courses between academic areas and pedagogy is conducted by the Education Council which meets monthly to coordinate curriculum by linking candidate assignments with practica. • The secondary programs work with candidates in their content area in several ways: (1) portfolio elements are embedded in different courses taken, (2) the monthly meetings of Education Council has faculty teaching in different areas collaborating to seek program integrity for each student, (3) Lesson plan sharing, i.e., a student taking 	AS

		<p>a science content course would share lesson plans in that area with others preparing to teach.</p> <ul style="list-style-type: none"> • Reading English Language Arts specialist candidates will be provided courses at the K-12 level. These include Developmental Literacy in Content Areas (for secondary students); Reading Recovery, and writing courses that appear to follow VT writing standards (some specific to K-3 and 3-5). • There is less evidence that Reading English Language Arts Specialist candidates will acquire depth of study in the areas of word study (e.g. clear evidence of scope and sequence for word study K-3). • Reading English Language Arts specialist candidates are taking a science and technology course, though they might benefit more by taking Technology for Educators, EDU 6490. • The elementary requirements do not seem to align with the elementary endorsement. Nor does the coursework appear coordinated. 	
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 development.</p>	<ul style="list-style-type: none"> • Six foundation courses are taken in the proposed secondary post-baccalaureate program. This includes one course in adolescent development, EDU5040. • Reading English Language Arts specialist candidates complete EDU 6540, Advanced Studies in Learning Theory, which addresses various theories of human development. • A syllabus has not yet been developed for the proposed post-baccalaureate child development course. 	AS
1.04	<p>Programs assure that candidates demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).</p>	<ul style="list-style-type: none"> • Technology has been embedded in the secondary math and science curriculum but not for English or social studies candidates. The English Program Coordinator stated that it is needed and that she would like training for the use of technology with her English secondary candidates. • The elementary education Science and Technology course was developed in conjunction with the Department of Education to model use of content specific technology for candidates. It is unclear if elementary candidates are applying this knowledge to other content areas. • There is limited evidence that Reading English Language Arts specialists will demonstrate technological literacy and the ability to use technology in their reading/literacy instruction (i.e. LEXIA). • The course titled, Technology for Educators---EDU6490, was taught by a faculty member who has since left Lyndon and has not been replaced. The Team questions the viability of the course. 	E

<p>1.05</p>	<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"> • The curricular maps for the secondary programs indicate that candidates will have hands-on experiences with students teaching lessons, learning about the discipline, and classroom management. • All candidates take the Curriculum Development course, EDU6550. • Reading English Language Arts specialist candidates complete a number of courses that have reflective pieces that include planning and presenting materials to their peers. As candidates are already licensed educators, it is presumed that they have experience planning instruction. • There were curricular maps aligning coursework with the 16 Principles. The course syllabi, however, do not explicitly reference the 16 Principles. • The lesson plan format does not clearly reference Grade Level Expectations or the Vermont Framework of Standards and Learning Opportunities. 	<p>E</p>
<p>1.06</p>	<p>Programs assure that candidates develop as reflective practitioners and plan for professional growth.</p>	<ul style="list-style-type: none"> • Post- baccalaureate candidates are encouraged to be reflective in their methods courses and in student teaching journaling. Candidates also reflect at the end of the lesson plan format. • Reflection is a component of EDU 6950, Final Product: Seminar 2-6 credits. • The Reading English Language Arts Specialist program is structured to provide multiple opportunities for candidates to reflect on their learning. The final product seminar, for instance, builds in reflection for master’s candidates. There is no evidence, however, of a consistent plan to develop reflective practitioners. While the portfolio entries require significant reflection, the corresponding coursework does not appear to incorporate this expectation. 	<p>AS</p>
<p>1.07</p>	<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"> • Legal issues are addressed in a number of courses including EDU 6550 and EDU 5220 • The dispositions rubric offers strong evidence that candidates understand and maintain standards of professional conduct guided by legal and ethical principles. 	<p>M</p>

<p>Commendations</p>	<ol style="list-style-type: none"> 1. There is excellent integration of content area technology and science in the elementary Science and Technology course. 2. Two science faculty members will co-teach the secondary science methods course with the science chair at Lyndon Institute. 3. Secondary education candidates have a coordinator in their content area to support content knowledge. 4. LSC is piloting one their graduate courses as a hybrid course for candidates who would be best served through distance learning
<p>Concerns</p>	<ol style="list-style-type: none"> 1. There is limited evidence of content specific technology to enhance student learning in secondary English and social studies, elementary, and the Reading English Language Arts specialist programs. 2. The Team questions the viability of the Technology for Educators---EDU6490 course. Without it candidates may not be getting the necessary course content. 3. Elementary program course syllabi are not clearly aligned with the endorsement requirements. 4. The lesson plan format does not reference the Vermont Framework of Standards and Learning Opportunities or grade level expectations. 5. There is a lack of depth in the Reading English Language Arts content – especially in the area of early literacy –e.g. lack of scope and sequence in word study.
<p>Considerations for Further Program Development</p>	<ul style="list-style-type: none"> • Review when courses are offered to assure that candidates can complete the program in three semesters. Candidates will expect to meet program requirements in a specified timeline. • Use the expertise of the educators who developed the elementary education courses to also create a consistent format for their course syllabi that more fully integrates the 16 Principles and the endorsement requirements. • Reading English Language Arts candidates would benefit from exposure to reading specialists who work outside of the Reading Recovery model.

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 relationship with schools, districts and other educational settings that provide field experiences for candidates.	<ul style="list-style-type: none"> The new program has clearly been designed in consultation and collaboration with area schools resulting in a program that is mutually beneficial. LSC’s mission statement is a testament to the College’s commitment to the North East Kingdom and its partnerships with the Northeast Kingdom School Development Center (NEKSDC) and the East Central Vermont Literacy Consortium (ECVLC). Lyndon conducted a “needs assessment” with its partners prior to the creation of the program 	M
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"> LSC has an established relationship with area schools for its secondary candidates. The program has been designed to serve 3 populations of candidates: (1) para educators, (2) career changers, and, (3) existing educators seeking a second license. Care will need to be taken to address the variety of needs presented by such different populations in their field experiences. Currently one person appears responsible for evaluating previous field work and monitoring candidates’ future field experiences. There is limited evidence of a formal system in place to ensure the quality of field experiences. The program identifies this indicator as a need in its 5 Year Plan. 	E
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 general knowledge, in the context of the <i>Five Standards for Vermont</i>	<ul style="list-style-type: none"> EDU 4030 and EDU 4020 both incorporate field work. The social studies program offers a strong collaboration with Lyndon Institute faculty members and students as candidates go into Lyndon Institute to teach three times during the methods course. There is no evidence that candidates will use the Grade Expectations or Vermont Framework of Standards and Learning Opportunities in their field work. 	E

	<i>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.</i>	<ul style="list-style-type: none"> • There is no evidence of the intentional sequence of field experiences (i.e. Where and how does a student move from observation to student teaching?) • There is not a policy to guide or a system to document prior field work as candidates enter the program. 	
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 Institutional Portfolio indicates that the Northeast Kingdom offers candidates placements in classrooms that serve a diverse population of students in terms of exceptionality, socio-economic status, class, gender, religious, and increasingly linguistic and ethnic backgrounds. • The Institutional Portfolio also indicates that secondary licensure candidates have opportunities to experience a greater ethnic, religious and linguistic diversity in two of the area high schools that serve a population of students from other countries. • Despite these opportunities, there does not appear to be a system to assure that all candidates will experience a diversity of field placements. • Candidates who are already working in schools are especially vulnerable to missing out on field experiences in a variety of classrooms. 	AS
2.05	Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.	<ul style="list-style-type: none"> • The Institutional Portfolio indicates that candidates will document their field experiences in the range of grade levels, content, and requirements of the endorsements sought. • While interviews reveal a commitment from the College to ensure that the students have a range of experiences, there is no evidence of a formal tracking system that formalizes this and makes sure that the range of grade levels is covered. • It is unclear how the early field experiences are documented and supervised (i.e., 60 hours practicum prior of to student teaching). 	AS
2.06	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, the 16 Principles for Vermont Educators, the Vermont</i>	<ul style="list-style-type: none"> • The reading initiatives have resulted in a strong group of field-based faculty for Reading English Language Arts candidates. • There is not a formal system of recruitment, selection, and support of field-based faculty. • Field-based faculty who have previously mentored teachers in their classrooms feel support sessions are unnecessary. Interviews reveal that they feel they will “do fine” just looking through the student teaching handbook. 	E

	<p><i>Framework of Standards and Learning Opportunities, the Grade Expectations, and the endorsement requirements.</i></p>		
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<p>Commendations</p>	<ol style="list-style-type: none"> 1. There has been extensive collaboration in the development of the program with a variety of local educational groups and the faculty at Lyndon. 2. The program conducted a needs assessment in the area schools and engaged regional education groups prior to creating the program.
<p>Concerns</p>	<ol style="list-style-type: none"> 1. There is not a policy to guide or a system to document prior field work as candidates enter the program. 2. Candidates who are already working in schools are not assured of the variety of field experiences in a variety of classrooms that serve a diverse population of students. Nor are candidates assured of meeting the level requirements for their endorsement. 3. There is limited evidence that there is a systematic and collaborative process to design, implement and evaluate field experiences. 4. There is not an established developmental sequence of field experiences with clearly defined outcomes. 5. The program does not systematically recruit and support field-based faculty to assure the theory to practice connections.
<p>Considerations for Further Program Development</p>	<ul style="list-style-type: none"> • When developing the system for assessing prior field experiences be sure to indicate equivalents. For example, a candidate who has worked abroad teaching in his/her endorsement area can receive greater “credit” for his/her field experiences (in terms of meeting the diversity and level requirements) than a para-educator who has worked one-on-one with students for a number of years.

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.	<p>Entry Requirements:</p> <ul style="list-style-type: none"> • Transcript review with a 2.75 minimum or evidence of ability to complete graduate work and evidence that liberal arts requirements have been met or that contract is in place to meet the requirements. • Completed application • Two letters of recommendation • Passing scores on Praxis I and II <p>Criteria for entrance to student teaching:</p> <ul style="list-style-type: none"> • Completion of the graduate courses required for licensure with a 3.00 average; • Required content courses with a cumulative grade-point average of 3.00 or, in extraordinary circumstances, demonstrated intellectual competence (as certified by the Dean of Academic and Student Affairs); • 60 hours of supervised observation, including some direct teaching experience. (Documentation for this includes at least three (3) completed Disposition Rubrics from supervisors.) • First aid certificate • Completion of a criminal records check. <p>Criteria for admission to Reading English Language Arts Specialist Program:</p> <ul style="list-style-type: none"> • Completed graduate application; • Official copies of transcripts of all undergraduate work (3.0 GPA , but 2.75 minimum or evidence of ability to complete graduate work required for admission); • Two letters of recommendation • Successful interview with Graduate Education Program Chair • Valid license in early childhood, elementary education, middle grades, the secondary content areas, special education, or English as a Second 	M

		<p>Language.</p> <p>Criteria for recommendation for initial licensure:</p> <ul style="list-style-type: none"> • Undergraduate degree in the liberal arts or sciences. Candidates without an undergraduate degree in liberal arts or science must have completed approved courses that will provide them with the equivalent. • Completion of post-baccalaureate licensure core. • Completion of a minimum of 14 weeks of supervised student teaching with a grade of at least “B”. • A cumulative GPA of 3.0 overall with a grade of “B” or higher in all courses in the education program. • Candidates must exemplify in conduct and attitude the maturity, judgment, ethical standards, and dedication expected in the teaching profession and documented in the Dispositions Rubric. <p>Criteria for recommendation for endorsement in Reading English Language Arts Endorsement:</p> <ul style="list-style-type: none"> • Completion of 18 credits of literacy courses with a 3.0 average; • Completion of endorsement portfolio; • Internship. 	
3.02	<p>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 to ensure candidates receive timely and accurate feedback and appropriate advising.</p>	<ul style="list-style-type: none"> • Candidates are expected to maintain a B average. • The disposition rubric is used multiple times. • There is no evidence of a clear system to provide formative feedback to candidates. • The programs’ focus appears to be on summative feedback only. • Course syllabi do not support the Institutional Portfolio’s assertion that portfolio entries 1, 2, 3, and 4 will be embedded in core courses for licensure candidates. These entries cannot then “provide interim checks and feedback” for candidates. 	E
3.03	<p>Programs provide a comprehensive system for the development and evaluation of the</p>	<ul style="list-style-type: none"> • It is unclear how the licensure portfolio will be evaluated. • While the handbook includes forms for the evaluation of the portfolio, the institution’s 	E

	Level I Licensure Portfolio.	<ul style="list-style-type: none"> system for evaluating portfolios is unclear. Course syllabi do not clearly incorporate the creation of portfolio entries. 	
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"> Candidates complete an orientation upon entry into the program. Candidates can locate information on the program's assessment system in the handbook. Some information included in the handbook does not appear up-to-date nor is it always clear. 	AS
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 indicates that a survey has been developed and will be sent to educators recommended for licensure during their first five years of teaching. It remains unclear when the survey will be sent out or what the plan is to assure a strong response. 	M
3.06	Institutions and programs use a formal system to collect information from the graduates' employers during their first five years in the profession for the purpose of assessing the quality of the preparation programs.	<ul style="list-style-type: none"> The IP indicates that surveys will be sent to employers after the first year of teaching for each candidate. The IP further indicates that these surveys will be compiled and used to improve the program. The Advisory Group, according to the IP, will meet with employers once every other year to discuss the program strengths and weaknesses. 	M

Commendations	<ol style="list-style-type: none"> The Advisory Group will meet with employers to discuss the program strengths and weaknesses.
Concerns	<ol style="list-style-type: none"> There was limited evidence as to where and when endorsement competencies are taught and assessed. Some information included in the handbook does not appear up-to-date nor is it always clear. There is not a fully developed system for the implementation and evaluation of the Level I Licensure Portfolio.
Considerations for Further Program Development	<ul style="list-style-type: none"> Consider sending the survey to graduates online and establishing an incentive for graduates to complete it. Consider having the Advisory Group meet with employers every year to discuss the program's strengths and weaknesses. Consider creating a basic handbook with separate sections for each content area (e.g. secondary). Consider creating a separate handbook for the graduate Reading English Language Arts program.

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: Non-Applicable

	Indicator	Findings	Rating
4.01	<p>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>		NA
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>		NA

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"> • Lyndon State College has adopted the following definition of diversity: “Diversity includes individuals representing a range of different socio-economic, ethnic, racial, gender, linguistic, and religious backgrounds and histories; different sexual orientations; individuals who come from different regions of the country and the world with multi-cultural and global perspectives; and individuals with exceptionalities in learning.” • The College has a number of policies and programs that support a diverse student community. These include the Lyndon Promise and a new initiative (<i>i.e.</i>, Project Compass) around better serving the needs of students who are first-generation college students. 	M
5.02	The institution and programs recruit, admit, support, and retain students from diverse backgrounds.	<ul style="list-style-type: none"> • The Institutional Portfolio indicates that “all students, regardless of background, are recruited, admitted, supported, and retained to achieve the greatest success for the greatest number.” • The College's admissions program, according to the IP, has recently begun to identify and work in geographic regions likely to include a mix of prospective students from diverse backgrounds. • While the institution appears committed to this, there is limited evidence or data to support their efforts. 	AS
5.03	The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.	<ul style="list-style-type: none"> • The institution supports its existing faculty members in having diverse experiences. One faculty member, for instance, investigated how children in Guatemala learned math (numeration) and brought that back to LSC to help her teaching. This experience clearly enriches her work with candidates as a math educator. • While the institution appears committed to this, there is limited evidence or data to support their efforts. 	AS
5.04	Programs assure that candidates acquire knowledge of other cultures	<ul style="list-style-type: none"> • The College understands the local population and conveys an understanding of economic and academic diversity. They are not as strong in 	AS

	and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.	<p>addressing racial and cultural diversities.</p> <ul style="list-style-type: none"> • The IP reports that LSC and the NEKSDC have developed a relationship with Class Action, a group from Massachusetts that provides trainings on issues of class, poverty and race. • The Institutional Portfolio indicates that diversity is addressed in core classes. There is limited evidence of this, however in the course syllabus. The one exception appears to be social studies. 	
5.05	Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.	<ul style="list-style-type: none"> • There is limited evidence of an intentional focus on issues of discrimination. • Course syllabi do not intentionally reference issues of discrimination except in a limited way in the Foundations Course Topics. 	E
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 College works hard to develop a positive climate both in the school and in classrooms. • A College Climate Statement is posted throughout buildings. 	M

Commendations	<ol style="list-style-type: none"> 1. The College supports its faculty in engaging in diverse experiences. 2. The College's strong committed to the success of all students is noteworthy.
Concerns	<ol style="list-style-type: none"> 1. Candidates are not assured of acquiring the knowledge of other cultures and communities they need to develop as educators. 2. There is limited evidence of an intentional focus on issues of discrimination. 3. There is limited evidence of the College's efforts to recruit diverse students and faculty.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Faculty might benefit by participating in a literature study to familiarize themselves and students with all types of diversity and tolerance. • Continue efforts to establish a relationship with Marquette University to set up experiences for learning about issues of diversity including socio-economic diversity, minorities, exceptional students, and racial differences.

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"> Lyndon State College submitted a fifth-year report in the fall of 2005 for continued NEASC accreditation. The next comprehensive evaluation is not until fall 2010. Lyndon State is currently preparing for this evaluation. 	M
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"> Graduate program policies are decided by the Graduate Council, which is chaired by the Department Chair of the Graduate Education Program, and consists of faculty who are interested in graduate programs. Curricular changes are submitted to the college-wide Curriculum Committee followed by the Faculty Assembly. If approved by the Faculty Assembly, the changes are submitted to the president. New programs must also go through Vermont State College Policy 102 Review which would require the approval of the Vermont State College Board of Trustees. The Team found evidence of a deep commitment to the program by the advisory group, director of graduate programs, dean, and the field throughout the above process. 	M
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 <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.	<ul style="list-style-type: none"> One full-time faculty member supports the Graduate Education program. The resources have been committed to the development of the program and appear adequate. Interviews with faculty indicate that faculty work load will be a concern as the program grows and develops over the next few years. The Program Director agrees that workload concerns will need to be addressed as the program grows. 	M
6.04	The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences,	<ul style="list-style-type: none"> The institution has provided excellent support and resources to promote collaboration in the development of the new program. It is unclear whether the resources have been committed for continued collaboration. 	M

	and preK-12 schools to maintain high-quality educator programs at all levels.		
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"> • Faculty members are required to teach 12 credits each semester. • The Institutional Portfolio indicates that faculty workload includes supervision of candidates in their field placements. • Interviews reveal that faculty and administrators currently have heavy workloads. One faculty member, for instance, taught five courses in addition to supervising candidates in the field. 	AS
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"> • All faculty have computer and a range of productivity software. • There is a plan for a classroom dedicated to Education to include a Smart Board, LDC projector, and computers. • There is a clear commitment to upgrading technology at the school. The Team believes that this initiative needs to continue • Present resources are adequate but interviews reveal that faculty are concerned about resources for technology as the program grows. 	AS
6.07	The institution provides the education programs with the resources needed to meet the ROPA standards and to implement the Five-Year Plan.	<ul style="list-style-type: none"> • The institution is committed to the new program. • The President has expressed her support for the program's Five-Year Plan. 	M

Commendations	<ol style="list-style-type: none"> 1. The College is committed to supporting the new program. 2. The institution has provided excellent support and resources to promote collaboration in the development of the new program. 3. There is a clear structure of authority for delivering the program.
Concerns	<ol style="list-style-type: none"> 1. Present resources are adequate but interviews reveal that faculty are concerned about resources for technology as the program grows. 2. The demands of the new program may stretch faculty and administrative resources beyond capacity.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Set up a system for monitoring faculty hours spent advising, teaching, and supervising candidates in the field to collect data regarding faculty workload and program resources.

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 relationship 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 relationship to each of the ROPA standards.	<ul style="list-style-type: none"> • The Institutional Portfolio indicates that Advisory Groups for each licensure program meet to discuss issues, initiatives, and the efficacy of the programs. • The IP further notes that surveys will be sent to stakeholders and that the resulting data will be analyzed for the purpose of improving the programs. • Class evaluations for courses will also be used to determine the efficacy of the program. • The Education Council meets monthly. They have created the Five-Year Plan and will work with the advisory group who advises them on the data gathered. • The program has a plan for surveying program completers and employers. 	M
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 College’s Two-Year Report from the previous full-program review was accepted by the Standards Board. 	M
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 program has created a five year assessment plan. • The Five-Year Plan addressed identified concerns and weaknesses in the new program. • The Institutional Portfolio is evidence of a self-study process. The Review Team was able to confirm the majority of the portfolio’s findings by examining course syllabi and in interviews with faculty and administrators. 	M

Commendations	<ol style="list-style-type: none"> 1. Advisory groups have been established to provide ongoing input into the new program. 2. The program appears oriented to make data-based decisions.
Concerns	<ol style="list-style-type: none"> 1.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Explicitly include ROPA as part of the program’s <i>Plan for Data Collection, Self-Study, and Program Renewal</i>

**Lyndon State College Response to ROPA Report
of**

New Program Review Team

9/21/2009

Lyndon State is grateful for the work and suggestions of the Review Committee in order to strengthen the post-baccalaureate licensure programs. We appreciate their perspectives as we work to develop an exemplary program that meets the needs of the 21st Century.

The Team's concerns are addressed in the revised *5 Year Plan*. The second column of the plan contains the particular concern that is being addressed. The third column reflects the Graduate Program's *5-year Plan*.

We would like to address the following two issues that appear to be errors before we present *the 5 Year Plan*: First, "There is no evidence of the intentional sequence of field experiences (i.e. Where and how does a student move from observation to student teaching?)"

The *Internship Handbook* for students intending to apply for internship included the following information which clarifies the move from observation to internship. The updated rubric used to evaluate the student teaching is included at the end of this document and in the revised handbook.

ADMISSION TO INTERNSHIP

Procedures and requirements for admission to internship are outlined below. All forms are picked up and returned to the Education Department secretary.

1. Students seeking approval for internship must submit:

- A. A "Request for Internship Placement" form signed by the Graduate Department chairperson, and
- B. A "Personal Data Sheet"

2. Deadline for submitting forms:

- March 15 for Fall Semester;
- October 15 for Spring Semester;

3. Acceptance to internship will be determined after considering such evidence as the student's competence in his/her teaching field(s) and in professional education. Included in this evidence are the following:

- A. Demonstrated competence in reading, writing, and speaking.
- B. Completion of core courses in both education and liberal studies
- C. Written documentation of required field experiences in a classrooms that serve diverse populations as well as a range of grade levels, content, and requirements of endorsement sought. At least 60 hours must be documented. Evidence of implementing instruction must also be provided.
- D. A cumulative grade point average of 3.0 and a grade point average of 3.0 in the required education courses, as required by the State of Vermont, is necessary to qualify for internship. The requirement may be waived in extraordinary circumstances by the dean of the college upon presentation of evidence of intellectual competence.

- E. Passing scores on Praxis I (or acceptable SAT scores) and Praxis II. Scores on Praxis II must be reported to the Graduate Department by April 1 for internship in the fall semester and November 1 for internship in the spring semester.

The *Internship and Program Handbooks* are being revised. These revisions will continue.

We would also like to address the “viability of the Technology for Educators---EDU6490 course. Without it candidates may not be getting the necessary course content. “

The members of the Elementary Post-Baccalaureate Licensure Advisory Group as well as the Technology Consultant from the DOE strongly recommended that the Technology for Educators course be incorporated into the Science and Technology course so that the use of technology in a specific content area could be demonstrated to students.

The Advisory Group developed the syllabus for the new course. We have recruited area teachers who are technology coordinators for their school districts to teach the technology course. This individual has a long term part time status with Lyndon State College. He has helped develop the syllabi and have also begun to work through LSC to provide course work for area teachers.

The *5-year Plan* addressing the concerns of the team follows:

Vermont Department of Education
Vermont Standards Board for Professional Educators

Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
<p>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).</p>		<p>Develop and implement a portfolio system to evaluate prior knowledge that is not course based that would meet the content area requirements for non-traditional students.</p>	<p>Meet with Advisory Group and Graduate Council to develop a portfolio system.</p>	<p>Fall 2009 Graduate Council begins process of developing portfolio system. Spring 2010 Advisory Groups offer suggestions for portfolio system. Fall 2010 system in place.</p>	<p>Portfolio Template</p>	<p>Advisory Groups Graduate Council</p>
<p>1.02 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>Continue to support and respond to initiatives of area Supervisory Unions and the Vermont Department of Education.</p> <p>Assure that candidates are prepared to teach 21st Century Skills.</p> <p>Increase access to program through on-line courses linked to field experience.</p>	<p>Meet with area curriculum directors, superintendents, and Advisory Groups on a regular basis.</p> <p>Infuse collaboration, active learning, investigation, creative, competency based instruction in all courses.</p>	<p>On-going</p>	<p>Notes from meetings</p>	<p>Chair of Graduate Education; Advisory Groups Graduate Program</p>

Vermont Department of Education
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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
1.04 Programs assure that candidates develop and demonstrate technological literacy and the ability to use technology in instruction within their endorsement areas.	Insure content specific technology that enhances student learning in the secondary content areas, elementary	Assure that candidates are able to use technology to teach 21 st Century Skills.	<p>Recruit adjunct faculty that are highly qualified to teach candidates to use technology to teach content, enhance student learning, and meet the needs of a diverse student body. Both elementary and secondary methods as well as courses required for the reading endorsement will be revised to include the use of content specific technology.</p> <p>Course descriptions will be revised to reflect introduction of content specific technology (Lexia.)</p>	<p>Ongoing</p> <p>Revision will occur as courses are taught.</p>	Course Descriptions; Syllabi	<p>Advisory Groups Chair of Graduate Education</p> <p>Lyndon faculty responsible for content methods courses</p>
1.05 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.	Elementary program course syllabi are not clearly aligned with the endorsement requirements.		Syllabi will be revised to address the endorsement Requirements competencies and 16 Principles before each course is taught in the new program. Tables aligning the course objectives with the competencies and 16 Principles and assessment will be included in each syllabi. A template will be developed for course syllabi.	Ongoing beginning in the fall 2009 semester.	Revised syllabi, Curriculum Map Syllabus Template (see attached document)	Full time and part time faculty teaching the courses in conjunction with the Chair of the Graduate Program

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Vermont Standards Board for Professional Educators

Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
	<p>The lesson plan format does not clearly reference Grade Level Expectations or the Vermont Framework of Standards and Learning Opportunities.</p> <p>There is a lack of depth in the Reading English Language Arts content – especially in the area of early literacy –e.g. lack of scope and sequence in word study.</p> <p>Reading and Language Arts candidates would benefit from exposure to reading specialists who work outside of the Reading Recovery model.</p>		<p>A separate lesson plan format including reference to the 16 Principles and Grade Level Expectations will be developed. It is included in the Unit Plan Format lesson plans.</p> <p>Word study scope and sequence will be included in EDU 6910 Teaching Children to Read.</p> <p>Faculty recruited to teach course for this endorsement will have a wide variety of experience outside of Reading Recovery model.</p>	<p>Fall 2009</p> <p>Fall 2009</p> <p>When course is taught.</p>	<p>Lesson plan format</p> <p>Revised syllabus</p> <p>Syllabus</p>	<p>Graduate Chair</p> <p>Graduate Chair</p> <p>Faculty teaching this course</p> <p>Faculty teaching course, Graduate Program and Advisory Board</p>

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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
<p>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.</p>	<p>There is limited evidence that there is a systematic and collaborative process to design, implement and evaluate field experiences.</p>		<p>We work closely with the administration of each school to assure that each field placement offers high quality opportunity for candidates. Our Advisory Committee is not in favor of developing a formal system of evaluating field experience. The job of cooperating teacher is difficult and time consuming. Our Advisory Committee felt that a formal system of evaluation might discourage excellent teachers from being cooperating teachers. Each cooperating teacher is given a formal introduction to their responsibilities and the student's needs by the college supervisor. We tend to use a cadre of excellent teachers over time and add new cooperating teachers slowly.</p>	<p>Ongoing</p>		<p>Education Council</p>

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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
<p>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 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> <p style="text-align: right;">3(HE) LSC New Program Report, Rejoinder</p>	<p>There is no evidence that candidates will use the Grade Expectations or Vermont Framework of Standards and Learning Opportunities in their field work.</p> <p>There is no evidence of the intentional sequence of field experiences (i.e. Where and how does a student move from observation to teaching.</p>		<p>Portfolio Entries 2, 4, & 5 will document this as well as Observation Rubrics.</p> <p>All interns will be placed with experienced teachers who allow interns to integrate content, pedagogical knowledge, and a full range of professional and 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> <p>Portfolio entries and observations will insure that students have these competencies.</p> <p>Field Experience Rubrics will be revised to reflect these requirements.</p> <p>Students who have prior field experience will be required to document experience with appropriate age groups and content areas. Written documentation will be required in the Licensure Portfolio. Students who do not have prior experience will be required to take EDU 5190 Observation and Participation. These experiences will be designed to give the student the depth and breadth of experience required in a variety of settings before internship.</p>	<p>Ongoing</p> <p>Fall 2009</p> <p>Done 8</p>	<p>Licensure Documentation; Observation plan for EDU 5190</p>	<p>Advisory Board, Education Council Graduate Chair</p> <p>Graduate Chair</p>

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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
2.04 Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students.	There is not a policy to guide or a system to document prior field work as candidates enter the program.		A policy will be developed to evaluate and document prior field work to use with candidates as they enter the program.	2010		Graduate Chair; graduate faculty Advisory Board LSC Faculty
2.05 Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.	<p>Candidates who are already working in schools are not assured of the variety of field experiences in a variety of classrooms that serve a diverse population of students. Nor are candidates assured of meeting the level requirements for their endorsement.</p> <p>There is not an established developmental sequence of field experiences with clearly defined outcomes.</p>		<p>Candidates, including those working in the schools, will be required to provide documentation and description of experience that reflects a range of grade levels, content, and requirements of the endorsements sought. This documentation will become an appendix in the licensure portfolio. Students lacking this experience will be required to take EDU 5190 and/or additional observation during core course.</p> <p>A sequence of field experiences will be defined with outcomes in the policy that will be developed to document field experiences.</p>	Spring 2010	Portfolio Entry	Graduate Chair; graduate faculty Advisory Board LSC Faculty

Vermont Department of Education
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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
<p>2.06 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 endorsement requirements.</p>	<p>System to recruit field-based faculty is not in place. Field based faculty is identified in a variety of ways.</p>		<p>Develop system for recruiting and selecting field-based faculty.</p> <p>We have developed a curriculum for new training field based faculty, but when we have offered it for new cooperating teachers, none have chosen to attend. Making this a requirement for cooperating teachers might limit our placements to the extent that we would not be able to find field placements for our candidates. Thus, we rely on individual support of college supervisors to assure support for field-based faculty. In addition, field-based faculty can opt for tuition for three graduate credits for supervising field placements. Thus, they are supported in keeping up with the field through the professional development.</p>	<p>Fall 2012</p> <p>Ongoing</p>		<p>Advisory Groups Education Council</p>

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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
<p>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 to ensure candidates receive timely and accurate feedback and appropriate advising.</p>	<p>Course syllabi do not support the Institutional Portfolio's assertion that portfolio entries 1, 2, 3, and 4 will be embedded in core courses for licensure candidates. These entries cannot then "provide interim checks and feedback" for candidates.</p> <p>There was limited evidence as to where and when endorsement competencies are taught and assessed.</p>		<p>See attached table. Syllabi have been revised to reflect the Portfolio Entry requirements for core courses. This will provide formative feedback for students.</p> <p>Curriculum Maps will be revised and all endorsement competencies will be included. The clustered competencies will not be used in the revised maps. Syllabi will be revised to include competencies and how they will be assessed each class. Rubrics for evaluating field experiences will be used to document competencies during field experiences. (See attached rubrics.) Candidates will document competencies in Licensure Portfolio.</p>	<p>Done</p> <p>Spring 2010</p>		<p>Faculty Teaching Courses Graduate Chair</p> <p>Education Council, Graduate Program Graduate Chair</p>
<p>3.03 Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.</p>	<p>There is not a fully developed system for the implementation and evaluation of the Level I Licensure Portfolio.</p>		<p>The system for Portfolio implementation has been developed. The table at the end of the report indicates course where Portfolio entries are embedded and evaluated.</p> <p>A system for Portfolio evaluation will be developed. Entries are embedded in courses and the internship. A member of the Advisory Group will be asked to be a final Portfolio evaluator.</p>	<p>Completed</p> <p>2010</p>		<p>Education Council; Advisory Group</p>

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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
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.	Some information included in the handbook does not appear up-to-date nor is it always clear.		The Handbook has been revised and edited.	Done/ongoing		Education Council; Graduate Chair;
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.			Surveys are used to collect this information and we do not get many responses. Focus Groups will be developed to discuss issues with recent graduates.	Fall 2013		Chair of Graduate Education, Advisory Groups
3.06 Institutions and programs use a formal system to collect information from the graduates' employers during their first five years in the profession for the purpose of assessing the quality of the preparation programs.			Surveys are used to collect this information and we do not get many responses. Focus groups developed to include principals, superintendents, curriculum directors to get feedback on quality of programs.	Fall 2013		Chair of Graduate Education, Advisory Groups

Vermont Department of Education
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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
<p>STANDARD V: Commitment to Diversity 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.</p>		<p>Candidates have limited exposure to students from different ethnic backgrounds.</p> <p>Candidates need to gain experience in teaching ELL students.</p> <p>ELL teaching learning strategies not addressed in course work.</p>	<p>Develop collaborations with more diverse schools such as Marquette University to allow students to have exposure to college faculty, students, and teachers with diverse backgrounds. Develop a cadre of speakers from diverse backgrounds to do present coursework. Work to develop student panels from Lyndon Institute and St. Johnsbury Academy who could address issues of diversity in the context of teaching and learning.</p> <p>Include strategies for teaching ELL students in course work. Offer sign language course.</p>	<p>Ongoing</p> <p>Fall 2009</p>		<p>Chair of Graduate Education, Advisory Groups, Education Council</p> <p>Advisory Groups</p>
<p>5.02 The institution and programs recruit, admit, support, and retain students from diverse backgrounds.</p>	<p>There is limited evidence of the College's efforts to recruit diverse students and faculty.</p>		<p>LSC is actively recruiting students from China. Faculty from diverse backgrounds have always been recruited actively at LSC.</p>			<p>Administration, Faculty Search Committees, Admissions</p>

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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
5.04 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	Candidates are not assured of acquiring the knowledge of other cultures and communities they need to develop as educators. There is limited evidence of an intentional focus on issues of discrimination.		<p>Course syllabi will be revised to more directly address these issues.</p> <p>Syllabi for EDU 6550 Foundations of Education and EDU 6280 Advanced Study in Learning Theory will be updated to reflect the curriculum in these two courses that reflects issues of diversity including: class, gender, race, ethnicity, ses, culture.</p> <p>Strategies for teaching ELL students will be incorporated in methods courses. Lesson plan format will include strategies for ELL/observations will include strategies observed for meeting needs of ELL students.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Fall 2009</p>		<p>Instructors of these courses; Education Council; Graduate Council</p> <p>Faculty teaching courses</p>
6.06 The institution provides resources to assure that technologies in instruction and for administration are current and accessible.	Present resources are adequate but interviews reveal that faculty are concerned about resources for technology as the program grows.		The administration is committed to providing the resources needed to support the programs. The Graduate Council will work with Institutional Advancement to secure grants to support technology and growth of the program.			Administration; Institutional advancement
6.07 The institution provides the education programs with the resources needed to meet the ROPA standards and to implement the Five-Year Plan.	The demands of the new program may stretch faculty and administrative resources beyond capacity.		The administration is committed to providing the resources needed to support the programs. The Northeast Kingdom has many resources available in terms of experts in various fields that are eager to teach part time for the graduate program. Many of these people have doctorates and the all of them have master's degrees.	Spring 2011		Advisory Groups

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Standard	Team Concerns	Program Goals Five Year Plan	Action Steps	Time Line	Evidence	Persons Responsible
Additional Goals		Expand program	Develop site based cohorts.	Fall 2012		Chair of Graduate Education
		Expand program	Develop on-line options for core courses	Fall 2009		Chair of Graduate Education
		Expand opportunities for linking course work to the field	Develop practicum modules for core courses	Fall 2010		Chair of Graduate Education and Advisory Groups

LYNDON STATE COLLEGE

Internship

Intern Teacher _____ Date _____

Evaluator _____ School _____ Grade _____

Please circle the appropriate letter in the comments section (U=Unsatisfactory; AS=Approaching Standard; MS=Meets Standard)

Feel free to make additional comments at the end of the form.

	Unsatisfactory	Approaching Standard	Meets Standard	Comments
Planning and Preparation				
Demonstrating Knowledge of Content and Pedagogy	Intern displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Intern's content and pedagogical knowledge represents basic understanding of <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> but does not extend to connections with other disciplines or to possible student misconceptions.	Intern demonstrates solid understanding of the content and its prerequisite relationships, the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> and connections with other disciplines. Student's instructional practices reflect current pedagogical knowledge.	U AS MS
Demonstrating Knowledge of Students	Intern makes little or no attempt to acquire knowledge of students' backgrounds, skills or interests and does not use such information in planning.	Intern demonstrates partial knowledge of students' backgrounds, skills or interests and attempts to use this knowledge in planning for the class as a whole.	Intern demonstrates thorough knowledge of students' backgrounds, skills and interests and uses this knowledge to plan for groups of students.	U AS MS

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<p>Selecting Instructional Goals</p>	<p>Intern's goals represent trivial learning, are unsuitable for students or are stated only as instructional activities, and they do not permit viable methods of assessment.</p>	<p>Intern's goals generally reflect the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i> or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment</p>	<p>Intern's goals reflect the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i> and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.</p>	<p>U AS MS</p>
<p>Designing Coherent Instruction</p>	<p>The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.</p>	<p>Some of the elements of the instructional design <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i> and engage students in meaningful learning, while others do not. Intern's lesson or unit has a recognizable structure.</p>	<p>The elements of the instructional design support the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i> and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.</p>	<p>U AS MS</p>
<p>Assessing Student Learning</p>	<p>Intern's approach to student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Intern has no plans to use assessment results in designing future instruction.</p>	<p>Intern's plan for student assessment is partially aligned with the instructional goals and includes <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i> that are not entirely clear or understood by students. Intern uses the assessment to plan for future instruction for the class as a whole.</p>	<p>Intern's plan for student assessment is aligned with the instructional goals <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i> with clear assessment criteria and standards that have been communicated to students. Intern uses the assessment to plan for groups of students or individuals.</p>	<p>U AS MS</p>

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Classroom Environment				
Contributes to Environment of Respect and Rapport	Classroom interactions, both between the intern and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs or conflict.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.	U AS MS
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	U AS MS
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content and suitable structure and pacing of the lesson.	U AS MS
Providing Feedback to Student	Apprentice's feedback to students is of poor quality and is not given in a timely manner.	Apprentice's feedback to students is timely and of consistently good quality.	Apprentice's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	U AS MS

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<p>Demonstrating Flexibility and Responsiveness</p>	<p>Apprentice adheres to the Instruction Plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; apprentice assumes no responsibility for students' failure to understand.</p>	<p>Apprentice demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.</p>	<p>Apprentice seeks ways to ensure successful learning for all students, making adjustments as needed to Instruction Plans and responding to student interests and questions.</p>	<p>U AS MS</p>
<p>Reflecting on Teaching</p>	<p>Apprentice does not reflect on lesson or propose ideas as to how it might be improved.</p>	<p>Apprentice's reflection on the lesson is generally accurate, and is able to suggest improvements.</p>	<p>Apprentice reflects accurately on the lesson and makes specific suggestions for improvement.</p>	<p>U AS MS</p>

Based on Charlotte Danielson's *Frameworks for Teaching*.

Course Rotation for Initial Licensure Programs

	Fall 08	Sp 09	Ss 09	Fall 09	SP 10	SS 10	Fall10	SP 11	SS 11	Fall 11
EDU 6560 Curriculum Development, Management and Assessment	x				x					x
EDU 6550 Foundations of Education		x		x		X?	x			
EDU 6540 Advanced Studies in Learning Theory				x				x		
EDU 6490 Technology for Educators			x			x			x	
EDU 6920 Research Methods			x			x			x	
EDU 6890 Research Practicum/Final Project	X	X	X	X	X	X	X	X	X	X
	Fall	Spring	Summer							
EDU 5223 Learning Differences and Classroom Management		x								
EDU 5310 Reading and Language Arts	x									
PSY 5350 Child Development			x							
EDU 5135 Developing a Positive Classroom Climate	x									
EDU 5480 Science and Technology		x								
EDU 5480 Science and Technology										
EDU5380 Social Studies Methods		x								
EDU 5220		x								

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Teaching Students w/ Special Needs – Secondary										
EDU 5250 Literacy Development in Content Area	x									
Secondary Methods (content areas)	x									
EDU 5190 Observation & Participation	As needed (independent study)									
Internships	Every semester									

Course Rotation for Initial Licensure Programs

	Fall 08	Sp 09	Ss 09	Fall 09	SP 10	SS 10	Fall10	SP 11	SS 11	Fall 11
EDU 6560 Curriculum Development, Management and Assessment	x				x					x
EDU 6550 Foundations of Education		x		x		X?	x			
EDU 6540 Advanced Studies in Learning Theory				x				x		
EDU 6490 Technology for Educators			x			x			x	
EDU 6920 Research Methods			x			x			x	
EDU 6890 Research Practicum/Final Project	X	X	X	X	X	X	X	X	X	X
	Fall	Spring	Summer							
EDU 5223 Learning Differences and Classroom Management		x								
EDU 5310 Reading and Language Arts	x									
PSY 5350 Child Development			x							
EDU 5135 Developing a Positive Classroom Climate	x									
EDU 5480 Science and Technology		x								
EDU 5480 Science and Technology										
EDU5380 Social Studies Methods		x								
EDU 5220		x								

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GRADUATE COURSE APPROVAL FORM

Course Title	
Credits	
Instructor	Name: Contact information:
Course Description	
Goals and objectives linked to <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>	
Topics to be covered timeline	
Reading requirements	
Course Requirements Linked to <i>16 Principles and Competencies</i> Assessment Rubrics Portfolio Entry required	
Grading standards/ percentages for assignments/	
Syllabus and vita	