

VSBE

Date: June 4, 2019

Discussion Item: VTC Response to questions from Two-Year Report

ITEM: The CTTE program at VTC submitted the following response to the questions on their Two-Year Report that was submitted in March, 2018.

AGENCY RECOMMENDED ACTION:

No action needed as VTC already has continued full approval.

BACKGROUND:

VTC submitted their required Two-Year Report in March, 2018. The Office and Board had several follow-up questions and requested answers by May 31, 2019. The supporting document is the response that was sent by VTC. The responses are thorough and it appears that VTC has been making changes to meet the concerns of the last ROPA review team satisfactorily.

SUPPORTING DOCUMENT: VTC response.

Memorandum

To: Ellen Cairns, ROPA Consultant
From: Lyle Jepson, Director – Career and Technical Teacher Education Program
Date: May 13, 2019
Re: Two-Year Report Follow Up

Thank you for the opportunity to respond to questions noted in a letter from you dated June 11, 2018 concerning VTC's Two-Year Report. At your suggestion, I have color coded my responses. Attachments are also included and are so noted within the responses. If you have any questions or continued concerns, please feel free to reach out to me.

Thank you for your support during my first year as Director of the VTC CTTE Program. It has been very reassuring to know that I can contact you with questions, knowing that you respond very quickly.

Questions to address:

Standard 1

Concern 3 (Candidates need intentional instruction about the importance of ongoing assessment in the classroom with strategies for how to gather data and analyze it effectively.) **How have you determined that a one-credit course in assessment is adequate? You state that you review teacher-candidate course evaluation and feedback, but do you survey candidates once they are in the classroom to find out if they got enough instruction on assessment?**

We are early on in the process of determining how effective the course will be in meeting the needs of the teacher-candidates. To better understand the outcomes, we have conducted a survey of both the technical center directors and the 2019 completer and soon-to-be completer teacher-candidates asking each group if the CTTE Program is meeting their needs. This recent feedback indicates a need to increase the amount of information and time spent on standards-based / proficiently based assessment procedures. See the attached survey responses from both groups. The questions are located on the second page of each document. This will be a continued topic of discussion with the faculty with a potential outcome being an increase in time and credit dedicated to this topic. A preliminary discussion took place on 5-3-2019 with the instructor, Lisa Durocher, about expanding the offering.

Concern 4 (It was reported that there are a number of very academically weak candidates who are reaching the end of the program and have still not passed Praxis Core yet. There are other candidates who have taken Praxis Core multiple times and still not passed this test.)

Do you offer any type of Praxis prep course?

We do not currently offer Praxis preparation courses. We have recently added the requirement that our first-year cohort take the Praxis tests within the first year of the Program. This will allow us to determine the needs of each individual. (See Peters 2019-2020 Teaching Methods syllabus page five-highlighted.)

The faculty has discussed providing a class or workshops. Past history has shown that teacher candidates did not take advantage of the opportunity. We have found that the needs that teacher candidates have are quite divergent. Based upon the outcomes of the first testing attempt, if a teacher candidate does not pass, we rely upon local tutoring and recently developed resources provided by the Educational Testing Service and Khan Academy, math specifically. Khan Academy is working on Reading and Writing support and anticipates a release date soon.

Specific plans of support are developed between the Director of the CTTE Program and the individual. If the teacher candidate does not pass one or more Praxis subtests, the Director of CTTEP emails the information found below to the teacher candidate and meets with the teacher candidate to develop a plan. The plan is also discussed with the teacher candidate's director. Tutorial resources, individual tutoring connections, and CCV coursework suggestions are made as part of the process. Part of the plan includes reviewing the need for accommodations and starting the process to receive accommodations well in advance of the teacher candidate's Level I license application due date. Discussion also includes options for a waiver and the specific procedures required of such a request.

A portion of the information sent to the teacher candidate includes:

"Information on Praxis can be found at <https://www.mometrix.com/academy/praxis-core-test/>. I have attached a great resource for use in studying for the Math portion. There are short videos that are very good. Khan Academy will be putting out information in the near future for Writing and Reading. Until then, you can certainly buy "books" or use free information at the following.

Go to Praxis Core Practice Test <https://www.mometrix.com/academy/praxis-core-practice-test/> for the practice tests. The tests are definitely worth looking at.

Go to Praxis Core Study Guide Review <https://www.mometrix.com/academy/praxis-core-study-guide/> for the videos. The videos are long but they are not terrible. You can click on particular things you want to see or you can watch the entire video."

Continued difficulty in passing the Praxis results in a note to the teacher candidate's Director with information about accommodations and the option of a waiver.

Hi Caesar,

This note is not intended to suggest that Julius will not pass his next Praxis tests, assuming he is allowed accommodations. However, if a waiver needs to be requested on his behalf, I want you and Supt Claudius to have the information that I have received from another district that

has recently submitted a similar request and the requirements that they have been asked to meet by the AOE. I am not assuming that Supt Claudius does not know this already. I merely want you to “know what I know” and to have your first attempt at getting Julius’s waiver a successful one, if needed or desired. I will let you determine who should receive the following information.

The waiver request should include:

1. The AOE request form. (Attached)
2. A letter from the Assistant Superintendent or Superintendent outlining the District’s need to retain Julius, including his attempts to meet the Praxis requirement.
3. Documentation that indicates that he has undertaken additional efforts to acquire the knowledge and skills necessary. A note from a qualified tutor, which can be someone who worked with Julius at your Center, and documentation from that person that Julius used the Kahn Academy tutorials and ETS support materials. Julius told me that he worked with Augustus. Perhaps he would be willing to write a letter indicating that Julius has taken extra steps to learn the material. If he took a class to enhance his skills, documentation of that would be great, as well. The class that Cleopatra is teaching might qualify.
4. Documentation that Julius has an identified and documented disability.
5. The letter from ETS detailing the accommodation approval that he requested, assuming that it is allowed.
6. Evidence that he took each test three times, one of which was attempted with accommodations. In most cases, the AOE will have received the scores. Julius should have received documentation of his scores for each attempt. A copy of that would work well. If he does not have them, Julius can request them at https://www.ets.org/praxis/scores/?WT.ac=praxishome_praxiscores_180911 .

Let me know if you have questions.

Lyle

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Concern 5 (Technology should be offered earlier or, ideally, integrated into all courses. The syllabus for the Technology Integration course is not rigorous.)

Have you made changes to the way technology is integrated into coursework since the review?

As outlined in the ROPA review, teacher candidates come to the Program well informed on the technology of the trade in which they have been trained. CTTEP classes introduce teacher candidates to the tools and techniques for integrating technology into lesson plan

development and delivery. For example, during the 12 credit Teaching Methods coursework students are asked to:

- Make PowerPoint presentations and lessons.
- Create electronic curriculum maps, units and lesson plans.
- Use Schoology throughout to access grades, resources and information.
- Utilize student phones to offer Kahoot quizzes.
- Use internet resources for research.
- Access and utilize electronic curriculum, state and national standards, industry standards, IRCs, and current CTE resources.
- Participate in class entirely online.
- Complete self-reflections using Survey Monkey

According to the Survey of Tech Center Directors 5-2019 (see attached), 100% either believe that teacher candidates are “well prepared” or “sufficiently prepared” to “integrate technology within lesson plans to make learning more active and engaging for students.” Of 2019 teacher candidate completers, 86% felt “well prepared” or “sufficiently prepared.” (See attached Survey of Program Completers 5-2019.)

Standard 2

Concern 4 (There is no evidence that the newly developed handbook has been distributed to candidates with the commensurate academic advising and program progress monitoring to ensure candidates’ understanding of their responsibilities.)

How are you ensuring there is “commensurate academic advising and program progress monitoring to ensure candidates’ understanding of their responsibilities?”

Handbooks (attached) are provided to candidates upon entry to the Program. Consistent and regular communication with candidates is essential to their success. This is accomplished by way of the following:

- The Director of the Program attends the start of every class session. Therefore, each teacher candidate has time with the Director at least one time each month. Individual counseling takes place at that time.
- Survey Monkey is used on a monthly basis during the fall and spring semesters to gain feedback from each teacher candidate. One question specifically asks if additional support is needed.
- During the 2018-2019 school year, 85 teacher observations took place. These observations are face-to-face and include a preconference, observation and post-conference discussion. At those meetings, individual program counseling takes place.
- The CTTEP Director attends all Technical Center Director Association monthly meetings to gain feedback from directors on teacher progress.
- The CTTEP Director attends Standards Board for Professional Educator meetings to stay abreast of the needs of teacher candidates.

- For the first time in the fall of 2018 a majority of students and all instructors attended a portfolio preparation workshop, which included the distribution of a new Portfolio Guidebook. This was a question and answer workshop.
- Frequent email communication takes place between the CTTEP Director and each teacher candidate.

Standard 3

Concern 1 (Observations/evaluations on field experiences are done in silos with inconsistent communication between CTTEP and local administration.)

You replied that this was true and intentional, and referenced the Vermont NEA “Confidentiality Agreement.” How does the NEA confidentiality agreement align with the responsibility to maintain the ROPA standards?

I can’t answer that question, other than to say that we currently share Coaching Visit observation information, including the observation write-up, with the teacher candidate’s director/administrator. Instructions to the teacher candidate are attached. (See Coaching Visit Instructions.)

This is a change that began in the fall of 2018. A packet of information is provided to the director/administrator that includes:

- the lesson plan (in SREB format) provided by the teacher candidate,
- the instructor’s self-assessment (which includes responses to questions provided by the observer) and,
- the coaching visit write up.

The write up, provided by the CTTE Program observer, includes a brief narrative of the observation, recommendations, commendations and a summary. If available, the CTTE Program observer visits the tech center director to provide immediate verbal feedback following the coaching visit.

Concern 6 (Given observation cycles in traditional educator preparation programs, the frequency of supervision of first year candidates in the program is insufficient. First year candidates should receive more regular supervisory visits and feedback from CTTEP.)

In Student Teaching in traditional EPPs, observations are required every 10 days. How are you ensuring that candidates are receiving adequate supervision and feedback?

In the March 8, 2018 Two-year Report Patti Coultas, the Director of the CTTE Program noted:

“The teacher-candidates are in the program for 3 years. It is important that they receive observations each year they are in the program. During the first year, they are observed 4

times: 2 times by the program director, and two times by a school administrator. Additionally, as first year teachers, they all have mentors in their tech centers that they can use as supports. As provided in the ROPA review, a monthly reflection is conducted of every teacher-candidate. The Program director, course instructor, and tech center director all receive these. If questions or concerns are identified, these are addressed immediately.”

Also, as noted above in Concern 1, the Program is purposefully and actively consulting with the Director of the Center where the teacher-candidate is working. These interactions are a new component of the process, which provides for consistent messaging and support. The CTTE Program has also engaged the services of a 25-year veteran retired technical education director to support the observation process. (See MRP’s Resume.) He conducted 26 observations in addition to the 59 observations undertaken by the Director of the CTTE Program. In collaboration with the Director of each Center, who conduct two to four observations of his/her own, this resulted in each first-year candidate being observed more frequently and with more consistent feedback. Two sample observations are attached; one of which required more timely follow up by the center director than did the other. I am sure that the reader can discern which is which.

Attachments:

Survey of Program Completers 5-2019
Survey of Tech Center Directors 5-2019
Peters 2019-2020 Teaching Methods Syllbus
CTTEP Teacher Handbook
Coaching Visit Instructions
MRP’s Resume
Sample Observation 1
Sample Observation 2