

Goddard College ROPA Review Report
July 26-28, 2023

[Institutional Portfolio](#)

The Vermont Standards Board for Professional Educators (VSBPE) authorized a team to conduct a review of Goddard College in Plainfield, Vermont, on July 26-28, 2023. The review team members were David McGough, Dean of Graduate Programs at Vermont State University; Mark Tucker, Superintendent of Caledonia Central Supervisory Union; William Lucci, Assistant Director of Adult Education at Stafford Technical Center; Laura A. Stoneking, Educator Preparation and Higher Education Administrator for New Hampshire; and Ellen Cairns, Vermont ROPA Coordinator.

The ROPA Review Team wishes to thank Maïke Garland and Isabel Amador, the Licensing team from Goddard, for their hospitality during our visit, as well as the copious amount of work they did in preparing the Institutional Portfolio, replying to our initial questions, setting up the interviews, and being available to answer all of our questions during the visit- all while also being busy preparing for and participating in their candidates' on-campus residency.

Summary:

The team interviewed:

- English undergraduate completer
- Two ECE undergraduate completers who also went on to receive Masters from Goddard
- Graduate English completer
- Undergraduate EIEd who is now seeking a Master's at Goddard
- ECE graduate completer
- Two School Counselor completers
- Graduate ECE completer
- Current candidates in graduate Elementary Education and Social Studies
- Former mentor teacher (now retired) from a local school
- Two principals who have each hired one completer

- Seven faculty members, including two from the School Counseling program
- Past supervisor of a student teacher
- Five support personnel- Librarian, Academic and IT Support, Student Life, Accessibility and Disability Support, Writing Center
- Licensure officer (who is also on the faculty) and licensure assistant

Goddard is a low-residency program that candidates can access from their home state or country. Candidates generally start the program in their junior year, having covered the content coursework previously, either at Goddard or another institution. The program does not have set syllabi for their courses; rather, candidates create their own study plans using the set learning objectives as the guide. One theme we heard from several interviewees is that a strength of the program is its self-guided nature, which allows candidates to design their individualized program to align with their needs.

Another strength is allowing candidates to earn their teaching license while working full-time as educators. Many candidates who go through the program are non-traditional, often older, students who might not otherwise be able to complete a teacher preparation program. The program also allows potential educators who already have an undergraduate degree or the equivalent in the content area to enter the field of education through Goddard's graduate-level pathway.

An overarching theme of the review was that Goddard has struggled financially for many years. The college was previously placed on probation by its regional accreditation body, the New England Commission of Higher Education (NECHE), and recently it was placed on notation, which is one step below probation status. NECHE noted in its report that it still had concerns about Goddard's institutional leadership and finances. Because the program is so short-staffed, the evidence for some indicators was not as robust as it otherwise might have been, so the issue of inadequate resources has also affected many other indicators below. The team realizes that this issue is largely out of the Education Department's hands, and hopes that the program will be able to get the needed resources to meet the approval standards by the time the Two-Year Report is due, in September, 2025. Overall, the team was very impressed with the way the Education Department was able to be so responsive to their candidates. We understand and commend that with limited time available, the priority is always to the candidates and their needs. In a program such as Goddard's, with candidates spread across the country and beyond, and who are designing individualized programs, those candidates often require a great deal of support, which we heard repeatedly has always been readily available from the administrative staff and faculty.

Notes:

In our report, we included evidence that was submitted that we found to be relevant to the indicator. There may have been other evidence submitted than what we listed in the report. However, if we did not find the evidence provided to be relevant, we did not list it here.

When we write below that an interviewee said something, our words are not usually an exact quote, although sometimes they may be. We sometimes edited or paraphrased slightly for clarity and brevity.

Programs	Approval Recommendation
Art Education (PK-12 or partial) - undergraduate	Two-Year Conditional Approval
Art Education (PK-12 or partial) - postbac	Two-Year Conditional Approval
Early Childhood Education (Birth-Grade 3) - undergraduate	Two-Year Conditional Approval
Early Childhood Education (Birth-Grade 3) - postbac	Two-Year Conditional Approval
Elementary Education - undergraduate	Two-Year Conditional Approval
Elementary Education - graduate	Two-Year Conditional Approval
English – undergraduate	Two-Year Conditional Approval
English - graduate	Two-Year Conditional Approval
Middle Grades ELA, Science, Social Studies – undergraduate	Two-Year Conditional Approval
Middle Grades ELA, Science, Social Studies – graduate	Two-Year Conditional Approval
School Counselor- graduate	Two-Year Conditional Approval
Science – postbac, graduate	Two-Year Conditional Approval
Social Studies - undergraduate	Two-Year Conditional Approval
Social Studies - graduate	Two-Year Conditional Approval

ROPA Approval Standards Summary

Standard	Title	Rating
1	Content Knowledge, Pedagogy, and Professional Dispositions	Satisfactory
2	Systems of Assessment	Partial
3	Field Experiences	Partial
4	Resources and Practices	Partial
5	Diversity, Equity, and Inclusion Practices	Exemplary

Stipulations: None

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 1:

- Exemplary Evidence (E)
 Satisfactory Evidence (S)
 Partial Evidence (P)
 Minimal Evidence (M)

ACRONYMS USED: IP - INSTITUTIONAL PORTFOLIO VLP - VERMONT LICENSURE PORTFOLIO

Indicators	Evidence	Rating
<p>1.1 Candidates have the necessary content and pedagogical knowledge and understanding of learner development and differences to meet the Core Teaching Standards as evidenced by the successful completion of the Vermont Licensure Portfolio.</p>	<p>From the I.P.:</p> <p>Each student develops their VLP. Evidence submitted:</p> <ul style="list-style-type: none"> ● VLP evidence chart for one candidate ● A course VLP/syllabus from one student on Learning Environment ● Three candidates' Performance Criteria analyses from their portfolios ● One candidate's Learner Differences Senior Study ● Foundation Course Descriptions ● Foliotek tracking spreadsheet <p>Foundations of Learning - Semester 1</p> <p>The Foundations of Learning semester is designed to provide candidates with the opportunity to build their knowledge, concepts, skills and mindset to understand learning theory, learner development and learner differences in order to design effective learning experiences in a variety of settings with diverse learners.</p> <p>Mastery and proficiency are about assessing and achieving competencies. Candidates will personalize the four areas of studies: Learner Development, Learning Differences, Learning Environments, and History and Philosophy of Education and Applied Ethics according to their interests and goals. Through documentation of diverse learning experiences, candidates receive constructive feedback from their advisor. This process, combined with continual self-assessment and the hands-on experience through Practicum, leads to development of artifacts demonstrating the candidates proficiency. The artifacts will be used in the two Portfolios, the Vermont Licensure Portfolio and the Endorsement Portfolio.</p> <p>Courses:</p> <p>Learner Development</p>	<p>S</p>

Learning Differences

Learning Environment

History and Philosophy of Education and Applied Ethics

Course descriptions are separated into BA and MA sections.

From Interviews:

We reviewed VLPs in Foliotek; rubric is comprehensible, comments posted, very comprehensive.

Completers said:

Process of completing VLP similar to courses at Goddard; it was extremely overwhelming. Accommodating and helpful with a template or evidence chart. Became more about time management to complete licensure and degree requirements at same time. Took two years to complete (the least amount of time she could.) Advisors and others in the program made steps clear along the way. It was exhausting but got through. Isabel was responsive with the digital aspect. Really had to take a lot of time to determine work in internship and how they aligned with the standards.

Hardest was learning what to do. They guide but don't tell you. Would go over it several times. They would answer the same question as many times as needed. Stay on task, keep the deadlines. Foliotek was confusing but they were very supportive.

As far as experience with VLP: Some areas were vague for people who had never taught before. Most memorable was reflection back on biases ... what was versus what we expected.

Received very direct and personal support from Goddard staff. Competencies were clear to me but it was beneficial to have the rigor of the classes with the work I was already doing in the field. Helped me do my work to better meet the needs of the culturally diverse population I was seeing.

Had to do a little juggling in order to meet the needs of two states but everyone made it work.

Had to do some art, math and science coursework in relation to ECH. Liked the flexibility in being able to select the courses that met the requirements but were of use to her in her classroom. Goddard helped her figure out how to be “better” in math. Got math credit in a way that helped her alleviate her long-standing math anxiety.

Got most of her courses through her UG college in another state. Much of content work was satisfied in building her project-based curriculum in the content areas for application in the classroom. Feedback from Goddard staff about how what you were practicing is actually related to certain content area topics. Pushed to do research and relate it to their work in the classroom.

Focused on the first 3 teaching standards for the first year- learner and learning process. Courses designed to cover those as well as a course on professional responsibility. In the second semester applied the standards to teaching of English so brought in endorsement competencies. At the end of first year submitted the first part of VLP. Was able to use those standards to guide how she approached work for future courses. Last fall completed student teaching and with mentor teacher/supervisor and mentor at Goddard, worked to have experiences that aligned with standards 4-8, then at the beginning of this past semester finished the last two- more retrospective of whole time at Goddard. Maiké and Isabel are incredibly skilled at keeping students on track and making sure they are aware of steps through process. Ample opportunities to communicate via email, as well as residencies and workshops. Also mentor teacher supported VLP work. Each semester starts with a residency.

Former supervisor who was also a second reader of a portfolio said she did not receive training on being a reviewer.

	<p>Faculty member who serves as a VLP reviewer said that Maike provided training for the faculty.</p> <p>Current candidate said that courses were built around and aligned with the VLP.</p>	
<p>1.2.1 Candidates demonstrate the use of technology to instruct and assess learners and to improve student outcomes.</p> <p>1.2.2 Candidates demonstrate the ability to guide learners to use technology in safe, appropriate, and effective ways.</p>	<p>From the I.P.:</p> <p>Video Lecture, Student Teaching Video, and links in the Evidence Chart demonstrate candidates' ability to use technology appropriately. The Faithbook exercise linked in Zach's Evidence Chart appears to demonstrate a candidate enabling learners to use technology to produce learning artifacts, which could also demonstrate a candidate's ability to use technology to assess learning. However, the evidence for candidates' use of technology for instruction is much stronger than guiding learners to use technology.</p> <p>From Interviews:</p> <p>Completers said:</p> <p>Part of the first semester course covers safe and effective use of tech, in the Curriculum Guide, there is an emphasis on VT's 21st century skills that made it clear that was needed.</p> <p>Did not feel this was addressed adequately in the program and she had to learn it later when teaching.</p> <p>The program should devote more time to how to best incorporate the use of technology into their instructional creation and delivery. Two students felt shell-shocked when they entered a classroom and had to learn on the fly how to use this important tool as a practicing professional.</p> <p>Faculty members gave some examples of how they have done this but not a process for ensuring candidates demonstrate the ability.</p>	<p>P</p>

<p>1.3 Candidates demonstrate the ability to engage students and involve adults in the planning, assessment, and reflection required to identify developmentally appropriate personalized learning goals.</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● The Student Teacher Evaluations (one by a candidate and two by mentor teachers) and the Digital Workbook demonstrate considerable evidence of candidates’ ability to engage students in learning activities. ● One mentor’s Evaluation includes comments that the candidate involved adults in the school in planning, assessment, and reflection work. ● The Evaluations provide secondary evidence that candidates strove to connect with learners individually and to create personalized learning experiences. <p>From Interviews:</p> <p>Completers said:</p> <p>Passionate about personalized student-led learning which is part of the reason they were drawn to Goddard.</p> <p>Goddard values personalized learning, student-driven. Incredible to design courses and move through them- provided a different way of thinking about designing learning experiences for students.</p> <p>One of the only constructivist programs in the country. I got to design my area of study and pursue it with my own drive and direction. As a result, I find that I am much more prepared to serve as a critical and self-directed professional compared to my peers from other programs. This is the direction that education should use, so experiencing it has been very powerful.</p> <p>Hiring principals said:</p>	<p>E</p>

	<p>Completer was a strong member of the team that developed personalized learning plans for their school.</p> <p>Worked with older students on PLPs. Adept at adjusting learning goals and approaches with struggling learners.</p>	
<p>1.4 Candidates demonstrate the ability to nurture, maintain, and restore relationships with students so that they can recognize and respond to those who have been impacted by adverse life experiences and help them develop resiliency.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> • The Digital Workbook explicitly acknowledges the potency of the material in the lessons and provides a learner’s contract meant to “create a safe, respectful, productive learning environment”; the Evidence Chart (Standard 5) and the Analysis (7.2) also explicitly address social events that may be seen as perpetuating trauma from large-scale adverse experiences. One can infer from these artifacts that the program creates considerable social and emotional safety as well as the ethical courage needed for candidates to address such issues with learners. • 2020 Residency includes a workshop titled <u>How to Educate Under Attack: COVID and Racism.</u> <p>From Interviews:</p> <p>One completer said Direct engagement with faculty teaches a lot about engaging with others in the learning environment.</p> <p>Hiring principal said that a completer worked with one student in particular with struggling family dynamics. Handled it well, built trust with the parent, led from the perspective of student strengths before focusing on the student’s problems. Outdid her mentor teacher in this area.</p> <p>A current candidate said they are studying child development; the biological and neurological effects and how they affect the neurological and learning abilities. Culturally relevant pedagogy; familial relationships; social and racial dynamics and how these impact them.</p>	<p>E</p>

Commendations:

Portfolio collection, organization, and management of inputs related to the VLP through Foliotek is exemplary. Rubrics and alignment to curriculum is all there.

As was noted by a Principal who supervised a program completer one of the strengths of the program was its focus on experiential learning. She knows she can rely on Goddard completer to be very honest and straightforward- trailblazer, not just following a program. Good role model for not just sitting back and going along but leading, best practices. Would like to have more interns from Goddard.

Concerns:

There is some evidence that your candidates use technology and guide others to use it effectively and safely; however, the evidence is not collected and analyzed systematically across candidates. (1.2)

Considerations for Further Program Development:

Consider a series of videos that summarize important information that is presented in the opening workshops and seminars, as a reference that candidates can refer to later (“I knew I heard this but I can’t find it now.”)

Although an in-person residency is not within our scope to require, we did hear from many interviewees that it was an important part of their experience, or that they really missed having one and felt the program was not as effective without it. Completers said They should be requiring in-person residency; Can’t learn to be a teacher by reading books, maybe more experiential opportunities to learn how to apply what they learn. The other completer in that interview seconded that comment, and another said Loved in-person rather than virtual- more room for personal and more intimate conversations in-person. Virtual was overwhelming. Overwhelming sitting in front of a computer for hours. Yet another said “Without being with humans I cannot imagine how to complete a learning plan.” And another: “My

shift to virtual participation for the master’s has been significantly less value-adding than the undergrad experience which was fully residency-based. My undergrad experience at Goddard was incredible; I bonded with peers (we started a school together), I was able to connect with expert faculty; people I know who started post-COVID have had a much less robust experience.” Two other completers noted that there should be more of a commitment to the residency components of the program as this face-to-face engagement with fellow students and Goddard staff helps iron out some of the “isolation” they feel while involved in juggling work and study remotely.

Consider diversifying the program portfolio while emphasizing the core strength of the model (See Standard 5). (Note; this suggestion came from team chair and VLP expert David McGough; please reach out to him for additional clarification if interested).

Overall Rating for Standard II:

Exemplary Evidence (E) Satisfactory Evidence (S) Partial Evidence (P) Minimal Evidence (M)

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
<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>From the I.P.:</p> <ul style="list-style-type: none"> ● Benchmark worksheets provide some evidence of assessment prior to admission or at admission. ● Endorsement in Foliotek shows one candidate’s evaluations page. ● Foliotek Tracking Spreadsheet ● Student Teacher Tracking Spreadsheet <p>From Interviews:</p> <p>Completers said:</p>	<p>S</p> <p>(note that this might have been exemplary if evidence was presented of tracking over time.</p>

	<p>School Counselor- She had a wonderful supervisor that graduated a semester ahead of her; she and an advisor met via Zoom. Phone and email communications; but felt deprived of the in-person observation.</p> <p>'Triad' of candidate, supervisor, and mentor met over ZOOM; she received honest feedback from them.</p> <p>Depends on who your advisor was for each semester and course. Lots of direct feedback from some staff, some not so much. Different styles were evident but advisors all provided the student-centered positive and constructive feedback I needed to improve my learning and projects.</p> <p>Licensure Officer and Assistant L.O. said that in general, candidates come into the program with their content requirements already met, either through courses at Goddard during the first two years of undergraduate program, transferring from another college, or undergraduate degree for graduate students. Therefore, less evidence for having met the endorsement requirements through the program, although sometimes additional content learning is identified and courses are taken to meet that.</p> <p>Faculty member said they are the kings and queens of revision- they use an iterative process and are continually assessing and revising for improvement.</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 successful completion of the program. Candidates should be knowledgeable about the Core Teaching Standards, Educator Quality Standards, and all licensure requirements.</p>	<p>From the I.P.:</p> <p>From intro:</p> <p>Throughout the residency week, workshops are offered (and mostly required) to support students in developing all three parts of their VLP. Also, the License Officer (LO) offers times throughout the semester where she has work groups via Zoom. These are optional but very important opportunities for students to move through to the completer process. The LO works closely with the Licensure Assistant and tracks student progress and completer status in weekly meetings.</p> <p>Students need to keep the site bookmarked and refer to it every semester as they complete required pieces of the program.</p> <ul style="list-style-type: none"> ● Curriculum Guide ● Benchmark Review sheets ● Residency Workshop info ● VLP info page ● VLP Powerpoint <p>All assessment processes and policies are articulated in the Curriculum Guide and all students and faculty are held to a level of accountability in understanding the Curriculum Guide. At the end of the first residency, the new students will complete a Path to Licensure Form that evaluates their level of understanding of the process and expectations.</p> <p>From Interviews:</p>	<p>S</p>
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Completers said

Loved in-person rather than virtual sessions- more room for personal and more intimate conversations in-person. Virtual was overwhelming. Overwhelming sitting in front of the computer for hours. Surprised when informed that they were to create their own study plan. Wished it had been a little less daunting. Felt like she was all by herself. Mentor helped but would have been less daunting in person.

First residency was in-person in 2020. Three other residencies were virtual. Without engaging with other humans cannot imagine how to complete a learning plan. Learned how to ask for help through the residencies. Went from feeling lost, confused and stupid to being able to create. Really wanted the residencies in-person. Goddard advisor was available by Zoom and phone. Any new person to the program will be lost because it is so self-creative. Advisor was a school counselor (faculty at Goddard).

Was more hesitant asking questions virtually at first than in person.

Direct advice from advisors on what to do. Clear throughline on progressions

Very clearcut. Transferred in from another college, finished BA, went into MA program. Advisors and others in the program made steps clear along the way.

Hardest was learning what to do. They guide but don't tell you. Would go over it several times. Staff would answer the same question as many times as needed. Stay on task, keep the deadlines. Foliotek was confusing but they were very supportive.

Faculty members said:

When candidates get near the end and discover they need hours in a certain level, they may need to backtrack to obtain those.

No one is in admissions to have conversations with applicants about requisite and what is needed to support them (time).

	<p>Current candidate said Maike met with her several times in the general outline of what is needed. First semester there was a three-part workshop walking through a 3-part portfolio. Will be taking that workshop again as a refresher. They did a great job. “Exit exam” to explain what they learned about the process.</p> <p>Google Folder and everything is shared. Maike has open-office times for personal help on the portfolio.</p>	
<p>2.3 Programs regularly and systematically use data from assessment measures to inform programmatic decisions. These assessments must include surveys of recent graduates and employers who hire them as teachers.</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● Licensure Surveys for completers and employers ● Mentor/Supervisor observation form and mid semester and final evaluation forms ● “Based upon the results of that survey, EDU added assessment strategies for educators as residency workshops.” <p>No data from surveys provided.</p> <p>From Interviews:</p> <p>Faculty said:</p> <p>How to improve technology? Used to be able to run reports through Foliotek, but not sure if that is still viable; program is small; informal assessment; what are we observing? What do we need to take care of; small program; faculty-led meetings; observations. When there are only 20 candidates in the program, we can easily identify and respond.</p>	<p>P</p>

	<p>Data lives in the progress reviews. How many people are struggling in certain areas. When patterns emerge, communication through their meetings. Lead rotates and the administrative structure has changed.</p>	
<p>2.4 Programs have made measurable progress toward meeting a majority of the goals from their Continuous Improvement Plan, addressing the concerns noted in previous ROPA evaluations, and addressing licensure rule and policy changes as documented in their Annual Reports</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● Annual reports ● Two-Year Report ● 2016 Continual Improvement Plan <p>From Interviews:</p> <p>Effects from pandemic as well as personnel cuts and changes have impacted ability to gather more evidence for this indicator.</p>	<p>P</p>

Commendations:

The individual attention that is given to each candidate ensures they are knowledgeable about what they need to do to complete the program successfully.

Concerns:

Need a more systematic process for gathering and analyzing data and showing evidence of program improvement based on that data. (2.3)

Need a more systematic process for meeting Continual Improvement Plan and ROPA concerns and compiling evidence of having done so. (2.4)

(Both of the above concerns stem from inadequate resources to the program so that personnel have time to attend to gathering the required evidence.)

Considerations for Further Program Development:

Consider implementing a program assessment process that includes a deep analysis of a random sample of completers' comprehensive file (admissions through post-departure induction period. Even a 3-5% sample size over the span of 5-7 years would provide systematic case evidence aligned with the Goddard instructional model which would therefore, enact validity.

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 (E) Satisfactory Evidence (S) Partial Evidence (P) Minimal Evidence (M)

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
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<p>3.1 – 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>From the I.P.:</p> <ul style="list-style-type: none"> ● Mentor/Supervisor Resource Site ● Curriculum Guide: Student teaching and school counseling internship ● Meeting between Licensure Coordinator and Mentor and Supervisor ● Mid Semester Evaluation ● Mid-Semester School ● Counseling Evaluation (Completed by Mentor, Supervisor, and Candidate) ● Candidate's Final Evaluation ● Observation Form ● Memorandum of Understanding ● In the Field Powerpoint ● In the Field Residency Workshop Description <p>Google forms available for mid-semester and final licensure candidate evaluation.</p> <p>Candidates are expected to find their own internship site.</p> <p>There is an expectation that visits and conferences occur with the Supervisor who subsequently provides feedback.</p> <p>Evidence of evaluation forms at various stages throughout the process.</p> <p>While there is evidence of surveys/forms for evaluations, it cannot be determined how Goddard collaborates with field partners in the <u>design and implementation of this process.</u></p> <p>From Interviews:</p> <p>A completer said: ‘Triad’ met over Zoom, and received honest feedback from them.</p>	<p>P</p>
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	<p>A supervisor said: Worked with Isabel and Maike. Helped set up the initial meeting to determine observations. Most questions were around the use of the software.</p>	
<p>3.2 Programs collaborate with their field partners to ensure that candidates are aware of and adhere to the expectations of the profession as well as the relevant laws and policies, including those related to flexible pathways, personalized learning plans, and proficiency-based learning.</p>	<p>From the I.P.:</p> <p>Evidence for this competency in the I.P. was minimal; the examples given were not relevant.</p> <p>VLP 3 Description from Candidate is journal style writing regarding professional responsibility (philosophical statement). Paulo Freiere is referenced regarding human rights - most specifically children having the right to education and the right to freedom.</p> <p>From Interviews:</p> <p>Completers said:</p> <p>Specific workshops in residencies. Understanding by Design. How to learn in a proficiency model. Active engagement with faculty advisors. During Student Teaching- very engaged with advisor. Working in a more traditional school environment - working class community with traditional approaches. Some of what he learned was in conflict with preferred practices there.</p> <p>Learner Differences + IDEA Laws- addressed throughout the VLP with Standards ... As a worker in a school, I could bring questions and focus on the legal or policy grounds; also as a Student Teacher addressed legal and ethical issues.</p> <p>Student teacher supervisor said: Proficiency- yes. Not so much with the laws with the candidate. Did not understand this portion to be her role. Lesson planning was multifaceted. The candidate was prepared.</p> <p>Faculty member said there is always a lot of revising in their program- modeling proficiency-based learning.</p>	<p>P</p>

<p>3.3 Programs, with their field partners, ensure that candidates participate in systemic collaboration with special educators, related service providers, and specialists to assume shared responsibility for supporting all students.</p>	<p>From the I.P.:</p> <p>Timeline</p> <p>Three analyses of VLP 10.1: Candidates are prepared to collaborate with stakeholders (such as learners, families, colleagues, other school professionals, or community members) to ensure student learning.</p> <p>While noted in the Licensure Curriculum Guide and Mentor and Supervisor Site...“Candidates need to participate in systemic collaboration with special educators, related service providers, and specialists to assume shared responsibility for supporting all students,” it is unclear as to how the program ensures that this collaboration with special educators, related service providers, or specialists occurs.</p> <p>The LO discusses the importance of these collaborations in the bi-weekly seminar. Up until COVID the spring residency included school visits and conversations at school sites near the college around the importance of these systemic collaborations. There are also workshops at the residency led by educators to address the importance of these collaborations.</p> <p>From Interviews:</p> <p>Completer said: I did work with specialists during fieldwork experiences. My Goddard faculty mentor and classroom teacher communicated about what I needed to do .. that impelled collaboration with various professionals as authentic experiences of the Student Teaching experience...</p> <p>Supervisor said: Did not observe the candidate with this element. He was aware of students in special programs. Not aware of interactions with them though.</p>	<p>P</p>
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<p>3.4 Candidates complete a sequence of high-quality field experiences that include a diversity of educational settings and educators which represent the range of grade levels, content, and requirements of the endorsement.</p>	<p>From the I.P.:</p> <p>Visits to area schools by student cohorts follow with a debrief, however, these were paused during COVID and will resume in January 2024.</p> <p>Practicum logs (4) showing a variety of sites.</p> <p>From Interviews:</p> <p>Completers generally expressed that their field experiences were high quality and in diverse settings.</p>	<p>S</p>
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Commendations:

There is a system for the evaluations (Google Survey format) which allows for consistency across content areas and different settings.

Concerns:

With the variety of field placements inherent in Goddard’s model, it is more difficult to build relationships and collaborate with field partners to design and implement the field experiences. There needs to be additional evidence of this sort of collaboration to ensure that candidates demonstrate effective teaching and support every student in meeting rigorous learning goals. (3.1)

There needs to be an intentional collaboration with field partners to ensure that candidates are aware of and adhere to the expectations of the profession as well as the relevant laws and policies, including those related to flexible pathways, personalized learning plans, and proficiency-based learning, and a way of documenting that that has occurred. (3.2)

There needs to be a method to ensure that candidates participate in systemic collaboration with special educators, related service providers, and specialists consistently across field experiences, and a way of documenting that that has occurred. (3.3)

Per VSBPE Policy N10, below, data must be kept regarding the placements of student teachers with non-Vermont licensed cooperating teachers.

POLICY N10 Policy on Student Teacher Placement With A Non-Vermont Licensed Cooperating Teacher

In order to place student teachers with non-Vermont licensed cooperating teachers, educator preparation programs must have a written policy, approved by the Vermont Standards Board for Professional Educators (VSBPE), for these placements. This policy will be reviewed as part of the ROPA process. Each educator preparation program will submit policies and procedures ensuring the quality of these placements consistent with Rules Governing the Licensing of Educators and the Preparation of Educational Professionals including the Core Teaching and Leadership Standards for Vermont Educators as well as any additional requirements for the endorsement area(s). Data concerning these placements will be maintained by each program and included in the Institutional Portfolio for review.

Considerations for Further Program Development:

Create an online Candidate Handbook that houses all expectations and sample templates for candidates, mentors, supervisors, site supervisors and the LC. One central location will be beneficial to the ‘triad’ during clinical experiences.

Consider assigning responsibility to a designated Goddard staff member for supporting, vetting, coordinating and managing the field experiences, including the orientation and professional development of mentors and supervisors following clearly articulated, written criteria for mentoring practices. Setting the stage for clinical work is a very positive way to ensure a common understanding of expectations from the start. Furthermore, allow for feedback of the ‘triad’ during and after completion of the internship.

Consider implementing a case analysis of a select field site partnership to depict the model and reveal strengths and areas of improvement.

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)

Indicators	Evidence	Rating
<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>From the I.P.:</p> <ul style="list-style-type: none"> ● Team was not able to access the Faculty Affairs Site. ● In the description of evidence, it was stated that The Faculty Development Fund supports stipends for faculty research. ● Job descriptions of Licensure Officer and Licensure Assistant. ● Collaboration between MFA program and Education Department. <p>From Interviews:</p> <p>Current candidate observed that communication between teaching staff and leadership needed to be ironed out so that this apparent discord would not affect residencies when students were on-campus.</p> <p>Provost and Dean said: No policies within the program. The development money is faculty controlled under the Faculty Council. \$25,000 each year under the CBA. Goddard is not able to interfere with their decisions/process.</p> <p>Faculty members:</p> <p>Spoke about the amount of collaboration that happens internally among themselves.</p> <p>There is a Faculty Council that allows up to \$500.00 per year in professional development funding. Because of the reduction in staff, faculty will be able to access that and a bit more to pursue professional development opportunities.</p> <p>They receive training about licensing requirements from the LC at Goddard on a regular basis.</p> <p>One faculty member indicated that they are taking a leave of absence this semester to pursue an opportunity to improve the curriculum in their area of expertise.</p>	<p>S</p>

	<p>Support Personnel said Strong effort to foster collaboration. She is part of the Managers group and Leadership team. Feels very supported in her own efforts to collaborate. Given free reign to focus on what is important for student focus and work with faculty. Because people are so busy they may not have time to meet with her to find out how she can support their program. She reaches out to them to ask how she can do that.</p> <p>The Licensure Officer chaired a ROPA team recently.</p>	
<p>4.2 Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.</p>	<p>From the I.P.:</p> <p>Organizational chart and narrative indicate a dramatic shift in staffing for the program in terms of administrative and instructional staffing. Program budget indicates that even with streamlining organizational expenses, there is a significant shortfall in revenue to meet these expenses.</p> <p>As was noted earlier in the summary of the Institutional Portfolio, Goddard is currently on notation (one step above probation) with NECHE due to issues relating to leadership and budget.</p> <p>From Interviews:</p> <p>Faculty noted: No endowment; not enough faculty. For example, APL and progress review (really 2 jobs) and teaching and advising which is really 4 jobs now in 1. Not paid to be here for the residency. Students are not falling through the cracks; it's the faculty being able to maintain this level of work that is the concern.</p> <p>Described the situation with staff as “dedicated and passionate, but doing 3-4 jobs.”</p> <p>Students require a lot of hands-on time. No one is in admissions to have conversations with applicants about requisite and what is needed to support them (time).</p>	<p>M</p>

Faculty is committed to the program and students but they are not compensated for a lot of their work.

As far as leadership- the provost and dean do what they can, but 50% of the requests from the faculty council are ignored.

The Program Director position was eliminated; the Licensure officer used to be just administrative, it is now 50% teaching time. Lack of personnel to support the faculty and staff in being able to do their jobs.

Organizational structure at the present time needs to be improved to allow for better decision making in terms of how these funds can be accessed. This can be accomplished by having a more transparent platform to successfully implement the conditions of the new contract. Program Lead structure (which is new) does not effectively allow for these types of decisions to be made to truly meet the conditions for this program.

Ranks of faculty and admissions office were described as 'decimated.' There was a Development-Recruitment-Grant Writer position that was recently removed from the administrative structure of the college as part of its cost-savings initiative.

Completers said:

Advisors are very accessible, responsive, student-aware.

Library services is an incredible resource helping me afford textbooks. Advisors and staff at Goddard helped get me bibliographies especially at residencies to leave with information I needed to get the job done.

How to use the Goddard library from a distance is a challenge .. particularly if participants have language barriers .. this is a great resource that remains tangential until I had time to learn how to use with the help of a librarian

Take out books at residency for the entire semester. Online research services were available.

There seems to be conflict between leadership and staff. Trust? Communication? Maintain values of the school but the organization needs to deal with this conflict that seems to “bubble up” during residencies.

Needs better technology especially its instructional website.

Could use more strong faculty. It seems like there has been faculty turnover from my undergrad experience; not necessarily replaced with faculty with similar level of expectations and feedback.

Maiké is the main person who knows what is going on. Could be the only one. Need more.

Provost and Dean said:

Rotating furloughs instead of layoffs. The other element is the campus/facility ‘deterioration’.

Support Personnel said:

Supports all Goddard students, including those with disabilities to establish accommodations; provide academic coaching support and ‘TED talk’; supporting the work they are doing or making the environment accessible.

Student life Services: some academic counsel; writing center has writing coaches; in his role specifically, students know they can access services beyond the academic support, if challenging emotional or mental issues provide information to candidates at orientation. Also conveyed through web presence and through the faculty.

IT specialist said they are upgrading most of the technology and seem to have enough funding to do that.

Book requests from students and faculty; mail out books to students, online resources- thousands of journals. Local students can come use the library in person. Ebook service. Offer an intro orientation workshop at the start of each residency for all students and an in-depth research workshop focused more specifically on ED program. All on zoom- may transition to in-person but feels like doing it on zoom is working well. Offers one-on-one research consultations with students.

	<p>Instructional design piece is what is lacking somewhat- need someone to be the coordinator of that effort (Canvas)- then she could embed services into Canvas. Challenging with limited staff to have someone own the Canvas piece.</p>	
<p>4.3 Provider and programs recruit, admit, support, and retain candidates, faculty, and cooperating teachers from diverse backgrounds.</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● Sustaining Educational Equity and Diversity Award Scholarship ● Availability of 240 Tutoring Program ● Praxis Residency Workshop ● Social Justice Statement by the Goddard Circle of Councils <p>The IP provided information that clearly supports and validates its commitment to attract and retain faculty from diverse backgrounds. Additionally, the LC and LA have been connected to Goddard for many years and are fiercely committed to its mission. Further, many of the faculty mentioned in the IP were available to speak with and they too have a long-standing relationship with Goddard and serve as models for students and the greater educational community.</p> <p>From Interviews:</p> <p>Completers said:</p> <p>Chose Goddard because she needed to work full time - a flexible learning environment.</p> <p>What brought me here and kept me here: the environment allowed me to balance life and learning, I couldn't have done this in a traditional environment.</p> <p>Liked the flexibility in being able to select the courses that met the requirements but were of use to her in her classroom.</p> <p>You can complete the program as a working professional; very applied.</p>	<p>E</p>

	<p>Attracted to being able to do this and maintain family responsibilities.</p> <p>Accessed genuine learning suited for adults who aren't traditional college students. Appreciated the chance to do a good job with your learning, crafting your own experience and skills that you can translate into your classroom as a teacher.</p> <p>Provost and Dean said:</p> <p>Part of the mission - 60% faculty are non-white.</p> <p>Advertisements are very clear with seeking diverse backgrounds.</p> <p>Support personnel said:</p> <p>Multilingual education seems prevalent.</p> <p>He is here because as a POC, Goddard honors him as he is and they see him as a person of diversity and that he would provide that to the benefit of the overall institution here.</p> <p>Diverse community here.</p> <p>The diverse community is a strength of the institution- they truly represent the differences of who they are. I learn so much just from being here.</p> <p>Current candidate said one strength of the program is the international aspect.</p>	
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<p>4.4 Provider demonstrates continuous collaboration with their local educational community to ensure a sustained, responsive relationship for their mutual benefit.</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● Service Project at Maplehill School (2019) ● Trauma and Poverty Workshop (2018) <p>From Interviews:</p> <p>Former local mentor teacher said:</p> <p>There is a strong relationship with the Cabot educational community. Many teachers embrace the Goddard philosophy and support securing graduates from the school and program. The movement toward project-based learning means the local school will invariably seek out Goddard graduates as teachers.</p> <p>Area of growth identified is Helping candidates understand the community in which they live (politics for example). This can be very difficult for a new teacher.</p> <p>Faculty said:</p> <p>They find it difficult to develop alliances with school districts outside of Vermont as enrollment has shifted to many more out-of-state students which is not suited to developing extended relationships beyond those that are “in the moment” with individual teacher candidates.</p> <p>Candidates have to do a project with their local communities.</p> <p>One of the faculty members just delivered a keynote speech in Vermont from her home out-of-state.</p> <p>Another faculty member is engaging with the Somali community in Vermont.</p>	<p>P</p>
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Commendations:

License Coordinator and Assistant are integral components in delivering this much beloved alternative to earning a license for working professionals desiring to become professional educators.

A completer said “I came for a license and left with a community.” Especially with the remote aspect of the program, this sense of community that the program faculty and personnel have been able to create is notable.

It should be noted that although the evidence is minimal for 4.2, current candidates and completers commented in interviews that from their perspective there was adequate leadership, budget, personnel, facilities, and technology for the most part- so the people who are there are doing great work to ensure the lack of resources does not negatively impact their candidates too much.

Concerns:

The resources available to the program are not adequately aligned with the workload dedicated to sustaining the model, necessitating off-contract work time. (4.2)

There is not adequate evidence of continuous collaboration with the local educational community to ensure a sustained, responsive relationship for their mutual benefit. The team acknowledges that some of this is due to the Covid pandemic. It also seems to be tied to limited resources in terms of program personnel having the time to coordinate this collaboration, as well as being a consequence of Goddard’s low-residency program. (4.4)

Considerations for Further Program Development:

Consider developing a resource-supported plan for recruitment and outreach for the program.

AOE policy regulations outline what is expected of a licensure officer. Consider a crosswalk between job description and policy requirements to ensure adequate time for all responsibilities.

Regarding program sustainability, consider partnering with districts to provide grow-your-own models for both new teachers and professional development; consider grant development projects to fund scholarships, and consider partnering with other Vermont institutions (such as Spark in Brattleboro, or others) to develop articulation agreements, etc.

Consider seeking assistance from the Vermont educator preparation community for developing low-expense methods for supporting the model, such as marketing and recruitment strategies, branding, partnerships, internal operations and case methods, sampling methods, and longitudinal and data analysis methods to bolster continuous improvement plans.

Standard 5: Diversity, Equity, and Inclusion Practices

Provider ensures that candidates understand and demonstrate professional responsibility as it relates to issues of equity and inclusion.

Overall Rating for Standard V:

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

Note from review team: *The practices we saw in our review pertaining to this standard were exemplary, though the evidence in most cases was satisfactory. Thus, the rating for this standard is between the two.*

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
5.1 Candidates create welcoming learning environments that are inclusive of all students.	<p>From the IP:</p> <p>Examples posted in the IP cover a range of examples of learning by candidates related to the creation of inclusive learning environments. While the scope of the various documents is extensive in describing what they did, we didn't see any real reflection on the <i>impact and/or effectiveness</i> of the candidates' efforts or intentions. And, as has been the case with other documents posted in this IP, some of the <i>embedded</i> links in candidates' work are not accessible to us as reviewers.</p> <p>From Interviews:</p>	S/E

Completers said:

The program helped me do my work to better meet the needs of the culturally diverse population I was seeing.

Love the progressive educator preparation model that IS Goddard asking you to be engaged with the world around you. Openness to pushing workshops and courses that force you to be comfortably uncomfortable. The coursework was connected to building safe relationships between students and advisors-teachers.

Hiring principals said:

Completer was very respectful of all cultures, very welcoming. Middle School is tough- he's the person who's ready to sit down and discuss how to teach respect.

Builds a positive environment for all students. Clear expectations and also very nurturing.

Faculty said:

How do we support all of our children in seeing themselves visible and validated, keepers of the dream, create learning environments and approaches that speak to all of our children, especially those of color. Knowing, being, and doing- mantra of program.

Centering the child, modeling how we teach adults how we hope they will teach their children. DEI focus. Language learning theory.

<p>5.2 Candidates are aware of and reflect on their own biases and of how implicit biases affect them as educators. They have learned techniques for mitigating the effects of biases on their teaching practice.</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● Coursework from one candidate: Intercultural Communication Theory and Psychology Workshop, Residency S21 ● Candidate's VLP 3 Description & 9.1 Analysis <p>From Interviews:</p> <p>A former teacher said: A strength of the program is revealing and uncovering biases. There is so much dialogue; discourse and conversation and reflection.</p> <p>Candidates said:</p> <p>Celebrates being progressive and aware- not white-centered space. Shifting narrative to learn from educators of color, more inclusive practices. Understands own biases, can have difficult conversations, hold safe spaces for her students. Professors come from all walks of life with diverse backgrounds. Not so common in Vermont.</p> <p>Completers said</p> <p>She became more aware of this once she left Goddard. Student Teaching was a challenging experience for her. Advisor helped her to reflect on struggles with certain students. After grad went to Alaska and worked with indigenous students - culture shock. But reflective practices learned at Goddard helped.</p> <p>Learned about reading and writing with disparate populations.</p> <p>Without being asked a question directly relating to this competency, said: Most memorable was reflection back on biases ...what was versus what we expected.</p>	<p>S/E</p>

	<p>Goddard showed me that I was biased...having grown up in Vermont. What are your biases and how will knowing these things make your classroom a better place for all students. Goddard made this weakness a strength.</p> <p>Very rigorous in pushing participants to deeply consider their personal sense of self as an individual and professional. This occurred both throughout the regular coursework as well as the licensure work. There is a potent culture of critical reflection. This made me a better teacher.</p>	
<p>5.3 Candidates have learned techniques for addressing prejudice, cultural bias, and oppression in teaching materials, educational practices, and learning communities to ensure equitable access to meaningful learning opportunities.</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● One candidate's VLP 4.2 and 8.1 analyses and evidence ● Residency Workshops <p>From Interviews:</p> <p>Completers said:</p> <p>Learned to recognize disconnects between teaching resources (books, etc.) and the audience. E.g., using books written for white kids with indigenous students.</p> <p>Attended an incredible workshop during a residency with a faculty member who read a children's book with us then guided us through an analysis of the details of the book that revealed biases. Very powerful demonstration.</p> <p>Current candidate said the focus on social justice work is a strength of the program.</p>	<p>S/E</p>

<p>5.4 Candidates have learned techniques to engage students in critical thinking across the curriculum regarding the history, contributions, and perspectives of historically marginalized populations and the systems that created them.</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● One candidate’s evidence and analysis (same candidate as used for evidence in 5.3) ● Residency Workshops <p>From Interviews:</p> <p>Did not ask about this specifically.</p>	<p>S</p>
<p>5.5 Candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches.</p>	<p>From the I.P.:</p> <ul style="list-style-type: none"> ● Multiple candidates’ VLP evidence and analyses ● One final evaluation of student teaching which states, among other things: “she is very mindful of the diversity of cultures in her classroom and tries her best to make sure all students feel represented and respected”. <p>From Interviews:</p> <p>This is both modeled and explicitly discussed in depth throughout the program, as it was mentioned repeatedly by almost all interviewees.</p>	<p>E</p>

Commendations:

Goddard's Education Program both models and teaches teacher candidates to be deeply reflective of issues of diversity, equity, and inclusion.

Concerns:

None.

Considerations for Further Program Development:

The Goddard model is unique and deserves widespread recognition. Consider inviting a doctoral student to conduct a case study of the model to illuminate the strengths, ground the approach, and provide a critical perspective.

Consider seeking grant funding to support development of the Goddard process as a demonstration model for contemporary educator preparation programs, particularly in an era of personalized learning.