

## **VSBE**

**Date: May 20, 2021**

**Item: UVM Two-Year Report**

**ITEM:** Shall the VSBE approve Peer Review's Two-Year Report and grant ongoing Full Approval to their Art, Music, Educational Speech Language Pathologist, and Special Education programs until their next review in 2025?

### **AGENCY RECOMMENDED ACTION:**

**That the VSBE approve UVM's Two-Year Report and grant ongoing Full Approval to their Art, Music, Educational Speech Language Pathologist, and Special Education programs until their next review in 2025.**

**BACKGROUND:** Most of UVM's programs receive VSBE approval by being approved by the Council for the Accreditation of Educator Preparation (CAEP); however, their Art, Music, Educational Speech and Language Pathologist, and Special Education minor programs go through the ROPA process. At their 2018 ROPA review, these programs were all recommended for, and granted, full approval, pending the successful submission of a Two-Year Report outlining how they addressed the concerns from their ROPA report.

**RATIONALE:** UVM has presented clear, well-documented evidence for meeting the majority of the concerns from their ROPA report. The concerns that have not yet been fully addressed, which pertain to the Music program, are in process. UVM's attention to and progress on these goals is especially commendable given the challenges of the past year.

### **SUPPORTING DOCUMENTS:**

UVM's Two-Year Report



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## Two-Year Report FAQ and Template

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This FAQ and Template is for Vermont Educator Preparation Programs who are completing their Two-Year ROPA Reports.

### **Q: What is a ROPA Two-Year Report?**

**A:** From the ROPA Handbook, "Once the report of the Review Team has been accepted by the VSBPE, the institution must submit a report to the VSBPE within two years of the acceptance date. The report should begin by offering a brief overview of all programs seeking continued full approval, including the number of candidates enrolled in each program, and continue to describe any major changes at the institution that may impact the educator preparation program(s).

The Two-Year Report should offer a description of its overall progress on each of the program approval standards not found to provide *satisfactory* evidence at the time of the full-program review. Explain what steps the institution has taken as a whole to meet the standard. The report should go on to describe in detail how the institution and/or program have addressed the specific concerns and stipulations of the Review Team.

### **Q: Is there a template for the Two-Year Report?**

**A:** Yes, it follows this FAQ.

### **Q: Does the Vermont Standards Board for Professional Educators (VSBPE) need to approve the report?**

**A:** Yes, if the VSBPE finds satisfactory progress, full approval of the program will be continued and extend for the next five years. Programs on conditional approval may be granted full approval at this time. If the progress is unsatisfactory, the VSBPE may decide to grant conditional approval for a given period of time or deny approval for the program. After the VSBPE meets to discuss your report, your institution (President and License Officer) will receive a letter summarizing their decision.

### **Q: What is the fee for the Two-Year Report?**

**A:** The AOE fee for the Two-Year Report review is \$500 and should be included with the report at time of submission.

### **Q: Can the Annual Report be used as the Two-Year Report?**

**A:** No, they serve separate functions and should be submitted separately in any year that both are due.



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## Two-Year Report Template

Directions: Complete this template to submit your Two-Year Report. A completed submission of a Two-Year Report includes the following:

- A completed template and any accompanying documents referred to (or links to online versions of them)
- A fee of \$500 (checks payable to State of Vermont)

<b>Program Name</b>	<b>University of Vermont Educator Preparation Programs, Department of Education</b>
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### Introductory Narrative Description

With this report we seek continued full approval of the Art Education, Music Education, and Special Education minor with endorsement programs in the University of Vermont (UVM) Department of Education, and for the Speech Language Pathology MS with endorsement program in the Department of Communication Sciences and Disorders. All four programs have made significant progress in addressing concerns identified in 2019 as documented in the table below. The Speech Language Pathology program was also recently re-accredited for another eight years by the Council on Academic Accreditation (CAA) in Audiology and Speech Language Pathology.

A change in the Department of Education since our full ROPA review in 2018 is a new staff position – Director of Community Coordination. The Director’s responsibilities include developing stronger systems for facilitating collaborative partnerships and strengthening the quality of placements and clinical supervision. The Director also works closely with Vermont school principals to centralize our process for identifying potential mentor teachers. Selection criteria still include three or more years of teaching experience, endorsement that aligns with candidate concentration, exemplary professional dispositions, strong

mentoring skills, and principal recommendation. Principal knowledge and supervision of potential mentor teachers, especially teachers who have not previously served as mentors, is very important in our selection process.

The education programs at UVM are committed to reflective practices, response to feedback, and innovation. As we worked to address the concerns noted in 2019, our programs were critically affected by the COVID pandemic. From spring of 2020 through the present, much of our focus has been on immediate changes and innovation to our courses, curriculum, delivery, and assessment. Our evidence shows we are addressing the ROPA concerns, and it is noteworthy that our attention and response to COVID and new ways of teaching (for both us, the faculty, and our students) affected our timeline. It is our intention to keep working towards addressing these concerns over the next year as we adjust to this “new normal.”

## I. Program Overview

### Initial Licensure

<b>Program</b>	<b>Delivery Model</b>	<b>Number of Graduates in The Last 3 Years</b>	<b>Number of Enrollees</b>	<b>Notes</b>
<i>Art Education</i>	<i>Undergrad. and post-bac.</i>	2020: 6 2019: 4 2018: 9	34	
<i>Music Education</i>	<i>Undergrad and post-bac.</i>	2020: 2 2019: 0 2018: 3	14	
<i>SLP</i>	<i>Graduate</i>	2020: 18 2019: 18 2018: 13	35	
<i>Computer Science</i>	<i>Undergrad and Graduate</i>	2020: 0	0	<i>This program is beginning recruitment for 2021-2020</i>

### Additional Endorsement Programs

<b>Program</b>	<b>Delivery Model</b>	<b>Number of Graduates in The Last 3 Years</b>	<b>Number of Enrollees</b>	<b>Notes</b>
<i>Special Education Minor with Endorsement</i>	<i>Undergrad</i>	2020: 13 2019: 13 2018: 19	44	

**Program Stipulations from ROPA Review**

No stipulations.

**Progress Addressing Concerns**

<p><b>ROPA Standards and Concerns from ROPA Report</b></p>	<p><b>Action Steps Taken</b></p>	<p><b>Evidence Note: This section should consist of links to documentation. Please include any narrative in “Action Steps Taken.”</b></p>
<p><b>Content Knowledge, Pedagogy, and Professional Dispositions</b></p>		
<p><b>Art/Music/SpEd</b></p> <p>Alumni surveys show that “Content foundation needed to teach in the field” was an identified area needing improvement (did not meet the benchmark of 80% answering somewhat or strongly agree). This was not listed as a goal in your Seven-Year Plan, but should be addressed.</p>	<p>Aggregated results from across all our licensure programs show the benchmark for content foundation was met in 2019 and 2020. In the past three years no alumni from Art, one from Music, and two from the special ed minor program responded to the survey. This is due in part to difficulty contacting alumni two years after program completion. Collection of “permanent” email addresses began in Spring 2020. Completers are also asked to expect surveys requests as part of our continuous improvement efforts.</p> <p><b>Art</b></p> <p>In fall 2019, all of the readings in one of the foundation courses (EDAR 177) were updated to better reflect current practices in the field. The Art Education program annually reviews the results of surveys and sets goals moving forward, including content foundation.</p> <p>Moving forward: Spring 2021 UVM Art Ed Retreat</p> <ul style="list-style-type: none"> <li>• Continue to develop curriculum map</li> </ul>	<p><a href="#">UVM DOE Licensure Program Alumni Survey Results 2018-2020</a></p> <p><a href="#">EDAR 177 Syllabus</a></p>

	<ul style="list-style-type: none"> <li>• Re-focus on goals (DOE, Program Specific, ROPA) after emerging from two semesters highly affected by the pandemic</li> <li>• Review any data and make curricular decisions for Fall 2021/Spring 2022</li> </ul> <p><b>Music</b> Providing the most complete and applicable content knowledge to our Music Education majors is an ongoing effort. In 2019-2020, for example, our conducting sequence (MU 181 and MU 281), which had been primarily instrumental-based, was revised to include more choral-based conducting instruction and experience.</p> <p>All of the core Music Education Program course syllabi (Intro to Music Education, Methods, Practicum, and Teaching Internship courses) now include the Vermont Teaching Licensure endorsement-specific (Music) requirements that are addressed in the course (Knowledge Standards and Performance Standards). All of the Standards are addressed within the Program. The course syllabi for all of the core courses include the standards addressed, as well as how they are assessed. The statement of these standards on each syllabus demonstrate that the content foundation needed to teach in the field is complete and robust.</p>	<p><a href="#">MU 270 Syllabus</a>  <a href="#">MU 271 Syllabus</a>  <a href="#">MU 272 Syllabus</a>  <a href="#">MU 273 Syllabus</a>  <a href="#">MU 289 Syllabus</a>  <a href="#">MU 290 Syllabus</a></p>
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	<p><b>SpEd</b> The student teaching internship now includes a new “case management” assignment that more explicitly requires candidates to engage in knowledge and skill development for a range of responsibilities that special educators engage in on a daily basis.</p>	<p><a href="#">New Case Management Assignment</a></p>
<p><b>Art:</b> Expand programming for methods to create important connections between context, practica, internship, and coursework.</p>	<p>Connection are much more explicit for candidates in all coursework. Projects in EDAR 283 have been updated to expand emphasis on connections between context, practica, internship, and coursework.</p> <p>All documents pertaining to student teaching are now contained on our TK20 information management system. Mentor teachers, UVM supervisors, and candidates have to these files access. Beginning in Fall 2021, syllabi will be shared with mentor teachers to ensure their understanding of the topics covered in the adjoining seminar.</p> <p>The student teaching orientation held each semester for student teachers across disciplines and majors offers consistency and connections.</p> <p>Moving forward: Spring 2021 UVM Art Ed Retreat</p> <ul style="list-style-type: none"> <li>• Continue to develop curriculum map</li> <li>• Re-focus on goals (DOE, Program Specific, ROPA) after emerging from two semesters highly affected by the pandemic</li> <li>• Review any data and make curricular decisions for Fall 2021/Spring 2022</li> </ul>	<p><a href="#">EDAR 283 Syllabus</a></p> <p><a href="#">DOE Student Teaching Orientation Slides</a></p>

<p><b>Art:</b> Integrate learning how to work with students with special needs more explicitly into the curriculum.</p>	<p>Work is ongoing as we revise our curriculum map.</p> <p>Foundational coursework (EDSP 005, EDFS 002/203) for education programs is intentionally reinforced throughout the Art Ed specific courses. (See Curriculum Map and EDAR 283 and EDAR 284 Syllabi.)</p>	<p><a href="#">EDAR 283 Syllabus</a>  <a href="#">EDAR 284 SYLLABUS</a>  <a href="#">Art Education Curriculum Map</a>  <a href="#">EDSP 005 Curriculum Map</a>  <a href="#">EDFS 002 Curriculum Map</a></p>
<p><b>Music:</b> Expand on teaching multiple methods of assessment and how to use assessment to inform instructional practice, which incorporates Proficiency Based Learning.</p>	<p>Our courses now include more variety in assessment methods and their use to effectively inform instructional practice. Both MU 085 (Introduction to Music Education) and MU 290 (Teaching Internship) include more instruction on and experiences with using Proficiency Based Learning. In addition, the Standard “Uses a variety of appropriate methods, including student self-assessment, to assess students’ musical development, and uses assessment results to evaluate the effectiveness of one’s teaching and curriculum” is included on the linked syllabi.</p>	<p><a href="#">MU 270 Syllabus</a>  <a href="#">MU 271 Syllabus</a>  <a href="#">MU 272 Syllabus</a>  <a href="#">MU 273 Syllabus</a>  <a href="#">MU 289 Syllabus</a>  <a href="#">MU 290 Syllabus</a></p>
<p><b>Music:</b> Incorporate a thread into the technology course that addresses how candidates will teach the safe and responsible use of relevant technology with their students.</p>	<p>Because the majority of MU 060 Intro to Music Technology students are not Music Education majors, this is addressed in MU 270 General Music Methods. The incorporation of this thread is listed as an objective on the attached syllabus.</p>	<p><a href="#">MU 270 Syllabus</a></p>
<p><b>Music:</b> Incorporate a classroom management component into the general music methods course - beyond the practica - that addresses current social curricula and effective behavioral management practices.</p>	<p>This is now addressed in MU 270 General Music Methods. This incorporation is listed as an objective on the attached syllabus.</p>	<p><a href="#">MU 270 Syllabus</a></p>

<p><b>Music:</b> Candidates’ lesson plan design was reported to be “outdated” and in need of upgrading - a suggestion was to use a Reverse Design model where the learning outcome determines the process for teaching.</p>	<p>Our lesson plan format for MU 085 Intro to Music Education, our MU 270-275 Methods and Practicum Courses, and MU 290 Teaching Internship has been updated based on the formats used by our Mentor Teachers in the field and incorporates elements of Backward Design.</p>	<p><a href="#">Revised Music Lesson Plan</a></p>
<p><b>Music:</b> Increase candidates’ knowledge of instrumental methods to include a strong command of pedagogy that allows them to effectively teach a variety of instruments.</p>	<p>Pedagogy that allows our Music Education majors to effectively teach a variety of instruments is the focus of our Techniques courses (MU 076 Brass Techniques, MU 077 String Techniques, MU 078 Woodwind Techniques, and MU 079 Percussion Techniques). The next time Instrument Methods is taught (Fall 2021), our Music Education students will be reminded of the need to continue to develop their skill on these instruments as they move through the program toward student teaching and completion and an array of opportunities for them to do so will be provided.</p>	<p><a href="#">MU 076 Syllabus</a>  <a href="#">MU 077 Syllabus</a>  <a href="#">MU 078 Syllabus</a>  <a href="#">MU 079 Syllabus</a></p>
<p><b>SPED:</b> Special education candidates are required to have expertise in educational technology and specifically augmentative and communication technology, and learning about it is not equivalent to actually learning how to use the devices. Relying on the field placements to do this work is not a strategy that will create even results; while some students may wind up in placement that are technology-rich with mentors who may teach them, one principal related that the only technology intern teachers use in their school is ELMO projectors. The University should either invest in technology</p>	<p>During 2019-2020 more practical experience with AT was added through our EDSP 224 methods class by partnering with Ben Wilmett and Maureen Nevers from the I-team based out of UVMs Center on Disability and Community Inclusion. They each now attend class 1x each semester- and bring a wide number of devices. Candidates learn about the devices and have an opportunity to use any of them. Candidates then complete an I-Search project that has been modified and is now</p>	<p><a href="#">ESDP 224 Syllabus</a>   <a href="#">Portfolio Assessment</a></p>

<p>for use in the program or work out partnerships with other schools or agencies (or divisions of the University, such as the Speech and Language Pathology program) to give students hands-on experience in this area.</p>	<p>based directly on a case study student they choose at the beginning of the semester. They use the SETT framework to pose questions and research AT that could meet the need. We are in the planning stages of revising our Case Management log assignment for their internship to include a specific assignment related to implementation of AT and interaction with school-based SLP's. We are also in the planning stages of coordinating a visit to the AT -TRYOUT center as part of this class.</p> <p>During 2020-2021 we updated the EDSP 224 syllabus.</p>	
<p><b>SPED:</b> Develop assessment for Communication Technology.</p>	<p>Our I-search assignment in EDSP 224 serves as a current assessment related to candidate ability to assess and match assistive technology to a case scenario. During 2020-2021, an assignment was added into our case management log that requires students to demonstrate use of assistive technology to support communication needs. Another requirement is completion of an IRIS Center module on supporting the needs of students with Autism that has an assessment component.</p>	<p><a href="#">EDSP 224 Syllabus</a></p> <p><a href="#">Portfolio Assessment</a></p>

<b>Systems of Assessment</b>		
<p><b>All:</b> Revise syllabi to include the VT licensure endorsement-specific requirements and map them to major assignments to show how they are assessed throughout the program.</p>	<p><b>Art</b> The revised the Art education syllabus for EDSC 226 (student teaching internship) now includes the endorsement requirements and updated our curriculum map. Other Art education course syllabi are in the updating process.</p> <p><b>Music</b> This continues to be a work in progress. Music Education and Music content course syllabi are revised as come up on the course calendar. In AY2020-2021, the following courses were taught, and syllabi were revised to include VT licensure endorsement-specific requirements and map them to major assignments to show how they are assessed throughout the program:  <ul style="list-style-type: none"> <li>MU 270 General Music Methods</li> <li>MU 271 General Music Practicum</li> <li>MU 272 Choral Music Methods</li> <li>MU 273 Choral Music Practicum</li> <li>MU 289 Teaching Internship Seminar</li> <li>MU 290 Teaching Internship (fieldwork)</li> </ul> </p> <p><b>SpEd</b> Syllabi are all aligned with Council for Exceptional Children elements which are also aligned with VT licensure competencies. Given the recent release of new CEC standards, we plan a faculty retreat in August to work on curricular revision and mapping related to both the CEC standards and the VT licensure competencies.</p>	<p><a href="#">EDSC 226 Syllabus</a> <a href="#">Art Education Curriculum Map</a></p> <p><a href="#">MU 270 Syllabus</a> <a href="#">MU 271 Syllabus</a> <a href="#">MU 272 Syllabus</a> <a href="#">MU 273 Syllabus</a> <a href="#">MU 289 Syllabus</a> <a href="#">MU 290 Syllabus</a></p> <p><a href="#">EDSP 005 Syllabus</a> <a href="#">EDSP 117 Syllabus</a> <a href="#">EDSP 224 Syllabus</a> <a href="#">EDSP 280 Syllabus</a> <a href="#">EDSP 290 Syllabus</a> <a href="#">EDSP 296 Syllabus</a></p>

	<p><b>SLP</b> Syllabi now follow a new template that links outcomes to Vermont requirements. We also developed a map of courses to standards.</p>	<p><a href="#">SLP Syllabus Template</a> <a href="#">SLP Curriculum Map</a> <a href="#">CAA – ROPA - Courses</a></p>
<p><b>Music:</b> Develop a plan for annual review of program goals and concerns from this report to ensure they are being addressed consistently.</p>	<p>The plan for annual review of program goals is in process and should be finalized by the end of the summer (2021).</p>	
<p><b>SLP:</b> As stated in goal from IP: “Change employer and alumni surveys so that they are all on the same scale (maximum of either 4 points or 5 points)”, and establish a system for using the data gathered in surveys.</p>	<p>The surveys were revised in fall 2019 and have the same 5-point scales.</p> <p>Survey data from the CSD Graduate Student and Employee survey will be used as one source of information to inform program improvement. This feedback will be reviewed at the end of each academic year during the annual department retreat process. Feedback and discussion will be used to create actionable steps (e.g., course and curriculum updates or clinical experience modifications) that can better prepare our students for the needs of certification, licensure, and the workplace. Other sources of evidence to be reviewed during the department retreat will come from reviewing updated information from our accrediting body (CAA) around programmatic, academic, and clinical guidelines. Finally, VT state licensing and educational standards will also inform this process.</p>	<p><a href="#">Revised Employer Survey</a> <a href="#">Revised Alumni Survey</a></p>
<p><b>SLP:</b> Survey cooperating SLPs to gather data for programmatic improvement.</p>	<p>The request for this information is now included in the Externship Clinical Educator Manual. All off-campus clinical supervisors are required to follow the policies and procedures in the manual. Direction on page 4 ask for feedback and suggestions for program</p>	<p><a href="#">Externship Clinical Educator Manual</a></p>

	improvement. Additionally, supervisors are now routinely asked for program feedback during regularly scheduled email and phone communications with the off-campus placement supervisor.	
<b>Field Experiences</b>		
<b>Art and Music:</b> There is minimal evidence of ensuring candidates know when and how to access resources, as it was mentioned briefly in the MOU under “Obligations of Host Agency” (section 2).	<p>Candidates now attend a mandatory student teaching orientation with Ellen Baker, Director of Teacher Education.</p> <p><b>ART</b> EDSC 226 syllabus directs candidates to school district offices, school principal, and mentor teacher for access to school policies and procedures regarding field site. UVM candidates also attend professional development provided by that school.</p> <p>Beginning in Spring 2021 the Art junior cohort will meet to prepare for student teaching, including how to access school policies, etc.</p> <p><b>Music</b> As the field courses are taught (they aren’t taught every semester) greater emphasis is being placed on ensuring that the Music Education majors know when and how to access the resources available to them.</p>	<p><a href="#">DOE Student Teaching Orientation Slides</a></p> <p><a href="#">EDSC 226 Syllabus</a></p>

<p><b>Special Education:</b> The field placements prior to the internship are dependent on the student’s non-special education course of study (elementary, secondary, etc.) and the variation in these experiences (some students may have three, some may have one) could lead to disparities in preparedness. This should be reviewed to ensure that all students have gradually increasing field work prior to the internship. Track the regular education placements prior to the special education internship to document the variety of placements prior to and including the special education internship and how those placements align with the Special Education endorsement.</p>	<p>Collaboration with our colleagues in each candidate’s major program regarding field placements continues. To ensure that all candidates have diverse field experiences, we have improved systematic use of our placement tracking for regular education through our TK20 knowledge management system. Field placement sites are classified based on five demographic categories: 1) socioeconomic status (free and reduced lunch); 2) English language learners; 3) students with special needs; 4) non-promotional mobility; and 5) students of color. All candidates work with special education providers during regular education placements.</p>	<p><a href="#">Sample record of Field Placements in TK20</a></p> <p><a href="#">Supervisory Union Demographic Classifications</a></p>
<p><b>Resources and Practices</b></p>		
<p><b>Music:</b> Lack of resources to support the program. There must be a budget amount agreed upon between the Music Ed program and the DOE/CESS funding sources and made available to the Music Ed program.</p>	<p>Before the end of Spring semester, Music faculty contact the Chair of DOE and Dean of CESS to request funding from DOE/CESS for items needed in the Music Education Program. Limited funding is sometimes available after May 1 of each year.</p> <p>Since the start of the COVID pandemic program budgets were suspended and department budgets have been very tight. All spending decisions now require approval from the Dean or Provost.</p>	<p><a href="#">May 2020 Budget Request Email</a></p>

<p><b>Special Education:</b> Lack of resources for the technology tools needed to ensure candidates can meet the endorsement requirements (specifically 5.2 and 5.3).</p>	<p>A member of the special education faculty was elected to a newly formed educational technology committee for 2020-2021.</p> <p>We have purchased some additional assessment materials using department funds directed to the program.</p> <p>We purchased SWIVLs and SWIVL accounts to provide observational feedback via video technology and for students to video record and reflect on their teaching practice.</p> <p>During the 2020-2021 academic year we hope to identify additional tech resources needed and/or continue to partner with colleagues at CDCI to support access to technology for our students.</p>	<p><a href="#">2020-2021 SPED Assessment Purchases</a></p>
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