

**VSBPE**

**Date: Aug. 14, 2018**

**Item: Green Mountain College ROPA Review Report**

**ITEM:** Shall the VSBPE accept the recommendation of the ROPA Review Team and grant continued full approval to Green Mountain College for a period of seven years?

**AGENCY RECOMMENDED ACTION:**

**That the VSBPE accept the Report of the ROPA Review Team and grant continued full approval to Green Mountain College for a period of seven years.**

**BACKGROUND:**

Per the ROPA approval cycle, GMC had a full program review in April, 2018 by a VSBPE-approved review team. The team found ample evidence to recommend full approval in all areas.

**RATIONALE:**

Evidence cited in report below.

**SUPPORTING DOCUMENTS:** [GMC ROPA Review Team Report](#), [Response from Rommy Fuller at GMC](#), [GMC 7-Year Plan](#), [Office analysis of 7-Year Plan](#)

## ROPA Visit Report

Green Mountain College, April 18-20, 2018

### [Institutional Portfolio](#)

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of Green Mountain College in Poultney, Vermont on April 18-20, 2018. Members of the Review Team were: Christine Latulippe, Norwich University, Chairperson; Carol Gargon, Johnson State College; Jennifer Fribush, VSBPE; and Ellen Cairns, AOE ROPA Consultant.

The ROPA Review Team wishes to thank Green Mountain College for the kind hospitality extended to us during our visit, and the well-orchestrated schedule of interviews and logistics. The Team reviewed the GMC Institutional Portfolio (IP), candidate Licensure Portfolios including several from past years as well as the newly instituted Vermont Licensure Portfolios (VLPs). Various syllabi, assignments, student work samples, and other documents linked to in the IP were also examined. The Team collected additional information from phone and in-person interviews with GMC faculty, administration, staff, students, and recent graduates, as well as K-12 field partners.

All four programs are recommended for full approval.

<b>Program (all are Undergraduate only)</b>	<b>Approval Recommendation</b>
Art (PK-6, 7-12, or PK-12)	Full Approval
Elementary Education	Full Approval
English	Full Approval
Social Studies	Full Approval

In the following report, the programs are reviewed in relation to the most recent Vermont endorsement area requirements with their relevant competencies and the Vermont Core Teaching Standards for Vermont Educators. Although there are no formal stipulations, note that in the GMC 2-year Report, the Agency will be looking for evidence that GMC is working to address the concerns outlined in this report. In general, although the GMC program is small, a need for formalization or systematization of many currently informal practices is a common concern throughout the ROPA Team’s report.

### ROPA Approval Standards Summary

Exemplary Evidence (EE)   Satisfactory Evidence (SE)   Partial Evidence (PE)   Minimal Evidence (ME)

Standard	Title	Rating
1	Content Knowledge, Pedagogy, and Professional Dispositions	SE
2	Systems of Assessment	SE
3	Field Experiences	EE
4	Resources and Practices	SE

**Standard 1-- Content Knowledge, Pedagogy, and Professional Dispositions**

*Provider ensures that candidates have the necessary content and pedagogical knowledge to help all students learn and to create learning experiences that make the discipline accessible and meaningful for learners.*

**Overall Rating for Standard I:**

Exemplary Evidence (EE)  Satisfactory Evidence (SE)  Partial Evidence (PE)  Minimal Evidence (ME)

Indicators	Findings	Rating
1.1 Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they are planning to teach.	Two recent program graduates who are currently teaching stated that they were very prepared in all ways, including content knowledge. One of them said "The required courses hit it perfectly."  Two Sample Secondary English lesson plans include relevant Core Teaching Standards.  Sample lesson plans from Elem Math Methods (EDU 3071) cite relevant Common Core math standards.	SE

Both students and cooperating teacher felt that the 2 Arts Methods Classes (Elementary and Secondary) meet the needs of the students better than the previous model. There were more benefits of a teaching practicum model with direct application at both levels. However, both said there should also be separate classroom time for designated philosophy and methods taught outside of the classroom.

According to a professor in another department (not Education), because of the size of GMC, they collaborate often with the Education professors. However, there is not a formal process for faculty to work together to ensure that all of the endorsement requirements are being met by the secondary ed candidates.

One professor and one current student both said they thought the program could be strengthened by an additional math class for elementary licensure students.

Institutional Portfolio shows evidence of curriculum maps aligned to endorsement requirements but not to Core Teaching Standards.

A non-Education faculty member was familiar with the endorsement knowledge and performance standards and talked about the close connection between the content department and Education department to ensure that education standards are represented in the curriculum of the content major.

According to current student interviews, students are cognizant of lots of conversations among faculty about student progress, and feel that faculty are working together for the students.

<p>1.2 – Candidates use technologies within their discipline(s), apply them appropriately, and guide learners to use technology in a safe and effective way.</p>	<p>Evidence is Student Work Samples and Technology Lesson Plans - Curriculum &amp; Instruction . Work samples include YouTube videos, three podcast examples, crossword puzzle created online, graphic design booklet, comic created online, E-Wiki pages created by candidates, social media projects, projects on Sutori website, and technology teaching plans with lesson plans.</p> <p>From the Technology Lesson Plan and Portfolio Assignment:  For this assignment, you will develop a lesson plan for the grade level of your choice that teaches children / adolescents about the positive uses of technology as well as the dangers involved with using technology.  From Exceptional Child Course syllabus requirements:  Twitter feeds and reflection assignments, Podcast, Assistive Technology Project, Tech. Portfolio Assignments.</p> <p>Sample lesson plans in this IP are about tech safety and tech literacy, which illustrate “guiding learners to use technology in a safe and effective way” (e.g. switch tasking vs multitasking, comic strip about good decision making)</p> <p>A student said that they do an Assistive Technology project in The Exceptional Child course.</p> <p>These technology lesson plans are in a class called “Curriculum and Instruction”. That class has a course objective with students creating a lesson plan “that allows students in a classroom to better understand safe and appropriate uses of technology.”</p> <p>All of the lesson plans the candidates create follow a template that includes a section on technology, per interview with recent graduate (as well as seeing examples of the lesson plans provided in the IP)</p> <p>From interview: A GMC faculty member was released from a class last semester to spend some time working through the GMC Title 3 Grant to design the smart classroom. He offers some technology workshops, for example “History digital archiving,” “Google vs Moodle,” “Google LMS,”</p>	<p>SE</p>
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	<p>and “Google Docs,” as well as office hours for tech help for faculty. He noted that the faculty in the education department is very technologically literate. He indicated that the new technology classroom has iPads and Lenovo PCs.</p> <p>Recent presentations to Education students:  Technology Coordinator Patricia Aigner: SMARTboard Applications for Teachers (Fall 2016) Dr. John Van Hoesen: Topic- Technologies for Teaching (Fall 2017)</p>	
<p>1.3 – Candidates have the necessary pedagogical knowledge in their endorsement area to design and implement learning experiences that are research-based and promote each learner’s achievement of content.</p>	<p>“Research to practice” protocol is mentioned for all coursework, and EDU 3071 lists “research based” expectations for assignments.</p> <p>Per a cooperating teacher, the candidate was very prepared in building lesson plans, creating engaging lessons, and differentiating instruction.</p> <p>Cooperating teacher for art candidate was asked if the candidate seemed to know art pedagogy, and replied “Yes, I thought she did really well. She was curious about learning new techniques and would research and learn. She clearly had been encouraged to take initiative.”</p> <p>GMC Professor not in Education Dept discussed having secondary students do original research, and having candidates have the ability to conduct and recognize valid research.</p> <p>Geography (one of the SS requirements) is integrated into History courses and is also an ELA (Environmental Liberal Arts) requirement at GMC.</p> <p>Samples of student writing for assignments linked to Vermont Licensure Portfolio include research citations.</p>	<p>SE</p>

<p>1.4 – Candidates understand and use multiple methods of assessment to measure student learning and use results to adjust their instruction to meet learners’ needs.</p>	<p>Found evidence of varied assessment methods in syllabi in IP, especially in EDU3021.</p> <p>Students cite learning about assessments beyond standardized tests, including formative assessments (e.g. exit tickets), and observing students as a form of assessment.</p> <p>Lesson plan template has a section for assessment strategies.</p> <p>Student teaching portfolios have Functional Assessment Checklists.</p> <p>Recent presentation to Education students: Principal Brett Blanchard: Topic- Proficiency Based Learning &amp; Assessment (Fall 2017)</p>	<p>SE</p>
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<p>1.5 – Candidates understand how learners grow and develop; recognize learner differences in cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and relevant learning experiences.</p>	<p>Syllabus for The Exceptional Child course shows content in learner development and differences, and designing differentiated lessons.</p> <p>One current student teacher said “We differentiate so much!”</p> <p>Human Development Class curriculum shows evidence of meeting this standard.</p> <p>Differentiation, Modifications, and Accommodations chart included in many lesson plans as a template to help guide/remind students to think about the topic when building lessons.</p> <p>In The Exceptional Child course, Education students visit GMC Learning Center to “play” with assistive learning technologies and learn first-hand about differences between K-12 support of students with disabilities and college support structures.</p> <p>One recent graduate stated that other new teachers he knows talk about holes in their programs around special education but he feels like he got that well-covered here at GMC.</p> <p>A cooperating teacher stated that “My student was very prepared in student-based learning and differentiated instruction.”</p> <p>Recent presentations to Education students:</p> <p>Former Special Education Director &amp; Current Adjunct Professor Leslie Turchin: Topic- The History of SpEd &amp; Qualification for SpEd (Spring 2018)</p> <p>Emily Mulder (Parent of a child with an intellectual disability, parent of a child with ASD): Topic- Family Life with Special Needs Children (Spring 2017)</p> <p>Dr. Dennis Urban (Touro College, Long Island Regents Prep): Topic - Inclusive Classrooms (Spring 2015)</p>	<p>SE</p>
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<p>1.6 – Candidates understand individual differences, diverse cultures and communities, and create inclusive learning environments enabling all students to learn.</p>	<p>When we asked current students what kinds of teachers GMC is striving to produce, one replied “inclusive ones.”</p> <p>There is an Inclusive Environmental Class as well as The Exceptional Child class that shows evidence of preparation to teach to diverse learning styles.</p> <p>According to current students, instructors in the program are very mindful of diversity and help GMC students to consider diversity issues through the lens of “how would you handle this as a teacher?”</p> <p>According to student interviews, Education faculty model and encourage respectful discussion and consideration of ideas in the classroom. Faculty push GMC students to be aware of K-12 student differences and keep an open mind in order to be good teachers.</p> <p>According to student interviews, faculty examine student-designed lesson plans and push GMC students to consider “what about this student?” and how each lesson plan would impact all students in the classroom.</p>	<p>SE</p>
<p>1.7 – Candidates understand and demonstrate professional responsibility that is guided by legal and ethical principles and engage in ongoing professional learning.</p>	<p><a href="#">Guidelines in Professionalism</a> from Student Teaching Handbook.</p> <p>PADA (Professional Attributes and Dispositions Assessment): Education faculty complete collaboratively annually for each Education major; director writes personalized letter to candidates summarizing chart and areas of growth and need.</p> <p>EDU 2000 (Early Field Placement) syllabus shows project directions and 2 student samples about Core Teaching Standard P.C. 9.3, regarding professional, legal, and ethical practice.</p> <p>One cooperating teacher commented that she has had student teachers from other schools but she was excited when she heard she was getting one from GMC- the students she has hosted seek out constructive criticism and respond to it, and are very professional and prepared.</p>	<p>SE</p>

	<p>One Education professor discussed professional development in a class observed by the Team. She stated that “one and done” workshops were not as effective as embedded P.D. opportunities.</p> <p>Principal we interviewed mentioned that GMC student teachers are much more professional than they were a decade ago. Multiple students mentioned that the GMC program expected them to dress more professionally than the Cooperating Teachers might be dressing.</p> <p>Per interviews with graduates and faculty, the GMC Education department continues to be a resource for students after they graduate, and faculty continue to advise graduates.</p>	
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**Commendations**

- 1) “Candidates understand individual differences, diverse cultures and communities”-- this is clearly a strength of not just the Education faculty and Education program at GMC, but at all of GMC. Examples are ELA courses like Poverty in America, and History of Education.
- 2) Multiple student and alumni interviewees commented on the high level of rigor of coursework and teaching, and how much they appreciated it. Students felt/feel challenged and supported by program faculty.

**Concerns:**

- 1) There is not a process to ensure that the endorsement requirements, especially in the areas that require collaboration with faculty outside of the Education dept., are getting met. Specific concerns are Economics for S.S. candidates and Art requirements in general.

- 2) Core Teaching Standards are not explicitly mapped to course syllabi.
- 3) Art Education Program is not sufficiently addressing content-specific technologies.

**Considerations for Further Program Development:**

- 1) Strengthen communication between Education Department and Art Department, specifically regarding “Seminar in Teaching for Studio Arts” course in order to increase its relevance to Art Education majors.
- 2) Consider returning to requiring 9 credits in math and math methods for Elementary Education candidates. With the new requirements around proficiency-based learning, a firmer foundation in math understanding and pedagogy will be even more important for teachers.
- 3) Develop a process to ensure that appropriate classroom technologies are being introduced to students systematically across the Education Program. The Review Team commends GMC’s goal to create an entire technology methods course, and encourages GMC to consider viewing technology more holistically and systematically across the program with or without a specific course.
- 4) Introduce students to continued professional development opportunities like: professional organizations (National Council of Teachers of Mathematics, National Council for Social Studies, etc.), conferences, workshops, journals. This could take the form of a student research assignment, or if possible, attending a state or local PD opportunity.

**STANDARD II: Systems of Assessment**

*Provider uses valid and reliable methods to systematically evaluate candidates' knowledge and performance competencies, to monitor candidates' progress, and to acquire data that is used in making programmatic improvements.*

**Overall Rating for Standard II:**

Exemplary Evidence (EE)  Satisfactory Evidence (SE)  Partial Evidence (PE)  Minimal Evidence (ME)

<p>2.1 – Programs use reliable, valid, and continuous assessment measures to evaluate candidates' knowledge and performance competencies in relation to the Vermont Core Teaching and/or Core Leadership Standards as well as to the endorsement requirements.</p>	<p>Per the IP, the Vermont Licensure Portfolio is being incorporated into coursework to assess candidate achievement of Core Teaching Standards.</p> <p>Some syllabi have direct reference to Core Teaching Standards addressed.</p> <p>Interviews indicate that Core Teaching Standards and Endorsement requirements are being addressed throughout coursework and various assignments.</p> <p>Endorsement area requirements are mapped to GMC curriculum maps (found in IP) for all four programs.</p> <p>Per the IP, GMC Catalog, and GMC Education Degree Requirements: “<u>In order to student teach and be eligible for licensure</u>, candidates must pass the Praxis Core test and the appropriate Praxis II subject matter test(s).”</p> <p>Per the IP, and GMC Catalog, to be recommended for licensure, candidates must: “Receive a grade of pass on a licensure portfolio that demonstrates competency with the standards established by the State of Vermont as well as effective application of course work during student teaching.”</p>	<p>SE</p>
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<p>2.2 – Programs ensure that candidates are knowledgeable about the program’s assessment system, including its policies and criteria for entrance to the program, continuing in the program, entrance to student teaching, and exit from the program.</p>	<p>Evidence in IP was a letter to student with program requirements.</p> <p>IP evidence included clear expectations in <a href="#">Student Teaching Handbook</a> and <a href="#">The Education Program Information Packet</a></p> <p>Students we spoke with talked about meeting with advisors when they entered the Education program to map out their courses and requirements for the four years, and then having ongoing meetings with advisors every semester. One graduate reported that he was a triple major and thus met with three different advisors regularly.</p> <p>Students entering student teaching sign a contract with their cooperating teacher (copies included in response to IP initial feedback).</p> <p>Students commented in interviews that they are very heavily advised in the program, and supported to understand and follow the policies and criteria of the program. This is true even if students are choosing a non-licensure track.</p> <p>Students spoken to understood policies and procedures related to program.</p> <p>One recent graduate stated that the professors were really good about tracking students through all of the licensure requirements and making sure they did all of the “nitty gritty details.” Graduate stated that it would be so easy for things to fall through the cracks, but professors would stay late to meet with her, give her resources, and were always there to support her in completing all of the requirements. She did state she wished she had known what she had to do once she left; i.e. fingerprint requirement and 15 days to complete license application.</p>	<p>EE</p>
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<p>2.3 – Programs regularly and systematically use data from the assessment measures to inform programmatic decisions.</p>	<p>Education Program graduates complete an exit interview that is used to make plans towards future program changes. Exit interviews from graduates were included in the IP.</p> <p>GMC surveys graduates at one year, five years, and ten years out (Noel Levitz student satisfaction survey) but responses are spotty. Per one campus interviewee, data is collected at program levels but not always shared or used across the GMC campus. The CAT center does some surveying of freshmen but again data not shared with person we spoke to- she indicated it has been a bit of a challenge for other departments to get the data into one centralized place on campus, although GMC has had a Director of Institutional Research since 2008. Part of the challenge has been administrative staff turnover in various offices at GMC. Interviewee indicated that current purpose of data collection at GMC is primarily tied to student retention initiatives at GMC.</p> <p>Two interviewees cited changes that had been made due to data received from student surveys, for example, a change to the GMC school calendar to include an initial 3 ½ week intensive course at the beginning of the semester (this will begin in Fall 2018).</p>	<p>SE</p>
<p>2.4 – Programs have made significant progress toward implementing their Seven-Year Plan and addressing the concerns noted in previous ROPA evaluations.</p>	<p>Revised 5 Year Plan submitted shows progress, and GMC faculty reflect that they have seen “positive, substantive, and important changes over time”</p> <p>Based on a statement by a ROPA member from the last visit, GMC continues to have some of the same issues with the art education program that they had seven years ago.</p>	<p>PE</p>

**Commendations:**

- 1) Advising and support (academic and non-academic) of candidates is very strong in the GMC Education program.

**Concerns:**

- 1) The connections between coursework and key assignments as assessment measures of Core Teaching Standards and endorsement requirements need to be more explicit.
- 2) There are not currently processes for gathering, compiling, and analyzing data about Education program and students. Being a small school, there appears to be a lot of informal feedback shared by various constituents and responded to by program faculty, but this should be systematized. Even if some program information is still gathered informally, to compile it all in one place and establish a method for examining it would benefit the program.

**Considerations for Further Program Development:**

- 1) Consider an advisory panel with cross-program representation, and a variety of on- and off-campus constituents to periodically examine program data and make recommendations for improvements.

**STANDARD III: Field Experiences**

Provider and its Pre-K partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning.

**Overall Rating for Standard III:**

Exemplary Evidence (EE)    Satisfactory Evidence (SE)    Partial Evidence (PE)    Minimal Evidence (ME)

<p><b>3.1</b> – Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates demonstrate effective teaching and support every student in meeting rigorous learning goals.</p>	<p>Three cooperating teachers talked about the very high level of collaboration and communication with GMC faculty.</p> <p>Numerous positive Collaborative Surveys and evaluations by GMC supervisor and collaborating teachers. <a href="#">Evidence of evaluation of field experience</a></p> <p>One cooperating teacher stated that she learned more about educational technology and standards-based lesson plans from her student teacher.</p> <p><a href="#">Student Teaching Handbook</a> has information on responsibilities of all parties in field placements. _____</p> <p>Interview with GMC Field Supervisor: she evaluates Student Teachers every two weeks, for a total of 7 evaluations over 14 weeks. Student Teacher and Supervisor debrief after lessons, reflect on the lessons, talk about what could have been done differently. Education professors also do one evaluation, the Cooperating Teacher does a weekly evaluation on a GMC form, plus a longer final evaluation. They also ask the principal to do an evaluation that the Student Teacher can take to job interviews. Education faculty meet every two weeks and Field Supervisor is invited to talk about field placements.</p> <p>Cooperating teachers interviewed confirmed that they evaluated their student teachers every week.</p>	<p>EE</p>
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	<p>Interview with cooperating principal: indicated they have a very strong partnership with GMC and take a lot of student teachers, they had consistent supervision and that Education faculty visit frequently and also do professional development sessions for the elementary school faculty. Stated that GMC is an asset to the community.</p>	
<p><b>3. 2 – Programs collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.)</b></p>	<p>From I.P.: Adapted Portfolio Entry in EDU 2000 regarding working in a professional, legal, ethical manner.</p> <p>Clear expectations for professional appearance in Student Teaching Handbook; this is shared with field partners.</p> <p>There is evidence in IP that students include an explanation about Child Abuse laws, Special Ed legislation and confidentiality. <a href="#">Student Writing around Educational Law</a></p> <p>Per interview, regarding professional responsibility: All student teachers have an initial meeting with Field Supervisor and the Cooperating teacher where they review the GMC handbook and the school handbook. They review drill and evacuation procedures as well. Also student teachers are expected to attend a full special ed meeting, which is documented, as well as inservice days and faculty meetings. They may also attend parent conferences, board meetings, and PTO meetings. They have the option of observing special ed teachers and guidance counselors if they choose.</p> <p>From IP: Cooperating teachers and candidates sign an agreement at the beginning of the student teaching experience. Indicated on that contract is a line that confirms they've read and understand the handbook. <a href="#">Link to evidence</a></p> <p>Chart in Student Teaching Portfolios- Section III - documenting evidence of professional responsibility by candidates.</p> <p>One cooperating teacher indicated that she appreciates GMC's model of students spending time in a classroom during EDU 3100 (Observation Practicum) and then continuing on in the same classroom as student teachers. The cooperating teacher thought this really gave GMC student teachers a strong familiarity and background with the school's rules, policies, and culture.</p>	<p>EE</p>

<p>3.3 – Programs collaborate with their field partners to ensure that candidates know when and how to access resources (e.g., special educators, related service providers and specialists) to address students’ needs.</p>	<p>In interview with a local principal, he stated he conducts mock job interviews with prospective graduates of the GMC education program and has been doing so for the last 5 years. He finds GMC students professional as well as prepared for the field of education, especially the Art Education students. He has had a great deal of experience with interviewing art candidates in his own district, and would feel confident hiring a GMC art education graduate.</p> <p>Per IP “candidates develop a resource guide for what service providers are available in schools and how they can be accessed...” There are five Student Teaching Portfolios included as evidence.</p> <p>Interview with field supervisor- student teachers are expected to attend meetings of different types: a full special ed meeting, which is documented, as well as inservice days and faculty meetings.</p> <p>Interview with local elementary school Principal - Student teachers see modeling of accessing resources by their Cooperating Teachers. Current students interviewed also described education faculty as modeling learning with students, accessing resources, honestly answering “I don’t know, let’s look it up together.”</p> <p>A list of 10 speakers/visitors to GMC primarily from the local area regarding topics in schools which might necessitate specialized resources or awareness was provided to Review Team. Topics within the past year include: Proficiency Based Learning and Assessment, Trauma and the Brain, Inclusive Classrooms.</p> <p>As evidence of students feeling prepared by the program to begin teaching, two alumni described jumping into somewhat “spur of the moment” independent teaching opportunities without reservations.</p>	<p>EE</p>
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<p><b>3.4 – Candidates complete a sequence of high-quality field experiences that represent the range of grade levels, content, and the requirements of the endorsement.</b></p>	<p>Interview with GMC Field Supervisor indicated that students are encouraged to visit other classrooms, but there does not appear to be a formal setup to ensure students visited a range of experiences. Student teachers are regularly encouraged to watch special ed teachers and guidance. GMC Education program is starting a new process where students will be required to visit multiple grade levels, but it wasn't the practice in the past. In EDU 3100 (Observation Practicum) students spend 60 hours in the classroom before student teaching. GMC students are usually in the same classroom for EDU 3100 as the classroom they eventually student teach in.</p> <p>According to field supervisor, student teachers are pushed to be creative and see the next level of instruction and to include differentiation, and using assessment to drive instruction. The evaluation form for field experiences includes a place where student teachers are expected to use technology. This small GMC education program is of very high quality, its leadership is strong, and it's a well-rounded program.</p> <p>Interview with local elementary school Principal - Students from GMC participate in mentoring through after school programs and at lunch and recess for 3-6 grade students. Also science classes visit and environmental programs visit the local elementary school from GMC. GMC students are placed in primary grades and exposed to upper grades for different course and students spend ½ time in Special education classrooms and half time in regular classrooms.</p> <p>Current GMC Education students spoke about the DREAM Club, in which local students come to GMC after school for tutoring and support. One of just MANY opportunities the ROPA Team heard about for education candidates to work with local children. Heard from many current and former students that this is a real strength of the program- the ability to have many opportunities to work with a variety of children in a variety of settings.</p> <p>Time in K-12 classrooms which is systematically required by the GMC program: 40 hours in EDU 2000, 60 hours in EDU 3100, and 15 weeks in EDU 4085 Student Teaching. Per IP and GMC Catalog: "Green Mountain Education candidates spend a minimum of 100 hours in field experiences and methods courses working in area schools, plus 600 hours student teaching"</p>	<p>SE</p>
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	<p>The current practice at GMC is to place education students in a different age range for their initial 40 hour observation than they will likely be in for their practicum and student teaching experiences.</p> <p>Elementary Math and Science methods classes both visit local classrooms 3-4 times during the semester of the course to present collaborative lesson plans to elementary aged students. (confirmed from interviews with students, and course instructor)</p>	
<p><b>3.5 – Programs provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.</b></p>	<p>Evidence of high quality field experiences, as cited in 3.4</p> <p>A local elementary school principal believes that her school is very diverse, with students with autism, emotional needs, and behavioral needs.</p> <p>From IP: “Further, whenever possible, we bring our candidates on field trips to help provide them with first-hand experiences with more diverse populations of educators and students. For instance, students in <i>Language &amp; Literacy I</i> spent the day in a Boston school- the most economically deprived school in the state.”</p> <p>Recent presentations to Education students:  Dr. Dennis Urban (Touro College, Long Island Regents Prep): Topic - Inclusive Classrooms (Spring 2015)  Dr. Sarah Shear (Penn State Altoona) &amp; Dr. Andrea Hawkman (Utah State): Topic - Race and Gender in Disney  Films: Application in Social Studies Teaching (Spring 2017)  Professor Shakealia Finley (University of Missouri): Topic - Race and Economics Education:  Application to Social Studies Teaching (Spring 2017)</p> <p>Although placement opportunities are limited for this indicator, program evidence (IP, course materials, and campus interviews) indicate that the GMC Education program is promoting awareness of classroom diversity in multiple courses and ways.</p>	<p>PE</p>

	Education students are required to take EDU 2019 The Exceptional Child, which includes information on teaching a variety of diverse learners, and have the option to take ELA 3020: Diversity and Inclusion in Educational Contexts	
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**Commendations:**

- 1) There is very strong collaboration with the field which clearly is a mutually beneficial relationship which is well-supported and fostered by GMC.
- 2) GMC Students report spending significant amounts of time in field-experiences beyond that required by the state and the GMC Education program.

**Concerns:**

- 1) There is not enough communication between GMC Education Department and cooperating Arts specialists in the field (adjuncts teaching EDU 4072 and EDU 4073) regarding what methods and practices are being taught at GMC before Art students begin these courses.
- 2) Did not see evidence of a designated meeting time for Ed. Dept. faculty to connect with art education students on art-specific methodology associated with the EDU 4072 and EDU 4073 courses.

**Considerations for Further Program Development:**

- 1) Consider creative solutions to having GMC Education students experience diverse classroom settings. For example: Visiting areas like Winooski or Burlington, when funding doesn't allow for a visit to Boston, or using technology like Skype to network with alumni who are teaching in more diverse settings, like Philadelphia or New Jersey.

- 2) Create a standardized process (beyond encouragement and recommendations) to ensure that students experience a range of grade levels and content areas in their field experiences.
- 3) Consider more thorough documentation of the many impromptu specialized field trips, presentations, and activities that GMC students participate in as presentation of evidence of program strengths. (“extra” things that are occurring which are great-- don’t be afraid to toot your own horn, and document what you’re doing!)

**STANDARD IV: Resources and Practices**

*Provider ensures that programs and candidates have the resources to meet Vermont’s Core Teaching and/or Core Leadership Standards as well as the endorsement requirements.*

**Overall Rating for Standard IV:**

Exemplary Evidence (EE)  Satisfactory Evidence (SE)  Partial Evidence (PE)  Minimal Evidence (ME)

<p>4.1 – Provider’s policies and resources support faculty in scholarship, service, and teaching as well as in their efforts to collaborate with colleagues across the institution and in the field.</p>	<p>In general, GMC faculty commented on the overall collaborative nature of the campus. Students also recognized that GMC faculty were collaborating with each other in support of students.</p> <p>There have been some professional development opportunities through the GMC Title 3 Grant, particularly from the Bard Institute for Writing and Thinking, in support of the GMC campus efforts to be a writing-heavy campus.</p> <p>The Center for Excellence in Teaching and Learning (CETL) supports faculty in improving their practice. There is a dedicated Instructional Designer and Instructional Technologist to support faculty in improvements. CETL offers workshops on topics like GIS and inclusive technology. They offer stipends to faculty who want to redesign courses, and have worked with 100% of full time faculty.</p>	<p>SE</p>
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CETL also offers support to observe a class or conduct a mid-semester course review with students and then consult with the instructors in a non-evaluative way.

As part of the Title 3 Grant, GMC is committed to picking up the cost of the CETL Directorship when the grant ends in Dec. 2018.

Although a few faculty members interviewed were unhappy about the lack of professional development funds on campus due to budgetary freezes, one person did comment that he would rather have the cut of the PD funds than lose staff.

Through interviews, it was apparent that GMC faculty often take on added responsibilities in exchange for a release in teaching responsibilities, or more commonly because there is work to be done and limited human resources on campus to complete that work.

Description in IP for 4.1 indicates that service on campus committees is seen as a way to “collaborate with colleagues across the institution”. According to Education faculty, the current Provost views service to the local K-12 school district as service.

Reflection for 4.1 in IP indicates one Education Faculty member has received a course release to do research/scholarship, and also received funding for an undergraduate research assistant to assist. Sabbatical is another example of GMC support of faculty research/scholarship.

One faculty member commented that they are resource-constrained but that doesn’t stop them from doing a quality job at GMC. Another faculty member with director responsibilities felt his budget was comparable to that at other similar institutions.

Per a faculty interview: GMC’s faculty peer governance/professional promotion structure is an iterative cycle of assessment, which is “a great reflective process,” and includes a peer-observation process for faculty going up for promotion. Examples of Education faculty annual reports were included in the IP.

<p><b>4.2</b> - Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.</p>	<p>Multiple interviewees praised Education faculty for being “uber professionals”, and some of the best faculty on campus in terms of collaboration, organization, student advising, in the context of a variety of interactions.</p> <p>Per interviews, faculty have the autonomy/ authority inside their own classes to control their own class content.</p> <p>Per faculty member, the GMC Economics professor retired and was not replaced; that leaves one endorsement requirement in Social Studies potentially not met. (BA in History with Secondary School Teacher Licensure in Social Studies are required to take one economics elective course)</p> <p>The Education department has a dedicated classroom for their program, equipped with teaching technologies. They have a smartboard, projector, and document camera, as well as storage for manipulatives and materials in the classroom.</p> <p>According to the IP: “The Education department is given an adequate budget to support candidates coming through the program. With our budgetary funds, the Program Director is able to allocate money to support stipends for host teachers, guest lecturers, and outside curricular work among other things.” One campus interviewee stated that he felt GMC departments did have control and authority to direct money inside their budgets.</p>	<p>SE</p>
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<p><b>4.3</b> – Provider and programs recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.</p>	<p>A faculty member who has been at GMC for 15 years stated that attracting diverse faculty has been a goal as long as he’s been here but it’s hard to get people to come here. The search committee for the new GMC president really wanted a woman or minority but did not get applicants. Student population is diverse due to recruiting from cities on the east coast.</p> <p>2014 National Search to fill an Education faculty position shows an effort to recruit faculty from diverse backgrounds.</p> <p>According to interviewees, it’s challenging to retain a diverse student population when the GMC faculty and greater Poultney/GMC community does not reflect diversity. One student teacher mentioned that there is not much that can be done within the region to recruit and retain diverse cooperating teachers.</p> <p>Faculty supports student diversity- several students stated they felt very supported by faculty. GMC also has a lot of first-generation students, and interviewees stated that diversity is encouraged by bringing in diverse programs, speakers and performers.</p> <p>One student stated that all three Education professors are very progressive in social justice areas, they have supported advocacy and activism in their students- a student was invited to do professional development for the ed faculty about the use of gender-neutral pronouns that they prefer to use. Students interviewed echoed that their Education professors begin the semester asking students which pronouns they prefer to use.</p> <p>One student mentioned the importance of the Learning Center and peer tutor program in supporting students of varying abilities. There are also rooms in the LC with assistive technology to support students of differing abilities.</p> <p>Textbooks at GMC are provided through student fees. Book costs are averaged across students/courses, and purchased for students. At the end of a semester, students are expected to</p>	<p>PE</p>
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	<p>return the books, or purchase them for 50% of their original cost. Students interviewed feel this saves them money and allows them to not only have books in a timely manner for courses, but have the opportunity to purchase well-liked books for less money. Faculty like that students always have the books they need the day classes start.</p> <p>Additional evidence of awareness of and support of diversity at GMC:</p> <ul style="list-style-type: none"> <li>● A new student club Union of Marginalized Students which incorporates LGBTQ and racial minorities into one organization</li> <li>● Students interviewed said Multiculturalism, Diversity Awareness, &amp; Social Justice (ELA 1121) was a very impactful class and they wished it was in the required classes for Education majors. The class was transformative for students and alumni.</li> <li>● Additionally, according to student interviews, Education Faculty are impacting students in a positive way through questions, course readings, and discussions regarding diversity, and specifically diversity in education. (e.g. reading “A Forgotten Sisterhood” in EDU/HIS 3015) ● Students are very engaged at GMC and interested in making a difference in the world.</li> <li>● Next year GMC is opening a Center for Diversity and Inclusion which will include a LGBTQ center “brave space” in the basement of Withey Hall).</li> <li>● GMC is hiring a Chief Diversity Officer and are looking across the entire country for a candidate.</li> <li>● Next fall GMC is hosting the Pride Center’s conference and they hosted a Black Lives Matter conference this spring. They are one of the few schools in Vermont to be a BLM chapter.</li> <li>● A GMC student started a gay-straight alliance with the local high school.</li> </ul>	
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**Commendations:**

- 1) GMC has a culture of collegiality on their campus that leads to many interdisciplinary opportunities for faculty and students.

- 2) The Education department supports student opinions on diversity and includes impactful instruction on diversity.
- 3) Students appreciate the eCampus program that allows them to roll book purchases into tuition and fees. This is one method to recruit and retain candidates from diverse backgrounds.
- 4) GMC's Title 3 Grant has clearly had a positive impact on the campus, including instructional design support and classroom feedback. This is a great commitment from the College to teaching and learning.

**Concerns:**

- 1) There is a lack of College funding available for professional development opportunities that would allow faculty to stay current in their fields.

**Considerations for Further Program Development:**

- 1) Consider making Multiculturalism, Diversity Awareness, & Social Justice (ELA 1121) mandatory for all Education students.
- 2) Increase efforts to recruit and retain diverse faculty and students.
- 3) Work to increase the number of Education majors/students by making sure that Green Mountain College's admissions office and recruiters are aware of the importance of the Education program as part of the larger sustainability mission of the College and what the Education program has to offer prospective education students. One faculty member and one student both described GMC's Education program as "a hidden gem".

## GMC Response

Professor Rōmmy Fuller, Ed.S, Ph.D.

Green Mountain College



One Brennan Circle

Poultney, VT 05764

May 17, 2018

Dear Ellen,

Please accept this letter as a formal response to the ROPA Visit Report that was received in April of 2018. We have reviewed the report extensively, and we believe it to be an accurate depiction of our programs and of our institution. Thank you all very much for your time and hard work in developing this document. There were just a couple of small points, not of particular importance, that we wanted to respond to. They include the following:

1. **(Page 8, Item #1 for “Concerns”)** The team was not able to speak to an Art faculty member because it was not requested until it was too short notice for us to arrange a meeting. We believe that perhaps the Art requirements (in general) that were noted as a concern might not have been perceived as such if the team had interviewed a member of the Art department. Of all three areas that require collaboration with faculty outside of the Education department, we collaborate the *most* with Art.
2. **(Page 9, Item #2 for “Considerations”)** Elementary Education majors have only one elective course throughout their entire academic career if they are seeking certification. Thus, the suggestion to add another math course is a difficult one given the State’s coursework requirements / major requirements, and SLA core and distribution requirements. In this sense, our hands are tied unless we want to eliminate the one elective course EIEd students are able to enjoy. While we were able to slide in a block course in mathematics and math instruction for EIEd majors a while back, it was before we were asked (by the State) to tease apart a course titled “Developmental Psychology & The Exceptional Child.”
3. **(Page 12, Item 2.4)** The report states, “Based on a statement by a ROPA member from the last visit, GMC continues to have some of the same issues with the art education program that they had seven years ago.” The Art Education program has seen *significant* improvement since the last ROPA review. Please be specific here.
4. **(Page 19, Item #2 for “Concerns”)** Both EDU 4072 *Elementary Art Methods* and 4073 *Secondary Art Methods* are taught by high quality adjunct instructors who are decorated (practicing) art teachers. We would argue that it is not commonplace for faculty who are *not* teaching a specific course to meet with students who are enrolled in that course.

5. **(Page 19, Item #2 for “Considerations”)** The team suggested that we, “Create a standardized process beyond encouragement and recommendations to ensure that students experience a range of grade levels and content areas in their field experiences.” Evidence for 3.4 of our institutional portfolio includes a placement matrix for all field placement courses and methods courses when appropriate. We believe this to be a sufficiently standardized process.
6. **(Page 21, Item 4.1)** It was noted that, “Through interviews, it was apparent that GMC faculty often take on added responsibilities in exchange for a release in teaching responsibilities, or more commonly because there is work to be done and limited human resources on campus to complete that work.” While this may be true for some faculty outside of the Education department, the only course release that occurs for an Ed faculty member is for Amy Mungur who is on a research track here at the College.

Again, the items above are not particularly of great concern to us, but we did want to clarify so that the Report is as accurate and as transparent as it can be.

Thank you,

*Rommy L. Fuller*

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### GMC 7-Year Plan

Indicator	Areas of Strength and Needs Based on Analysis of IP (2018)	Goal	Actions and Improvement Areas	Assessment	Responsible Party	Time Frame	Status
1.1	This is a noted area of strength for our program.	1.Document collaboration with faculty outside of the Education department to ensure that there is strong communication around endorsement requirements.	1.Document yearly meetings with faculty outside of Education where there is discussion of endorsement standards.	1.Meeting minutes	1.Program Director	1.Ongoing	
1.2		1. Create an educational technology methods course appropriate to all endorsement areas.  2. Further equip Ackley 102 (our dedicated Education classroom) with educational technologies.  3. Create a map that indicates what technologies are	1. Creation and submission of a course to the Curriculum Committee.  2. Work directly with the CAT Center and administration to secure funding for building out Ackley 102 as well as to receive professional develop for new technologies.	1. A new course is offered that addresses content specific technologies for each Education major. For example, Art Ed majors will learn what technologies can be used that are specific to Art Education.  2. Faculty are able to access professional development opportunities in the area of educational technology.	1. Program Faculty	1. New Course: within two years.  2. Classroom technology integration: five to seven years.  3. Professional development: five to seven years.	

		covered in particular Education courses.		<p>3. New educational technology is integrated into Ackley 102.</p> <p>4. Map of courses / technologies.</p>			
<b>1.3</b>		<p>1. Engage in a more explicit process of reviewing and ensuring all faculty are attending to endorsement requirements throughout course content.</p> <p>2. Ensure that program faculty make the research-practice link explicit on course syllabi.</p>	<p>1. Schedule an Education Retreat to review syllabi and discuss and establish the process for alignments with particular attention to Art, SS, and English candidates..</p> <p>2. Faculty revisit syllabi and course evaluations and have them reviewed by the CAT Center in order to improve on making the link between research to practice more transparent for students.</p>	<p>1. Evidence of Ed Retreat (meeting minutes) and summary of the outcomes. Review of endorsement maps will be part of this process.</p> <p>2. Redesign syllabi as needed or suggested by the CAT Center.</p>	1. Program Faculty	<p>1. Ed Retreat: 1-2 years.</p> <p>2. Redesign: Ongoing as applicable based on College restructuring.</p>	

1.4	While we feel as though we are doing well with the integration of assessment into courses, we do have some goals.	1. Make our instruction on multiple types of assessment more transparent to students.	1. Create a matrix that explicitly named what kinds of assessments are being addressed in each Education course.  2. Name assessments addressed on course syllabi.	1. Matrix  2. Course syllabi	1. Program Faculty	1. Matrix: Develop at Ed Retreat- 1-2 years.  2. Course syllabi: 1-2 years.	
1.5	This is a noted area of strength for our program.						
1.6	This is a noted area of strength for our program.						
1.7	We feel that we are addressing this standard effectively, but we would like to spend more time thinking about it in terms of the sequence and continuity of content throughout the program.	1. To provide more continuity in addressing legal and ethical principles in between the first field experience and student teaching.  2. To continue to expose candidates to professional organizations and professional development as	1. Integrate legal and ethical principles into the learning experiences for sophomore and junior candidates.	1. Course syllabi  2. Documentation of PD activities offered to candidates. .	1. Program Faculty	1. One year	

		applicable and financially possible.					
<b>2.1</b>	This is a noted area of strength, however we need to be able to show more transparently in how we are meeting the Core Teaching Standards.	1. Systematically document how the Core Teaching Standards are being addressed in all Education courses.	1. Create a Core Teaching Standards curriculum map.  2. Add Core Teaching Standards to all Education course syllabi.	1. Curriculum Map	1. Program Faculty	1. Curriculum Map: 2-3 Years	
<b>2.2</b>		1. Update and revise the Student Teaching Handbook.	1. Make sure that the Student Teaching Handbook is aligned with the requirements for the new Level 1 Licensure Portfolio.	1. A new Student Teaching Handbook	1. Program Director / Program Faculty	1. Six Months	
<b>2.3</b>	We are strong in our regular and systematic changes to the program based on assessment measures; however we need to build documentation of this in a more	1. Document changes throughout the academic year.  2. Analyze our system of gathering, compiling, and examining data about the Education program and students to determine if there are needed changes to the	1. At the end of each year we will synthesize and document the changes made to the Education program through that academic year.	1. Program meeting notes and end of year synthesis.	1. Program Director / Program Faculty	1. Ongoing	

	systematic fashion.	process. Consider a cross-program advisory panel to periodically examine program data and make recommendations for improvement.					
<b>2.4</b>	We have worked VERY hard to see positive, substantive, and important changes over time to our program.						
<b>3.1</b>	This is an area of strength for us.	1. Increase the communication with field partners in Art to ensure that they know the sequence and content of courses that candidates experience before their art field courses.	1. Document the meetings that already occur. Solicit feedback from field partners.	1. Confirmation of understanding, and feedback from field partners.	1. Program faculty.	1. Ongoing.	
<b>3.2</b>	This is an area of strength for us.						
<b>3.3</b>	This is an area of strength for us.						
<b>3.4</b>	This is an area of strength for us.						
<b>3.5</b>	We are maximizing the opportunities that are available to	1. Continue to find creative solutions to have GMC students	1. Documentation of experiences / exposures to diversity within	1. Documentation of experiences / exposures to diversity	1. Program faculty.	1. Ongoing.	

	our program given our limited resources and the limited resources of our students.	experience diverse classroom settings.	the Education program.	within the Education program.			
<b>4.1</b>		1.Communicate the VSBPE regulations around ongoing professional development for practicing educators, and teacher prep faculty.	1. Plan and document a meeting with GMC administrators to review the ROPA report in this area as well as the related VSBPE regulations.	1. Meeting notes.	1. Program Director	1. 2018-2019 academic year.	
<b>4.2</b>	“	“					
<b>4.3</b>	“	“					
<b>4.4</b>	“	“					

### Analysis of Seven-Year Plan

All concerns from the report have been addressed in the Plan with these exceptions:

- Concern 1.1 mentions curriculum maps to the endorsement requirements. This was addressed in the goal under indicator 1.3, but did not mention the curriculum maps to endorsement requirements specifically.
- Concern 2.1 is partially addressed by the goal in indicator 2.1, but does not detail how GMC will clarify the connections between coursework and key assignments as assessment measures of Core Teaching Standards. The goal also does not mention how they will clarify the connections between coursework and endorsement requirements.