Two-Year Report Template

Directions: Complete this template to submit your Two-Year Report. A completed submission of a Two-Year Report includes the following:

   ˜   A completed template and any accompanying documents referred to (or links to online versions of them)

   ˜   A letter from the License Officer

   ˜   A fee of $500 (checks payable to State of Vermont)

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Introductory Narrative Description (a paragraph or two)

 Like all EPP programs we have mastered the art of adaptation since the COVID pandemic hit. Despite multiple pivots, we have been able to continue to offer a robust program for our students and have found creative ways to do remote field placements for the students in our Methods sequence.

We have also continued to address questions raised in our ROPA review. As our introductory letter states, we are proud of our work to build and sustain an inclusive, equitable, and antiracist teacher education program.

I. Program Overview

Initial Licensure

Program	Delivery Model	Number of Graduates in The Last 3 Years	Number of Enrollees	Notes
<mark>Art</mark>	Undergrad	2021 (anticipated): 1 2020: 0 2019: 0	0	**Field placements:** Fall - Elementary Winter - Middle School Spring - High School **Student teaching:** Fall 2021 - TBD Plan moving forward for methods course: Fall - K-12 pedagogy Winter - Field Placement in Middle School with Special Education focus Spring - Subject specific, K-12 pedagogy.* Art syllabus*
Computer Science	Undergrad	2021 (anticipated): 0 2020: 0 2019: 0	0	
Elementary Education	Undergrad	2021 (anticipated): 4 2020: 3 2019: 2	7	

English	Undergrad	2021 (anticipated): 0 2020: 0 2019: 0	1	
Mathematics	Undergrad	2021 (anticipated): 0 2020: 1 2019: 1	0	
Modern and Classical Languages	Undergrad	2021 (anticipated): 1 2020: 0 2019: 0	0	**Field placements:** Fall - High School or Middle school Winter - Middle School Spring - High School **Student teaching:** Fall 2021 - TBD Plan moving forward for methods course: Fall - K-12 pedagogy (general concepts all teachers should know) Winter - Field placement in a Middle School with Special Education Focus Spring - Subject specific* Language Syllabus*
Science	Undergrad	2021 (anticipated): 2 2020: 0 2019: 0	2	

Social Studies	Undergrad	2021 (anticipated): 1 2020: 2 2019: 0	1	

Program Stipulations from ROPA Review

No stipulations.

Progress Addressing Concerns

ROPA Standards and Concerns from ROPA Visit	Action Steps Taken	Evidence Note: This section should consist of links to documentation. Please include any narrative in "Action Steps Taken."
Content Knowledge, Pedagogy, and Professional Dispositions		
Incorporate more Special Education information, especially on IEPs and trauma-informed practices.	This information is woven throughout the program and includes the following courses: EDST 300 Models of Inclusive Education Student Teaching Seminar	[EDST 300 syllabus](#)* [Student Teaching Seminar: components specifically related to trauma informed practice](#) - highlighted*
Add more early literacy pedagogy to Elementary Education program, especially for candidates who are not placed in a primary-grade classroom for their student teaching.	This was addressed in the Literacy and Social Studies methods class. See the highlighted portions of this within the linked syllabus	[Methods: Literacy and Social Studies: components related to early literacy pedagogy](#) *

Add information on how to guide students in the safe and effective use of technology prior to student teaching.	Please see the attached syllabus with the section highlighted from where this is addressed in the student teaching seminar.	[Student teaching seminar: components related to safe and effective use of technology](#) - highlighted*
Develop a system to ensure specific endorsement requirements are being met. This would include curriculum maps and syllabi specifically stating which endorsement knowledge and performance criteria are being covered in specific assignments, as well as the assessment(s) used to evaluate how each endorsement requirement is met. Endorsement crosswalks could appear in program handbook and/or website and used at advising to track competency achievement over time. Please see VSBPE Rules [5440 Endorsement Areas](#) for Knowledge and Performance criteria for each area.	This too is a work in progress. We do want to point out that our College-wide system is significant in the overall tracking of student progress through their programs. While this does not specifically address the concern of documenting"competency achievement" we wanted to share this model as it is one structure we are examining to see if we can build on it or adapt it to the needs of our program. The College-wide system also has the benefit of each department or program chair to see at a glance as student's progress through their major and distributions they still need to complete. So while the full tracking system requested by the ROPA team is not in place, we do utilize the one currently in place. (We regret not sharing this with the ROPA team as it	[Sample Degree Works form](#) (While this is not new, we neglected to mention it in the earlier review.

	is a system we have been using for some time.)	
Systems of Assessment		
Lack of assessment data. There have been student surveys at Midd. but these should be occurring annually and be targeted to candidates in the Education major, cooperating teachers, hiring principals, and recent graduates. Data should also be collected from other assessments throughout a candidate's time in the program, i.e. Student Teacher observation forms, test scores, VLP results… A system should then be established for annual review of the data and using to it inform programmatic improvements.	We have taken into account this important feedback. Like everyone, much of our energy in the last year has gone towards helping our teacher candidates move through the program in a time of COVID. Thus, this larger system of data collection is still under construction. Still, we have clarified two important items in our tracking system: Our midterm evaluation and our final evaluation are now completed and, therefore, stored online.	Sample Observation Form* Mid-term Eval Form* Guidelines - Final Eval by Cooperating Teacher*

Need mechanisms in place to inform students earlier in the program what is involved in the licensure process (Praxis, GPA, portfolio elements, nature and timing of student teaching, etc.). Need systems in place -- advising sheets, tracking forms.	1. Host meetings fall and spring for interested majors to spell out the program and ask questions. We also attend the first year academic fair. Finally we announce and explain the path to becoming a teacher in our foundation class "Education in the U.S." each semester. 2. Meet individually with each interested student and track and record their progress and each meeting in a google file for each student in a shared drive for our program. Due to confidentiality we are not linking to specific files but there is a screen shot of the folders and the google drive where this information is stored. 3. Portfolio elements are introduced in foundations classes (CRP and Ed Pscyh). Students complete 3 entries prior to student teaching and evidence charts are updated in each of their education courses every semester.	

	4. We reintroduce Praxis requirements during the Methods sequence.	
Candidates are being assessed on content knowledge in their coursework, but there needs to be evidence that the assessments are aligned with the CTS and endorsement requirements.	As a basic part of the advising process we review each student's transcript to ensure that their liberal arts major coursework meets endorsement requirements. This is standard procedure. However, we do not have the authority to adjust the syllabus of our colleagues to ensure that they meet endorsement requirements.	
Develop a system to track progress on goals in your Seven Year Plan and the concerns in this report.	We meet every other week. We regularly consult the seven year plan and pay particular attention to the plan whenever we propose or discuss any change to the program. We have not developed a formal	
Field Experiences		

Most supervisors' notes make references to classroom management. No evidence of reflections/plans/actual course to address this vital need.	We do not have a stand-alone "classroom management" course. The ideas that come under the broad umbrella of 'classroom management' are covered in multiple courses including: The elementary and secondary methods coursework and the Student Teaching Seminar (EDST0410) address this topic explicitly.	Student Teaching Seminar: components specifically related to classroom management - highlighted*
Develop a system to assess student teachers and evaluate field experiences.	We have formal systems to address this: the forms in the right hand column are completed by the classroom by cooperating teachers and college supervisors).	Sample Observation Form* Mid-term Eval Form* Guidelines - Final Eval by Cooperating Teacher*
Develop a consistent system to track field experiences and ensure candidates are getting the appropriate range of grade levels and diversity of placements.	Students in both the elementary licensure track and the secondary licensure track have this specifically built into the structure of their Methods sequence.	
Resources and Practices		

Only .4 replacement for Jonathan Miller-Lane next year while he is on sabbatical, plus only .6 replacement for Claudia, who is retiring. This comes at a time when interviewees express the need for increased budget and an increase in personnel for the education department now that education is a major and the number of candidates are increasing.		
Some required courses fill up quickly, which could affect the sequence of the candidates' courses and their ability to complete the program on time.	Our majors are given priority on all required courses. We reserve seats for our majors in all required courses. Finally, if a course fills up, we open an additional seat for a major who may need the class.	

*These changes were made to address the concerns raised by the ROPA review committee.