

**VSBPE**

**Date: Sept. 20, 2018**

**Item: Goddard Two-Year Report**

**ITEM:** Shall the VSBPE accept Goddard's Two-Year Report and grant continued full approval until their next review in 2023?

**AGENCY RECOMMENDED ACTION:**

**The agency recommends that the VSBPE accept Goddard's Two-Year Report and grant continued full approval until their next review in 2023.**

**BACKGROUND:**

Goddard College had a ROPA review in 2016 and is required to submit a Two-Year Report documenting how they have addressed the concerns from that review. The report was due in July, but the college requested and the Board granted an extension to September.

**RATIONALE:**

Goddard has addressed the concerns from their ROPA review. The Office's only concern is that Goddard's online [Licensure Curriculum Guide](#) is used as evidence for communicating with field partners regarding Vermont licensure standards, and the pages do not contain the actual endorsement requirements, but Common Core standards. The Office will bring this to Goddard's attention for correction.

**SUPPORTING DOCUMENT:** Letter from Maike Garland, [Goddard Two-Year Report](#)

# Goddard College

PLAINFIELD, VERMONT | PORT TOWNSEND & SEATTLE, WA

Vermont Agency of Education  
c/o Ellen Cairns, Ropa Consultant,  
219 N. Main Street, Suite 402  
Barre, VT 05641

September 12, 2018

Dear Ellen and Members of the Vermont Standards Board for Professional Educators:

Our most recent ROPA approval occurred in September 2016. Since that last review our program has grown in its effective way of introducing the new Vermont Licensure Portfolio (VLP) and assessing pre-service teachers in their proficiency level to address the Core Teaching Standards.

The former Licensure Coordinator, Dr. Gail Cueto, left the position in fall 2016 and I was subsequently selected to replace her. In my new role, I have provided leadership, organization and vision for rolling out the Vermont Licensure Portfolio (VLP) at Goddard. This work entailed faculty trainings, developing the format for the e-portfolios, assessing the way students learn and document their learning, developing new courses and course descriptions, and, ultimately, creating a new curriculum guide. I work closely with Kumari Patricia, EDU Program Director, and Leah Xylona, Licensure Administrative Assistant. I, like Gail, hold a full-time appointment with teaching responsibilities.

Goddard students were first introduced to the VLP in January 2017 at the spring semester residency. We designed special multi-tiered workshops and work labs for licensure students, both returning and new, to understand the

changes, including analytic writing, ways of submitting evidence, and implementing the core teaching standards. New areas of study (courses) have been created and the Licensure Coordinator, Program Director and administrative assistant provided supports, which continue today, for evaluating and re-evaluating the student work.

In response to areas of concerns from our ROPA visit in June 2016, we address the following:

---we now have a more detailed vetting process for our mentors and supervisors as part of our professional semester

---our Licensure Coordinator communicates regularly with mentors and supervisors and we expect them to complete an observation visit form, as well as our regular mid and final evaluations

---we have created a system that assures that all candidates have a wide range of high quality experiences with diverse populations - including instructional level, size and type of school, SES, culture, diversity

---our content specific endorsement students successfully address upper division content in their endorsement area within their Senior Study or within their MA Thesis, if more work needs to be addressed for to meet credit requirements.

---School Counselors meet the new endorsement standards and are now instructed in the new ways of successfully completing pre-internship and internship hours.

---Faculty meet regularly at our Residency Retreat times and at other times to discuss inter-rater reliability issues with assessment in the VLP Parts I, II and III

---the program is continuing to address the experiences of our international students and the broad range of their experiences in schools and at grade levels. The Core Teaching Standards and current VT initiatives, best practices, and regulatory policies are held as the expectation for the center of their work within the VLP.

---the college made a commitment to support our licensure faculty to attend EPIC state meetings, support their travel and professional development days to study inter-rater reliability measures and to address the individualized nature of our student work.

---we are in the process of setting up further systems to use aggregated data to inform programmatic decision.

Even with this progress, we acknowledge the importance of addressing other expectations pointed out by the ROPA Review Team. These include:

---Given the minimal institutional endowment, budgets are wholly tuition driven. In order for the Program to draw a diverse student population more financial aid will likely be needed. We have no desire to overstate the obvious, but if the Program is to remain viable it must have the necessary resources.

In this Two-Year Report, you will see evidence of our attention to the concerns that the ROPA Team highlighted. Goddard is committed to the most exceptional and authentic personalized experiences for Licensure students. We produce Level I Licensed teachers and school counselors who are equipped to bring their professional teaching selves to the classrooms and school communities.

Attached please find the ROPA Two-Year Report, including links to all supporting evidence. Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "m. garland". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Maïke Garland, Ed.D.

Licensure Coordinator and Faculty