

**VSBPE**

**Date: Oct. 20, 2020**

**Item: UVEI New Literacy Specialist Program Application**

**ITEM:** Shall the VSBPE approve UVEI's application for a ROPA review of its Literacy Specialist program?

**AGENCY RECOMMENDED ACTION:**

**That the VSBPE approve UVEI's application for a ROPA review of its Literacy Specialist program.**

**BACKGROUND:** Upper Valley Educators Institute has current ROPA approval to recommend candidates for licensure as a Principal and Curriculum Director. They are seeking to add approval to recommend for the new Specialized Literacy Professional endorsement. They already have approval in New Hampshire for this program, and as they get many candidates from Vermont, they would like to be able to advertise their program as Vermont-approved as well.

**RATIONALE:** The application is complete and thorough, and the application fee has been received by the AOE.

**SUPPORTING DOCUMENTS:** UVEI New Program Application



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### Application for New Program Review

Directions: Applicants seeking a new program review must submit the following to the AOE at least 6 months before the program review is conducted:

- A completed Design Document: you may use the template provided below or create your own Design Document detailing the proposed program.
- A formal letter requesting a review visit from the president or head of the institution
- Application fee of \$2000

Program Name	Upper Valley Educators Institute Literacy Educators Program
Address	<b>194 Dartmouth College Highway, Lebanon, NH 03766</b>
Contact Name	Becky Wipfler
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Email	bwipfler@uvei.org

Endorsement Area Sought	<b>5440-76 Specialized Literacy Professional</b>
Rationale	<p>The Literacy program is intended to advance career goals related to teaching literacy for classroom teachers or specialists, informal teacher leadership, and formal teacher/school leadership. The program is also a response to partner schools' and districts' desire to have more practical, job-embedded, and accessible professional learning opportunities that exceed what they are able to provide through site-based approaches. Our program is intended for experienced educators who already have formal training in literacy instruction, literacy teaching experience, and a track record of effectiveness in the area of literacy instruction and/or teacher leadership.</p> <p>The "Reading and Writing Teacher" and "Reading and Writing Specialist" roles are identified as critical shortage areas in New Hampshire. We have heard of similar shortages anecdotal from Vermont administrators.</p>
Program Delivery Model	<p>This program is clinically intensive, meaning the majority of the work consists of deliberate practice in a school setting under the guidance of an experienced literacy specialist. The faculty coach meets with the mentor and candidate periodically throughout the program. Seminars are primarily intended to engage candidates in experiential inquiry, to emphasize collaborative learning, and to frame and deepen fieldwork as opposed to "covering" material. In looking at the sequence of seminars, one should not consider these as the sum</p>

	total of topics and experiences, but must instead consider them in the context of clinical practice and immersion in experience. Performance assessments are the culmination of inquiry cycles and provide evidence of candidate progress towards competency. Program delivery also incorporates asynchronous online modules for candidates to complete independently and the material is discussed in a collaborative inquiry in seminar.
Timeline	The Literacy Educators Program is designed to be completed in two years. Candidates complete a Literacy Teacher specialization after year 1, and Literacy Specialist specialization after year 2. Candidates can also make the literacy program the core of a UVGSE Master of Education in Literacy Leadership. Action research may be completed during year two or can be completed in a third year.

Please provide a 3-5 sentence summary of your existing programs and concerns from your last ROPA review, if applicable. Attach additional supporting documentation as needed.

Existing Approved Programs and Delivery Models	<p><b>Principal Internship Program:</b> The Upper Valley Educators Institute’s principal function is to attract into the profession individuals with leadership potential, a strong academic background, breadth of experience, and a commitment to a transformative model of leading for learning. UVEI’s Principal Internship Program involves day-to-day involvement in administrative work with the mentor who has been selected in consort with the intern and UVEI faculty. While our focus is mainly on the pragmatic aspects of leadership, interns are required to develop a well-defined vision of how a great school operates, and to conduct a school change project that involves a broad constituency of the school and community. By the end of the program, graduates have studied and have had administrative experiences in most of the topics traditionally addressed by the syllabi of more conventional administrative certification programs. No concerns from the last ROPA visit.</p> <p><b>Curriculum and Assessment Specialization Program:</b> The Curriculum &amp; Assessment Specialization is an enhancement to the Principal Intern Program and extends and deepens school level explorations of leadership to incorporate systems level analysis. The program requires clinical experiences at the systems level that go beyond the traditional principal internship, including working with district personnel, examining district level data, and connecting site level work to district level initiatives. The specialization also requires more advanced demonstrations of proficiency in several standards of competency areas. No concerns from the last ROPA visit.</p>
Programs under Conditional Approval	NA
Progress toward Addressing	<a href="#">2020 ROPA Report</a>

Identified Program Concerns	
Potential Impact of Proposed Program on Existing Programs	No substantive impact. We are exploring if/how the Literacy Educators Program can enhance elements of the Principal Internship Program or the Curriculum and Assessment Specialization Program.

Please provide a brief overview of the proposed program. Attach a curriculum map detailing the program’s alignment with the *Core Teaching and Leadership Standards* and endorsement knowledge and performance standards and additional documentation, as needed.

Program and/or Endorsement Overview	<p>The Literacy program is intended to advance career goals related to teaching literacy (literacy interventionist, literacy core teacher), informal teacher leadership (modeling effective practice, leading professional development, facilitating grade level and department collaborative learning, peer coaching), and formal teacher/school leadership (serving as a literacy specialist). The program is also a response to partner schools’ and districts’ desire to have more practical, job-embedded, and accessible professional learning opportunities that exceed what they are able to provide through site-based approaches. It is intended for experienced educators who already have formal training in literacy instruction, literacy teaching experience, and a track record of effectiveness in the area of literacy instruction and/or teacher leadership (see admission requirements below). This program is clinically intensive, meaning the majority of the work consists of deliberate practice in a school setting under the guidance of an experienced literacy specialist. While participants may include working classroom teachers, teachers on special assignment, or teachers working provisionally as literacy specialist; an appropriate clinical setting requires opportunities for teaching or co-teaching literacy units; opportunities to work in tier 2 and 3 literacy (especially reading) settings; opportunities to participate on IEP teams; opportunities to lead professional development related to literacy practice, including opportunities to facilitate collaborative professional learning and opportunities to provide (peer) coaching to working teachers. Seminars (see <a href="#">curriculum map</a>) are primarily intended to engage candidates in experiential inquiry, to emphasize collaborative learning, and to frame and deepen fieldwork as opposed to “covering” material. In looking at the sequence of seminars, one should not consider these as the sum total of topics and experiences, but must instead consider them in the context of clinical practice and immersion in experience. The program is primarily designed for educators working in K-8 settings, but may be adapted for candidates working in secondary settings. While the program does not preclude private school educators from participating, it is oriented towards public school settings and includes required learning experiences related to Response to Intervention and Special Education procedures that are a common element of public school literacy programs. Candidates can earn a Literacy Teacher specialization after year one (as well</p>
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as recommendation for a “Reading & Writing Teacher” endorsement in New Hampshire), and add Literacy Leader specialization (as well as a recommendation for the “Reading & Writing Specialist” endorsement in NH) after year 2. Candidates can also make the literacy program the core of a UVGSE Master of Education in Teaching (with the literacy credits substituting for the “advanced teaching” or “advanced leadership” credits), which requires candidates to demonstrate more advanced competency in either the teaching or instructional leadership domains of literacy.



<p>Criteria for admission</p>	<ul style="list-style-type: none"> <li>• A 3.0 cumulative grade point average at the undergraduate level, equivalent at the graduate level, or demonstrating academic readiness by alternative means (see <a href="#">UVEI Policies and Procedures</a>).</li> <li>• Minimum 3 years of classroom teaching experience as a licensed educator</li> <li>• Professional reference(s) attesting to effectiveness as a teacher of reading and writing</li> </ul>
<p>Curriculum Overview (course titles and descriptions)</p>	<p>Candidates are experienced working teachers who have already addressed the <i>Core Teaching Standards</i>. Below is an outline of the curriculum, spread over two years.</p> <p><i>Year 1: Literacy Teacher</i></p> <p>The program includes a two semester clinical placement in literacy instruction (incorporating model classroom teaching and literacy interventions):</p> <ul style="list-style-type: none"> <li>• 204 <a href="#">Clinical Placement in Literacy Instruction</a></li> </ul> <p>Supported by two UVEI learning strands focused on effective literacy instruction:</p> <ul style="list-style-type: none"> <li>• 240a <a href="#">Introduction to Advanced Literacy Instruction and Assessment</a> (4 Credits)</li> <li>• 240b <a href="#">Inquiry into Advanced Literacy Instruction and Assessment</a> (4 Credits)</li> </ul>

	<p>This is a summary <a href="#">Curriculum Map</a> which includes years one and two.</p> <p><i>Year 2: Literacy Specialist</i></p> <p>The second year includes a two semester clinical placement in Literacy Instructional Leadership</p> <ul style="list-style-type: none"> <li>• 205 <a href="#">Clinical Placement in Literacy Instructional Leadership</a></li> </ul> <p>Supported by two UVEI learning strands focused on literacy focused instructional leadership:</p> <ul style="list-style-type: none"> <li>• 285a <a href="#">Introduction to Instructional Leadership in Literacy</a> (3 Credits)</li> <li>• 285b <a href="#">Inquiry into to Instructional Leadership in Literacy</a> (3 Credits)</li> </ul> <p>This is a summary <a href="#">Curriculum Map</a> which includes years one and two.</p> <p>Cumulatively, these elements are intended to advance learners towards and assess learners' competency relative to the <a href="#">Literacy Educators Program Standards of Competency</a>.</p> <p>In addition to completing the 14 credit Literacy Educators Program, we will do a transcript review of 7 credits of ELA/reading. If a candidate does not have 7 additional credits of ELA/reading, they will be required to complete additional coursework to be recommended for licensure in VT.</p>
Desired impact of program	<p>Literacy Educators Program completers will have a deepened understanding of the complexities of teaching and leading literacy across grades K-12. The two year program develops literacy teachers' foundational knowledge and skills for classroom instruction and assessment, as well as intervention, and applies this knowledge base to additional skills in working as leaders. Literacy leaders seek to improve their own knowledge and skills, as well as the knowledge and skills of the students they work with, teachers and administrators in their school and district, as well as parents and community members.</p> <p>UVEI's desired impact is to build literacy teacher leaders' capacity and confidence for teaching in their own classrooms and beyond. We hope to fill a gap in teacher preparation in this area and assist schools in both VT and NH as they address literacy needs of students and teachers.</p>

Please provide a brief overview of the proposed program(s) assessment system including how the program anticipates using assessments as part of its overall evaluation system. Attach additional documentation, as needed.

Assessment System Overview	<p><b>Assessment Criteria &amp; Methods:</b></p> <p>UVEI offers multiple opportunities for candidates to demonstrate competency, through a combined holistic/analytical approach based on identified competencies, as well as based on a series of performance assessments. All of the performance assessments in the program are embedded in practice and allow for multiple opportunities to demonstrate competency. Each required assessment listed below has an attendant rubric that describes competent performance.</p>
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	<p>Formative tasks and assessments included in the learning activities of each Learning Strand, such as responses to readings, practicum assignments, and written reflections, are intended to help candidates prepare for the required assessments. The rubrics for each assessment incorporate elements related to applying knowledge and skills derived from these formative tasks. Formative tasks are also sequenced in a way that allows for meaningful feedback and collaboration; timely completion of formative tasks are important indicators of candidates' engagement in learning and professional collaboration, both of which are assessed as part of standard 10 (Engaging in professional learning and collaboration).</p> <p>The holistic evaluation of competence, which is based on the preponderance of the evidence from the required assessments, also has an attendant rubric.</p> <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Coaching cycles</li> <li>● Peer Coaching</li> <li>● Performance Assessments</li> <li>● Progress Reviews</li> </ul>
Key Assessments	<p>Performance assessments are the culmination of inquiry cycles, or the combination of several inquiry cycles. In year one, the literacy educators program cohort joins the UVGSE MEd cohort to complete Lesson Study, Analysis of Student Work (Reading Assessment), and Deeper Learning. The Case Study Student Analysis combines elements of online modules, lesson study, and analysis of student reading assessment. In the spring, candidates complete an Intervention Facilitation Analysis, which builds on the full year of inquiries and seminars.</p> <p><i>Year 1 Performance Assessments:</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Lesson study</a>: This performance assessment requires you to carefully plan, teach (video), and reflect on a single focal lesson. Candidates will focus on the mini-lesson of a reading workshop, as well as a guided reading lesson for a small group.</li> <li>● <a href="#">Analysis of student reading assessment</a>: For this performance assessment, candidates will administer an approved reading assessment tool to an entire class. Candidates will analyze the class data and make a plan for instruction.</li> <li>● <a href="#">Deeper Learning Writing Unit</a>: This assessment allows candidates to demonstrate more advanced planning skills in developing a writing unit. Building on the work we have done to plan and deliver effective lessons, this assessment allows candidates to show their skills in sequencing effective lessons, building towards bigger ideas and more complex assessments.</li> </ul>

- [Case study student analysis](#) (2): Candidates will select a student with a diagnosed reading disability to complete a case study student analysis. Candidates will complete reading assessments, inventories, and create a detailed plan for intervention as well as make recommendations to classroom teachers for accommodations.
- [Intervention Facilitation Analysis](#): For either case study student, candidates will analyze the intervention based on further assessment. Candidates will determine what was successful or not and why, as well as make additional recommendations for intervention as needed.
- [Observation of instruction](#) (2): Engaging students in literacy learning: The purpose of the observation of instruction focused on engaging students in learning is to provide an authentic and thorough review of candidates' instruction in the classroom.
- [Observation of instruction](#) (2): Classroom environments for literacy learning: The purpose of the observation of instruction focused on classroom environments is to provide an authentic and thorough review of candidates' literacy instruction in the classroom. This observation focuses on candidates' ability to create a classroom and school environment in which students are productive and engaged in literacy.

*Year 2 Performance Assessments*

- [Instructional Conferencing Performance Assessment](#): Candidates will select a teacher to coach in the area of literacy instruction. The purpose of the instructional conferencing performance assessment is to demonstrate the ability to facilitate and analyze an effective post-observation conference.
- [Facilitation Performance Assessment](#): A leader's role is to create these opportunities as part of the culture of a school to continuously improve practice, celebrate successes, and solve problems. In this assessment, candidates are asked to plan, facilitate, and analyze their facilitation of a learning conversation around literacy.
- [Data Based Inquiry](#): In this performance assessment, candidates will reflect on the process of planning for and leading a Data Wise process with a focus on literacy. This school-wide analysis of data will lead to the development of an action plan.
- [Systems Level Case Study](#): Instructional Program Coherence in School & District Setting: In this performance assessment, candidates will evaluate the literacy program being utilized in their placement.

The culminating progress reviews allow the candidate, mentor, and coach to discuss evidence of competency in all of the standards addressed in each year of the program.



	<p><i>Year 1 &amp; 2 Progress Reviews:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Self-Assessment and Faculty Assessment: Engagement in Learning &amp; Collaboration</a> (4)</li> <li>• <a href="#">Progress Review</a> (4)</li> </ul>
Essential Data to be collected	Candidates submit evidence through the progress review document. Data includes self assessments, performance assessments, observations of instruction, and a required experiences <a href="#">worksheet</a> . Surveys are collected from candidates after each inquiry cycle. Bi-annually, the program conducts a review of surveys and assessment data to assess the program for continuous improvement.
Proposed Evaluation System	<p>UVEI has a competency based system of assessment. Candidates submit evidence in the form of performance assessments, which are evaluated by program faculty using rubrics which incorporate elements from the <a href="#">UVEI Literacy Educators Program Standards of Competency</a>. Our competency based assessment system is described in more details in the <a href="#">Academic Catalog and Candidate Handbook</a>.</p> <p>Candidates continue to submit evidence until they reach the desired level of competency (Competent both years, unless they are enrolled in the MED program and then competent in year 1, applying in year 2).</p> <p>We use the JumpRope standards-based grading platform to monitor candidate progress and analyze assessment data for holistic evaluation of competency.</p>

Resources and Practices Overview	UVEI is committed to the development and growth of the Literacy Educators Program. The Executive Director has been in consult with previous faculty, the current program coordinator, and outside specialists in the development of the program for several years. Significant time has been dedicated to the proposal, and since its approval in New Hampshire, significant time and funding in regard to personnel has been dedicated to the program. Overall, UVEI is in a stable financial position with a variety of revenue streams and investments. There is support from the Board of Directors to grow and develop the Literacy Educators Program throughout New Hampshire and Vermont.
Key Policies and Resources in place to support the new program	There is one program faculty member dedicated to the development of the Literacy Educators Program. UVEI has also contracted with an outside literacy expert to support the development of the program. The consultant is available to consult with the faculty member and to support this year's cohort as needed. Bi-monthly faculty meetings are focused on the Literacy

	<p>Educators Program, with the purpose of providing feedback and addressing any dilemmas that arise.</p> <p>There is funding for program development and a plan for marketing/recruiting for the next cohort, which will start in the fall of 2021.</p>
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