

## Progress Toward Program Goals

### Johnson Campus ROPA Goals And Progress Towards Meeting Them

#### Standard I: Opportunities for Standards-Based Preparation

##### Curriculum:

- Continue the process of adding standards to content area syllabi (K&Ps) and identify standards-based outcomes for all courses on the curriculum maps or crosswalks (SP14)
- Shift to InTASC Standards for Portfolio Entries (as necessary)
- Complete thorough Curriculum Maps for all programs (SP14)
- Continue Professional Development sessions for instructors and clinical faculty: 2 sessions per year
- Assessment: refine course portfolio system for collecting and collating data from assignments (SP14)
- Conduct content checks on Curriculum C vis-à-vis professional standards (SP14)
- Develop crosswalks for Common Core and JSC Ed Prep content coursework (SP14)

##### Human Resources:

- FT faculty position for Ed Dpt.: Elementary Education: Literacy Specialist (SP13)
- Continued development of Educator Preparation Council: formalize as a standing committee; formalize the process for oversight of Educator Preparation Programs across JSC
- Consult with Partnership Schools to review curriculum from a practitioner perspective; establish advisory boards
- Establish an institutional stance on our association with the VT Higher Education Collaborative. (SP13)

##### Systems:

- Identify system for managing assessment data (Taskstream, Live Text, or a similar e-portfolio platform) (SP14)

*Progress: The majority of these goals have been accomplished. The curriculum maps and portfolio system have all been updated and modernized to the current standards and the VLP portfolio model. Portfolio systems are in place. Crosswalks for Common Core have not been completed, though we stress utilization of the Common Core in EDU coursework. We have emphasized the Next-Generation Science Standards, C3 Framework for Social Studies, and ISTE standards for education technology in our course sequence. Special education standards have been mapped to all courses. The Education department has grown from 3 to 5 full time faculty. We have hired an elementary education faculty with a focus on STEM as opposed to literacy due to our interest in improving the STEM skills of our elementary education licensure students. We have active MOUs with the VTHEC and a formalized relationship which is functioning very well for both entities. Partnership schools have reviewed our secondary education curriculum. We have utilized the vendor Digication for assessment and portfolio usage and received national recognition for our portfolio platform.*

## **Standard II: Collaboration with PK-12 Schools**

### Curriculum:

- Deliver reciprocity in relationships with schools: identify contributions to the school from JSC students and faculty
- o Teacher-driven action research projects
- o Site-based MA programs for Partnership Schools/Districts
  - Create a series of professional development courses/experiences for local teachers
- o Establish EXT and a course code for extension course that meet professional requirements as opposed to EDU courses that must meet standards for graduate-level scholarship (SP13)
- o Design and offer 15-credit certificate programs: *Technology Specialist; Curriculum Innovation; Assessment: Data, Dialogue, & Distinction*; etc. (SP14)

### Human Resources:

- Add Teacher Education Program Coordinator: Placements for Inquiry Projects, Practica, and Student Teaching (SP13)
- Continue establishment of state-wide network of Partnership Schools (SP15)
- Identify a site coordinators for each school (SP15)
- Convert College Supervisor role to Site Supervisors; i.e. clinical faculty (SP15)
- Delineate clear roles and responsibilities (SP14)

### Systems:

- Establish criteria for Partnership School sites and students' experiences (FA13)
  - Establish Memorandums of Understandings with Partnership Schools (FA13)
  - o Solidify clear roles and responsibilities for curricular delivery and assessment
    - Refine systems for tracking stipends and paperwork for cooperating teacher (SP13)
- Progress: We have teacher-driven action research projects taking place in our courses Education Research and Teaching Towards Democracy. Much of this we have achieved internally, in establishing a Placement Coordinator position to work with practicum supervisors and develop the roles and responsibilities of the K-12 staff with our students and faculty. Our systems for payment and paperwork are in full working order. Certificate programs and extension courses have been designed but not implemented due to faculty time commitments and the transition to NVU. We maintained individualized student placements rather than partnership schools to better meet the needs of our student population.*

## **Standard III: Systems of Assessment**

Curriculum:

- Continue development of portfolio entries as course assignments (SP14)
- Collect and analyze course portfolios
- Regularly revisit base syllabi based on course portfolios and new research
- Continue validity and reliability checks in relation to portfolio reviews
- Establish tracking system for portfolio assessments (SP14)
- Create a system for weighing and balancing assessments of knowledge demonstrations and performance demonstrations (SP14)
- Track post-graduate work with preservice preparation (SP14)
- Use assessments to inform program improvements

Human Resources:

- Continue to expand Board of Reviewers to include content specialists for the second reviews
- o LAS faculty involvement

Systems:

- Add Teacher Education Program Coordinator: Data management system (SP13)
- Full implementation and refinement of record keeping systems: entry, midway, completion, inservice (SP13)
- Refine and update Program Evaluations and coding systems (SP13)
- Collect and analyze ROPA-requirement data & evidence for the new program (SP15)

*Progress: These goals have been predominantly accomplished. The portfolio entries are course assignments under the new VLP. The assignments in our courses have been aligned to the portfolio standards and PCs. Syllabi have been repeatedly updated. We have a digital portfolio data tracking system and have used both that and departmental assessment to make program improvements. We have a diverse array of second reviewers for portfolios and we conduct yearly trainings in for reliability and validity of portfolio scoring. We also have had regular EPIC trainings for our reviewers. Our data collection systems are active and functioning as intended. We have not collected data from graduates but have developed a survey and collected the contact data and are ready to begin collecting this data.*

**Standard IV: Demonstration of Candidate Knowledge, Skills, and Dispositions**

Curriculum:

- Infuse Professional Support and Dispositions Assessment throughout programs: for use by staff as well as instructors (SP14)
- Strengthen alignment of portfolio with K&Ps: create crosswalk to InTASC Standards (SP14)
- Employ K&Ps in ongoing refinement of Practicum & Student Teaching experiences (SP14)
- Continue validity and reliability checks in relation to portfolio reviews
- Develop the Capstone seminars so Entry 6 become course event (SP14)

- Provide professional development and guidance for site supervisors so that Entry 5 becomes a student teaching course event

Human Resources:

- Secure highly trained and quality site supervisors as clinical faculty (SP15)

Systems:

- Compile, analyze, and use course portfolio data (ongoing)
- Compile, analyze, and use licensure portfolio data (ongoing)
- Compile, analyze, and use disposition data (ongoing)
- Compile, analyze, and use completers' and employers' data (ongoing)

*Progress: Dispositions assessments are threaded throughout the program and used by both faculty and school-based personnel. Standards are revised and used throughout the program, including student teaching. We have developed a system for training and monitoring the quality of our site supervision. We believe we could improve our use of K&P standards in our practicum and student teaching evaluations and have plans to move in that direction. Parts I & II of the VLP are embedded in courses. Capstone seminars are in place; Entry 6 is no longer being used but the Part II of the VLP is being implemented in the capstone course. Validity/reliability trainings occur regularly. The institution has participated in the EPIC portfolio calibration process. All data is being collected; analysis is taking place as needed. We have collected portfolio data over the years but not formalized a process for utilizing it across programs; we believe that Digication will allow us to make practical use of the portfolio data as more portfolios are completed in the system.*

**Standard V: Commitment to Diversity**

Curriculum:

- Review course assignments for application of diversity knowledge (SP14)
- Review experiential assignments for application of diversity knowledge (SP14)
- Develop assessment of diversity competence (SP14)

Human Resources:

- Develop international Student Teaching program: needs leadership (SU13-SU14)
- Develop international student travel & inquiry projects, exchange coursework
- Seek shared Visiting Professor position within VSC
- Pursue diversity awareness professional development for JSC community

Systems:

- Add Teacher Education Program Coordinator: Management of placement to assure diversity mix, e.g. schools-in-need (SP13)
- Pursue scholarship-based mentoring system for JSC students from more diverse backgrounds
- Pursue test-prep support for JSC students (PRAXIS I Study Groups) (SP13)

- Compile, analyze, and use course students' diversity knowledge data (SP14)

*Progress: Courses are fully optimized for delivery of knowledge and application of diversity materials. Diversity awareness PD delivered by EDU faculty has occurred (trans issues, race issues). We have hired staff who assure the diversity experiences of our students to meet licensure standards. We designed a Praxis prep program and implemented it for a year but lost funding. Currently, we have administrative support to pursue Praxis prep again. We pursued international student teaching but did not ultimately achieve it due to budget concerns in the institution. We have had more graduates teach abroad after graduation due to faculty expertise in international education.*

### **Standard 6: Resources**

#### Curriculum:

- Designated resources for stipends to support summer professional development work for part-time and clinical instructors (SP13)

#### Human Resources:

- Add FT faculty in Elementary Education: Early Literacy Specialist (SP13)
- Add Teacher Education Program Coordinator (SP13)
- Add Unified Arts Program Coordinator (Part-time) (SP13)
- Add Assistant Program Coordinator to serve EDP students (SP13)
- Locate either the *Licensure Office* or a *Director of Educator Preparation* on the organizational chart with a designated budget (SP13)

#### Systems:

- Create and revise job descriptions (with specific responsibilities)
  - o Program directors (SP13)
  - o Site coordinators (SP13)
  - o Site supervisors (SP14)
  - o Teacher Ed Coordinator (SP13)
  - o Licensing Officers (SP13)
  - o EDP Coordinator (SP13)
- Determine formulation for balancing scope and scale of programs with available resources (SP13)
- Enhance instructional technology systems for suitable preparation of students for the professional environments they encounter (SU13 & ongoing)
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*Progress: All Curriculum, Human Resources and Systems goals have been achieved, with the exception of goals which related to programs which no longer exist (EDP, for example). EDP programs have become incorporated into the campus Education department and are no longer a separate entity. We have transitioned some of our core courses to online to meet the needs of this population.*

### **Standard VII: Institutional and Program Renewal**

#### Curriculum:

- Refine 5 Year Plan with benchmarks and outcome measure: SU13 Retreat
- Continuous revision of Curriculum C; Begin planning or Curriculum D (SP14)
- Yearly faculty retreats for data analysis

#### Human Resources:

- Include liberal arts faculty in the analysis of TE data
- o Board of Reviewers
  - o Data set review

#### Systems:

- Continue development of IP as common self-assessment tool
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*Progress: Curriculum reviews and changes have been ongoing over the entire ROPA cycle. Education faculty have consistently reviewed data on various aspects of the program. The IP has served as a digital reference and we look forward to implementing the annual reports on the IP in the future as an opportunity for continual assessment. Assessment emphasis in the department has shifted to Digication and other data sources such as internal reviews of course reflections, student focus groups and surveys, and multiple student interviews during the course of study.*

### **School Counseling**

## School Counseling

### Five Year Plan

The master's program in counseling is looking forward to the ROPA preparation, visitation and review as a platform for identifying and implementing improvements in the school counseling specialization program.

While we maintain great pride in the quality of education and field experiences our program offers for training school counselors, there are certainly challenges that we face in a number of areas. The counseling program sees the following as specific areas for improvement to be accomplished within the next five years:

- Explore the extent to which the graduate program in school counseling could benefit through being "de-coupled" to some extent institutionally from the college's teacher educator programs. This is a large set of issues, with many considerations to be addressed. For example, the counseling faculty believe it would be advantageous to develop a new process for the review and approval of counseling students' portfolios, to ensure that the review is conducted by someone familiar with counselor training and the role of school counselors. A change in the portfolio review process would need to be developed in the context of discussions with Johnson State College administration, and also with the Vermont Department of Education. More broadly, the counseling faculty would welcome wide-ranging discussions with all parties to explore ways in which ROPA standards, overall, could be made a better "fit" for the professional training and activities of school counselors. Perhaps such discussions would best occur in collaboration with the Standards Board, and possibly also with graduate counseling programs in our sister institutions throughout the state, some of whom have likewise expressed concerns about the applicability of ROPA standards to school counselors. [Timeframe: Preliminary discussions should commence 2013, with conclusions/recommendations to be drafted by May, 2014.]

*The two full-time counseling faculty hired for fall 2017 have been working closely with the NVU education faculty to determine how to best meet the ROPA standards and the needs of the school counseling students. The education and counseling faculty concur that the two departments and school counseling students will be most successful through collaboration not "de-coupling" as mentioned in the previous school counseling response. The counseling faculty have requested that the NVU administration immediately hire a qualified school counseling consultant, specifically a school counselor who is qualified to teach in the graduate school counseling program, trained to properly review school counseling students' portfolios, and highly knowledgeable of Vermont school counseling licensure requirements.*

- Develop a comprehensive system of self-assessment, tied to ROPA standards. The college, under the leadership of the Academic Dean, in collaboration with department chairpersons, places a strong emphasis on program assessment procedures. The school counseling program needs to develop a dedicated self-assessment strategy that explicitly reflects performance guided by ROPA standards. Importantly, self-assessment procedures and methods necessarily must be molded by changes that emerge from discussions anticipated in the previous item -- namely, an exploration of ways in which the school counseling program may begin to be viewed structurally and conceptually in ways that separate it from teacher educator programs.

[Timeframe: Work on assessment strategies should begin in conjunction with discussions about program structural and conceptual reconfiguration. Projected completion of systematic program self-assessment methods: December, 2014.]

*School counseling students are regularly assessed by counseling faculty throughout the 60-hour master's degree program in all counseling courses. Further, each student's overall performance and progress in the master's degree program is reviewed by counseling faculty after completion of the first nine hours in the program. A second performance review occurs once students have completed a minimum of 36 hours in the master's program as part of the approval process for advancement to graduate candidacy status.*

*In addition to these benchmark reviews, a full-time school counseling faculty member or qualified school counseling consultant will, as part of the academic advisement process, review progress on portfolios and advise school counseling students from admission to graduation to ensure they are meeting all coursework, examination, portfolio and other licensure requirements. Until a full-time school counseling faculty member is hired, students will meet with the school counseling consultant and other part-time school counseling faculty to assess their competency levels and readiness to progress in the program, to ensure they have achieved preparedness as they complete the clinical training sequence incorporated into the School Counseling Plan of Study.*

- Add new faculty resources. The counseling program could benefit greatly from the addition of a new full-time faculty member with experience in school counseling. We feel the administration is supportive of this resource need, given the size of the counseling program, and the current heavy reliance on part-time instructors. But we also understand that budgetary constraints make it difficult or impossible to commit to new faculty hires in the near term.

[Timeframe: We will continue to request, at appropriate annual junctures, approval to add a new full-time faculty position. And we do understand that approval will depend on the overall budgetary situation of the college. Optimistically, we would hope to have this item accomplished by AY 2016.]



*The counseling faculty have requested a new full-time faculty member with experience and credentials in school counseling be hired. The administration is in the process of determining which departments on campus will receive authorization to hire faculty for FY2019-2020.*

- Revisions to the process for developing student portfolios. It is important to continue to bring portfolio production and organization more explicitly in line with standards-based expectations. Important revisions have already been identified and developed, under the primary leadership of Sally McCarthy, and with the much appreciated participation of an adjunct faculty working group, and the consultation of Marilyn Richardson. These changes will be piloted and/or fully implemented beginning fall semester 2013.
  - As previously described in Indicator 3.03, some of the changes to be implemented include:
    - Portfolios will be developed and maintained electronically, instead of in hard copy.
    - The course "Fieldwork in School Counseling" will include an on-campus classroom component, where portfolio development will address appropriate entries.
      - Portfolio development will assume a greater role in the "Developmental School Counseling" course, and in "Classroom Management and Curriculum Design for School Counselors".
    - The Internship Seminar will involve portfolio review and reflection, with the objective of bringing portfolios to completion.

*Transition to the electronic portfolio process has begun. Faculty are establishing protocols to streamline this process and to ensure all school counseling students understand how to access and use the format on campus and remotely. Further, the instructors for the school counseling courses regularly address portfolio development, review, and reflection, particularly in the School Counseling Internship & Seminar course currently taught by Michelle Rauch.*

Some details of entry/principle coverage are as follows:

- As part of the course "Developmental School Counseling", Entry 2, and Principles #2 and #13 will be addressed.
- As part of the course "Fieldwork in School Counseling", Entry 1, Principles #2, #3, #5, #10; and Entry 2, Principles #3, #8, and #13 will be addressed.
- As part of an embedded assignment in the course "Career Counseling", and as part of embedded assignments in the course "Classroom Management and Curriculum Design for School Counselors", Entry 4, Principles #1, #4, #5, and #7 will be addressed.
- During the student's Internship and Internship Seminar, Entry 3, Principles #11 & #12 (within and educational support team) will be addressed; Entry 4 (including delivery of lesson plans), Principles #1,

#4, #5, & #7 will be addressed; Entry 5 (delivery of lessons to a classroom), Principles 16 will be addressed; and Entry 6 (reflection) will be addressed.

[Timeframe: Already begun. Implementation planned for AY 2013-2014.]

*These areas will be determined by the school counseling consultant. However, a review of the current course syllabi, in particular the syllabus for the School Counseling Internship & Seminar course, indicate that portfolio completion, review, and reflection are crucial components of the course.*

- Curriculum revisions. Important revisions to certain core courses for school counselors are planned. Many of these are described above in relation to the portfolio process. Briefly, they involve adding a new course in "Classroom Management and Curriculum Design for School Counselors"; and restructuring the focus and expectations of the existing courses "Developmental School Counseling", "Fieldwork in School Counseling", "Career Counseling", and "Internship Seminar." Additionally, one existing course, "Research Methods" will become elective for school counselors, and another, "Psychopharmacology" will become required.

[Timeframe: Changes already designed. Implementation planned for AY 2013-2014.]

*These courses have been restructured but the school counseling consultant will conduct a thorough review of each to ensure the revisions meet the standards. A new course, CSL 6030: Curriculum & Classroom Management for Counselors, was added as a required course in the school counseling curriculum. Further, CSL 6632: Evaluation & Measurement was also added as a required course and must be completed within a student's first three semesters in the graduate counseling program after which time the initial progress review is conducted by the counseling faculty. Research Methods is now an elective for school counselors as is Psychopharmacology.*

- Necessary technology and building upgrades. An extensive planning process has been underway on renovations for the McClelland building. Work has begun on the building's first level this semester, and will continue in stages. From the counseling program's perspective, the most important improvements will come in the areas of enhanced classroom space; study space for students; and the installation of more robust wifi capability. The latter is particularly crucial for school counseling students, who need to be able to collaborate on projects, portfolios, and writing assignments via laptop access to Google docs. At present, wifi connectability is not available in much of McClelland Hall.

[Timeframe: Building renovations have begun. Scheduled completion is uncertain. A reasonable projection would be AY 2014-2015.]

*Due to larger enrollment in many counseling courses, counseling faculty frequently teach classes in other buildings on campus to better accommodate students' and faculty members' needs for larger classroom sizes. However, the school counseling courses are usually held in McClelland Hall and classroom space is sufficient for the smaller number of students currently enrolled in the school counseling courses. Technological upgrade needs related to computers, projectors, and Smartboards in*

*McClelland Hall continue to be addressed by the university. Also, Wi-Fi access is now available throughout McClelland Hall. A large student lounge was constructed on the second floor of McClelland Hall and is open to all students, including on evenings and weekends when many graduate courses are held.*

- Design and implement a system for gaining feedback on their educational experience from counseling program graduates. As mentioned in Indicator [], we currently lack a systematic process for tracking and acquiring data from program graduates.

[Timeframe: Design tracking and data collection system by December, 2013, to be implemented after May, 2014.]

*A survey has been constructed by the education department's faculty and is being converted to a digital format. Questions specifically related to school counseling are being created and will be added to the survey. For the past several years, the education department has been keeping a list of students who complete the school counseling program. This list will be used to send surveys to solicit feedback from and maintain communication with program alumni.*

- Design and implement a system for gaining feedback on employers' satisfaction with counseling program graduates. Similar to the previous item, we currently lack a systematic process for tracking and acquiring data from employers who hire our graduates.

*The instructors of the clinical mental health counseling internship course will provide the instructor of the school counseling internship course with a formal Supervisor and Site Evaluation form that can be amended to best assess the school counseling internship experience. This form may also be modified to develop an employers' survey. Prior to graduation and as part of the school counseling internship course, students will complete a contact information form which includes demographic information as well as the name and contact information of their employer, if known. This information can be added to an electronic database maintained in the NVU Graduate Office.*

[Timeframe: Design tracking and data collection system by December, 2013, to be implemented after May, 2014.]

- Include part-time faculty more directly in advisement. As mentioned in Indicator [7.02], it is hoped that a process can be developed to allow a greater role by part-time faculty in the advisement of school counseling students. Particularly until a new full-time faculty hire is possible, the need for timely student access to advisement could be greatly enhanced if our dedicated adjunct instructors were given a more active role in advisement. There are logistical and contractual issues that need to be examined.

[Timeframe: Discussion to begin Fall, 2013. Implementation, if possible, Fall, 2014.]

*A school counseling consultant was hired several years ago but retired in December of 2017. Until her retirement, she provided advising to school counseling students and assisted them with the*

*portfolio process. She also reviewed portfolios and taught several school counseling courses. Since her retirement, the full-time counseling faculty have provided advising to school counseling students and completed portfolio review with the assistance of the education department faculty and part-time school counseling faculty and have regularly consulted with the NVU licensure office coordinator. The counseling faculty have requested that the NVU administration hire a new school counseling consultant immediately to ensure continuity with this process.*

- Edit and redesign current internship agreement form. Currently the internship agreement form covers counseling students' internships in both mental health and school settings. This has resulted in occasional confusion, as certain stipulations (for example the total required hours for internship) differ between mental health and school placements. There should be separate agreement forms for these two specializations.

[Timeframe: Redesign to be completed and ready for implementation by Fall, 2013.]

*Each internship course has a separate internship agreement unique to that specialty area. Further, the School Counseling Internship & Seminar course is taught by a part-time faculty member trained and credentialed as a school counselor.*

**Progress Toward Program Goals**

**Lyndon Campus ROPA Goals And Progress Towards Meeting Them**

**All Programs (Except Secondary and Early Childhood; listed separately below.)**

Strategic Goal	Target Date	Responsibility	Evidence
<p><b>General Response:</b></p> <p>Between the Spring of 2014 and the Fall of 2015, the elementary education program at Northern Vermont University – Lyndon experienced a 100% turn over, in not only full-time faculty, but also in administrative assistants. Tara Fortner was hired in August 2013, Tim Sturm retired in May of 2014, Ai Kamei &amp; Eden Haywood-Bird were hired in August 2014, then Ernie Broadwater retired in May 2015. In February of 2015, Kay McIsaac, administrative assistant to the education department left to take a position elsewhere in the Vermont State College System. The education programs have had four different assistants since that time.</p>			

Strategic Goal	Target Date	Responsibility	Evidence
<p>In response to encouragement from the administration at Lyndon, the faculty assembly voted to combined the graduate education program with the education program beginning in August 2015. In May 2016, Linda Metzke dropped from full-time to part-time status as she approached her retirement in May of 2017.</p> <p>Given the significant turn over, the new education faculty focused on evaluating the existing program, and then overhauling it in order to strengthen it. The five year goals were never shared with the new faculty. Therefore Dr. Fortner, Dr. Kamei, and Dr. Eden Haywood-Bird focused their efforts at improving the program based on the concerns noted in the program’s last full ROPA review, feedback provided by key stakeholders of our program, and their own assessments of the programs’ strengths and weaknesses. A reflection on the progress made to address the concerns in the most recent ROPA review is attached as additional evidence. Given that the five year goals were not provided to the new Lyndon faculty, they did not directly receive much attention in since the fall of 2013. Since there is some overlap between the five year goals, and the concerns noted in our last ROPA review, we provide some brief narratives summarizing our actions in recent years that relate to the goals.</p>			
<b>Standard I</b>			
<p><b>All Licensure Programs</b></p> <p>Create a system of resources to assist students in preparing for Praxis I and II.</p>	January 2013	Education Council	Resource guide available to students and develop a prep course.
<p>The education department has taken the following actions:</p> <ul style="list-style-type: none"> <li>- Beginning during the 2014-2015 academic year the department changed the requirement for completing Praxis Core from the second year to the first year to provide the candidates with more time to pass Praxis Core. Also this change enabled candidates to consider changing their major if their initial performance on the Praxis Cores suggested that they may not be able to pass it in a timely manner.</li> <li>- The education department has purchased Praxis study materials which are used by upper level education students who tutor other students who are preparing to take Praxis Core or Praxis 2.</li> <li>- Dr. Ai Kamei held numerous Praxis informational meetings for teacher candidates to help them to prepare to take these licensing exams.</li> <li>- Ms. Norma Twombly, an experienced secondary educator who is licensed for math, science, and social studies and who teaches math courses through CCV and Lyndon, became an integral member of our program initially as an adjunct, but more recently as a full-time professor. Ms. Twombly teachers one of the three required math courses as well as our math methods course. Through her teaching of these</li> </ul>			

Strategic Goal	Target Date	Responsibility	Evidence
<p>courses, she is able to better support our education students with passing the math portion of Praxis Core. When she identifies a student who is apt to struggle, she provides extra tutoring, without charge.</p> <ul style="list-style-type: none"> <li>- Dr. Fortner, who has taught statistics for Lyndon and for Springfield College has also provided tutoring support for students who were struggling with statistics and probability – again free of charge.</li> <li>- Dr. Fortner, provides candidates with extensive feedback on their writing in their second year courses. While most candidates pass Praxis Core prior to their second year, others have benefited greatly from the assistance Dr. Fortner has provided. Typically after one or two semesters in Dr. Fortner’s courses, even those with significant weaknesses have been able to pass Praxis Core writing.</li> <li>- Program modifications in 2014-2015 &amp; again in 2015-2016, resulted in a more deliberate selection of courses that education majors must take as part of the major. The department selected these courses in order to better prepare candidates for Praxis 2. These modifications include:               <ul style="list-style-type: none"> <li>o Requiring 3, 4 credit lab science courses</li> <li>o Required 3, 3 credit math courses</li> <li>o Requiring 3, 3 credit literacy courses plus a 3000 level English course</li> <li>o Requiring American History I</li> <li>o Requiring Introduction to Geography</li> <li>o Requiring American Politics and Government</li> </ul> </li> </ul>			
<p><b>Elementary Education/Early Childhood/Special Education</b></p> <p>Students who pass required English and mathematics courses also pass Praxis I and II.</p>	<p>Fall 2013</p>	<p>English, Mathematics and Education Departments</p>	<p>Improved Praxis I and II scores. Writing Graduation Standards. Improved writing in Portfolios.</p>
<p>Please see noted above regarding attempts to assist students with passing Praxis Core and Praxis 2.</p> <p>Prior to the fall of 2013, candidates in the elementary, early childhood, and special education concentrations rarely wrote essays or papers as part of their education course requirements. Since that time, more writing has been integrated into education courses in order to strengthen candidates writing abilities. Review of teacher candidates’ portfolios over the past few years has revealed that the quality of our candidates’ portfolios improves from when they wrote entry 1 in the fall of their second year until they finished their portfolio in the spring of their fourth year. Many students attribute their improved writing to be the result of rigorous requirements in several of their education courses as well as the abundance of feedback they have received from some of the education faculty members.</p>			

Strategic Goal	Target Date	Responsibility	Evidence
<p>A working group of LSC Education Faculty and regional and state-level special education representatives reviews and revised the special education curriculum and program to train students in current best practices.</p>	<p>Fall 2014</p>	<p>Education Department</p>	<p>The revised curriculum is in place by the Fall semester of 2014</p>
<p>As of the fall of 2013, the elementary education program had only two candidates in the special education concentration. Prior to the start of the Spring 2014 semester, one of those candidates dropped her concentration citing that the number of credits required was too excessive. (At that time, candidates wishing to pursue special education licensure had to complete nearly 140 credits.) The other candidate graduated in May 2014. Consequently, enrollment in the program was minimal for several years inhibiting our ability to reflect on this goal.</p> <p>During the 2014-2015 academic year, the elementary education program was updated such that the liberal studies requirements were embedded into the education program thereby creating an interdisciplinary degree. This change made the pursuit of a concentration in special education more feasible for teacher candidates as it was feasible to complete the special education concentration with 126 credits, or to complete both the special education and elementary education concentrations with only 128 credits. This change has resulted in an increased enrollment of candidates in the special education concentration.</p> <ul style="list-style-type: none"> <li>- May 2016 – 1 candidate completed both the elementary and special education concentrations</li> <li>- May 2017 – 2 candidates completed both the elementary and special education concentrations</li> <li>- May 2018 – 5 candidates completed both the elementary and special education concentrations</li> <li>- Class of 2019 – 3 candidates are enrolled in both the elementary and special education concentrations</li> <li>- Class of 2020 – 6 candidates are enrolled in both the elementary and special education concentrations</li> <li>- Class of 2021 – 8 candidates are either enrolled in, or contemplating enrolling in both the elementary and special education concentrations</li> </ul> <p>Feedback from the field reveals that our special education teacher candidates are very well prepared for the field. All special education candidates who sought employment as special educators are currently employed as special educators. One candidate successfully passed the Praxis 2 exam for special education, as required in the state of CT, on her first attempt.</p>			

Strategic Goal	Target Date	Responsibility	Evidence
<p>The department works with Admissions and regional and state-level special education representatives to increase enrollments in the special education licensure concentration.</p>	<p>Fall 2014</p>	<p>Education Department</p>	<p>Enrollments increase incrementally so that courses in the special education concentration have a minimum enrollment of ten by the Fall semester of 2014.</p>
<p>Please see information above.</p> <p>The program revisions were sufficient to significantly increase enrollment in our special education concentration. Since NVU-Lyndon is expected to close this program, additional work to recruit special education candidates is no longer appropriate.</p>			
<p><b>Early Childhood</b></p> <p>Develop a required early childhood materials and methods course to address topics for young children such as:</p> <ul style="list-style-type: none"> <li>• Visual arts</li> <li>• Music</li> <li>• Drama</li> <li>• Cultural influences</li> </ul>	<p>September 2013</p>	<p>Education Department</p>	<p>Syllabus, approval by Curriculum Committee and Faculty Assembly, inclusion in catalog.</p>
<p>Dr. Eden Haywood-Bird, who specializes in early childhood education, was hired to teach our early childhood education courses beginning in the fall of 2014. The first modification which was made to the early childhood program, was a complete redesign of the Introduction to Early Childhood (EDU 1030). This course's objectives and outcomes were updated to reflect National Association for the Education of Young Children's recommendations for curricular best practices across all content areas, and a field work placement of 30 hours was added to the lecture portion of the course. Beginning in Fall 2015, the Early Childhood techniques course was implemented to take the place of the 2000 level practicum. This course implemented National Association for the Education of Young Children's methods of child-directed teaching and reflective practices for teachers into an eight hour a week preschool internship experience. Additionally, candidates in early childhood licensure in this course are required to address all the developmental domains while working directly with children. These</p>			



Strategic Goal	Target Date	Responsibility	Evidence
<p>domains include the arts as well as cultural competency and anti-biased approaches. During her time here she updated our existing early childhood education program while also developing a new online early childhood education program.</p>			
<p>Insure all students are prepared to use the Common Core in Unit Planning.</p>	<p>Ongoing</p>	<p>Faculty</p>	<p>Syllabi Student Unit Plans</p>
<p>The elementary education program introduces students to the CCSS, in first year courses. Review of program syllabi will reveal that teacher candidates work with the CCSS, NGSS, C3 Standards, VEL Standards, and ISTE Standards. In EDU 3540, EDU 3750, and EDU 3825, teacher candidates are required to write lesson plans (and unit plans in EDU 3825) that are cross disciplinary. During these courses they are encouraged to explore additional standards including, but not limited to the ASCA standards.</p>			
<p><b>Physical Education</b>  Monitor PE Major scores on Praxis I and II.</p>	<p>January 2013</p>	<p>PETE Program  Director</p>	<p>Annual report.</p>
<p>In response to concerns noted in the previous ROPA review, members of the education council, with the approval of the administration proceeded to close this program. A teach out plan was developed and successfully carried out. This program is closed.</p>			
<p>Ensure that all PETE required courses are using Moodle as an interactive tool between faculty and students.</p>	<p>Fall 2013</p>	<p>PETE Program  Director and faculty delivering PETE courses.</p>	<p>Survey of courses each semester from Fall 2013 onwards. Departmental report.</p>
<p><b>Graduate Licensure</b>  Insure content specific technology that enhances student learning in the secondary content areas, elementary.</p>	<p>Ongoing</p>	<p>Graduate Methods Courses</p>	<p>Syllabi</p>

Strategic Goal	Target Date	Responsibility	Evidence
<p>All graduate level post-baccalaureate students seeking initial licensure in one of the secondary level content areas take one of two graduate level instructional technology courses (EDU 6490 – Technology for Educators or EDU 6495 – Tools of Education Technology) depending upon their professional interests and their goals for improving their competency with using instructional technology in their classrooms.</p> <p>Graduate level post-baccalaureate students seeking initial licensure in elementary education are supposed to take EDU 5480 – Science and Technology. Due to low enrollment though, along with other concerns with the program, graduate students are being encouraged to substitute either EDU 6490 or EDU 6495, and a new EDU 5710 – Teaching Math &amp; Science course in lieu of EDU 5480. These alternatives provide candidates with more exposure to instructional technology than was previously afforded to them.</p>			
<p>Insure all students are prepared to use the Common Core in Unit Planning.</p>	<p>Ongoing</p>	<p>Faculty</p>	<p>Syllabi Student Unit Plans</p>
<p>Prior to 2015-2016, most post-baccalaureate candidates for initial licensure in elementary or special education completed select courses from the undergraduate licensure programs. The significant curricula revisions made it more challenging for post-baccalaureate candidates to continue to enroll at the undergraduate level. Since then post-baccalaureate candidates have enrolled in the graduate program. Beginning in the 2017-2018 academic year though, due to concerns with low rigor and the date nature of the existing graduate programs, the education department has cross-listed the graduate version of courses with the undergraduate version of courses. This change has decreased the amount of independent studies taken by graduate level teacher candidates, increased rigor in the graduate courses, and updated the content presented to graduate candidates. Consequently, candidates seeking initial licensure in elementary or special education are being trained to use CCSS, NGSS, C3 Standards, ISTE, and when appropriate VELs.</p>			
<p>Reduce number of independent studies elementary candidates need.</p>	<p>2014</p>	<p>Admissions</p>	<p>No need for independent studies for elementary candidates.</p>
<p>Please see information provided above.</p>			

Strategic Goal	Target Date	Responsibility	Evidence
<b>Standard II</b>			
<b>All Licensure Programs</b>  Standardize the placement process for students in the field.	January 2013	Education Council	Protocol in place. Documentation of adherence to policy.
<b>Elementary Education/Early Childhood/Special Education</b>  Consistently follow program deadlines in <u>Milestones</u> .	September 2012	Education Department	Enforcing deadlines; timely field placements; minutes indicating deadlines met.
<p>The Milestones Handbook has been revised several times since 2014. First, the amount of deadlines was reduced and rational for the gateway deadlines was added, making the students aware of the necessity to meet the required gateways on time. Additionally, moving the Praxis Core to the first year has helped student meet the first deadline more easily and thus the need to create alternative deadlines has been reduced. Finally, revising the degree programs for Elementary Education/Early Childhood/Special Education programs has made the deadlines much more manageable for students to meet. Finally, NVU-Lyndon now offers all the required Praxis tests on campus, decreasing the burden on students to travel several hours to take the required tests.</p> <p>Nevertheless, since the time that these 5 year goals were established, significant changes occurred with the Praxis exams wherein they increased in rigor. Therefore, many teacher candidates have found it more challenging to pass these exams. Even some of our more talented teacher candidates have experienced significant challenges with passing certain sections of the Praxis exams – most notably the math section of</p>			

Strategic Goal	Target Date	Responsibility	Evidence
			<p>Praxis Core. However, these same teacher candidates are able to pass the math section on Praxis 2 on their first attempts, often exceeding the required score by 20 points. In these situations, wherein the teacher candidates have demonstrated promise in the field, and consistently show strong abilities in their education courses, the education department has permitted them to enroll in Teaching Apprenticeship prior to passing all sections of Praxis Core. Moreover, due to the revisions to Praxis 2, many teacher candidates have struggled to pass all four sections of Praxis 2. Therefore we modified our policy to permit teacher candidates to enroll in student teaching if they have passed all sections of Praxis Core, 2 of the 4 sections of Praxis Core, have a 3.0, and have satisfied all other requirements established by the education department.</p> <p>During the 2016-2017 academic year, the education department discovered that one candidate who was slated to complete her student teaching in the spring of 2017 had not yet passed Praxis Core. It was discovered that even though the student had been provided with the information in the Milestones Handbook, that she hadn't received the reminders from the department that were previously issued to teacher candidates as they progressed through the field. Reflection on how the situation occurred revealed the combination of the 100% turn over in faculty, and the inconsistency in the administrative assistant position resulted in the department not monitoring candidates' progression through the milestones as closely as should occur. Due to the circumstances, the department requested approval by the Academic Dean to permit the student teacher to complete her student teaching as planned. She took and passed Praxis Core during her student teaching semester. Shortly thereafter, the department discovered that the same situation had occurred for one graduate teacher candidate. Again an exception was made. These two incidences has increased the departments' attention to monitoring students' progress through the milestones.</p>
<p><b>Secondary Education</b></p> <p>Continue to build relationships with area teachers.</p>	<p>Ongoing</p>	<p>Secondary coordinators</p>	
<p>Due to challenges with placing secondary education teacher candidates in schools in the NEK, the graduate education department has sought out and secured teaching placements with secondary educators in the North Country of New Hampshire. For example, two of our secondary level post-baccalaureate candidates, one undergraduate secondary level candidates, and one of our special education teacher candidate (K-8) have completed field work experiences at Daisy Bronson Middle School/Littleton High School. The program reached out to these schools after a series of successful fieldwork placements were completed at Lakeway Elementary</p>			

Strategic Goal	Target Date	Responsibility	Evidence
<p>School which is also located in Littleton, NH. The department initiated the placements at Lakeway Elementary School in order to increase teacher candidates' exposure to diverse student populations as Littleton School District was discovered to have a higher percentage of non-White students, non-native English speakers, and students eligible for free and reduced lunches, than many schools in the NEK.</p>			
<p><b>Graduate Licensure</b>  Develop a prescribed format for field experiences.</p>	<p>2012</p>	<p>Graduate Faculty</p>	<p>Format for documentation of field experiences.</p>
<p>As noted above, the graduate program was separate from the undergraduate program until August of 2015. The former chair of graduate education began to transition toward retirement in May of 2016. Little information was provided to the rest of the education department regarding these previously identified goals. Consequently, the education department is not aware of steps that were taken to address these goals.</p>			
<p>Continue to expand opportunities for linking course work to the field by incorporating practicum modules in course.</p>	<p>2013</p>	<p>Ongoing</p>	<p>Chair of Graduate Education and Advisory Groups</p>
<p>See note above.</p> <p>Beginning in 2015-2016, Norma Twombly, who was then an adjunct professor, but is now a full-time professor and the new coordinator of graduate education, began teaching some of the graduate level, secondary methods courses. As an experienced secondary level educator herself, who holds endorsements in Math, Social Studies, and Science, Norma has embedded fieldwork requirements into her methods courses.</p>			

Strategic Goal	Target Date	Responsibility	Evidence
<p>Recent updates to the elementary level courses has also resulted in embedding fieldwork requirements into the core elementary level courses.</p>			
<p><b>Standard III</b></p>			
<p><b>All Licensure Programs</b></p> <p>Calibrate Portfolio scoring for consistency.</p>	<p>September 2014</p>	<p>Education Council</p>	<p>Consistency in portfolio review.</p>
<p>Throughout the 2014 to 2015 academic year, members of the education council engaged in numerous meetings to calibrate scoring of the old portfolio. Additional information regarding this process was provided in our two year report (Fall 2014), and the one year follow-up report (Fall 2015). More recently, members of the education department have participated in EPIC meetings to prepare for the new portfolios.</p>			
<p>Integrate all competencies into course syllabi.</p>	<p>Next course rotation</p>	<p>Faculty responsible for course</p>	<p>Syllabi include competencies.</p>
<p>When revising the elementary level undergraduate curricula, the education mapped the competencies to the courses. Some faculty include the competencies in the syllabi, but others do not as they prefer to focus on identifying clear and measurable course objectives that align to the competencies.</p>			
<p><b>Elementary Education/Early Childhood/Special Education</b></p> <p>Portfolios are completed in a timely manner. Portfolio must be completed for a passing grade in EDU 4250 e-Portfolio</p>	<p>December 2012</p>	<p>Education Department</p>	<p>Timely completion of portfolios.</p>

Strategic Goal	Target Date	Responsibility	Evidence
Development. If not completed a student will receive an "I" grade for one month, at which time, EDU 4250 must be retaken.			
<p>This continued to be a problem until the last of the previous faculty retired in May of 2015. At that point, the new faculty modified its approach to supporting teacher candidates through the portfolio process to facilitate their ability to complete portions of their portfolio prior to their student teaching semester. By the 2016-2017 academic year, a policy was established that students must have their portfolio approved of by their first reader at the completion of their student teaching semester to pass the course. If they had made sufficient progress, they could be issued an incomplete for one month. Failure to complete their portfolio on-time meant that teacher candidates would have to repeat the course. This change has resulted in a significant improvement in the rate of teacher candidates who are able to complete their portfolio during their student teaching semester.</p>			
Dispositions for each student will be systematically reviewed before: <ul style="list-style-type: none"> <li>• Admission to the major,</li> <li>• Before Junior Apprenticeship,</li> <li>• Before Student teaching,</li> <li>• Before recommendation for licensure.</li> </ul>	September 2012	Education Department	Minutes of meetings where systematic reviews are taken place.  Form that indicates students have passed.
<p>As noted above, the five year goals were not shared with the newer members of the education department. Nevertheless, this topic has arisen in the past 3 semesters and the education department hopes to be able to proceed with this during the current academic year.</p>			

Strategic Goal	Target Date	Responsibility	Evidence
Require 2.7 in all required department courses to be accepted into Junior Apprenticeship.	Fall 2012-13 Catalog	Education Department Chair	Students will have a 2.7 before being allowed to take Junior Apprenticeship.
<p>This has been an established policy for many years and is clearly communicated in the Milestones Handbook and on the Application for teaching Apprenticeship. The department has consistently adhered to this policy.</p>			
<b>Physical Education</b>  Create a process for development and assessment of student dispositions at intervals through the program.	September 2012	PETE Program Director	Dispositions assessment tool; data collection points; annual reports and tracking.
See note above regarding closure of program			
Clearly connect courses with completion of Portfolio Entries.	Fall 2012	PETE Program Director	Program matrix
<b>Graduate Licensure</b>  Develop web based on-line portfolio.	2013	Graduate Faculty	On line portfolios.
Post-baccalaureate teacher candidates create electronic portfolios.			



Strategic Goal	Target Date	Responsibility	Evidence
<b>Standard IV</b>			
<p><b>All Licensure Programs</b></p> <p>Continue to use digital surveys to increase return of surveys.</p>	Fall 2011	All Programs	Increased return of surveys from employers, superintendents, cooperating teachers, student teachers, and graduates.
<p>The education council continues to use digital surveys to receive feedback regarding our programs. Review of the survey results though revealed that the obtained information wasn't as helpful we wanted to inform our practices. Consequently, they were updated during the 2015-2016 academic year. We also changed to using Survey Monkey to make the surveys more accessible, and the results more user friendly.</p>			
Review all survey data twice a year.	Spring 2012	Education Council	Yearly aggregated data and report of findings.
<p>Due to concerns with the surveys themselves, the education council found limited utility with the obtained data. Since updating the surveys, the education council has reviewed the data on an annual basis. Members of the education council felt that reviewing the data annually was sufficient since minimal data was typically available for individual semesters.</p>			
<p><b>Secondary Education</b></p> <p>Build in expectation as students do pieces for their portfolios that they will grow and want to revisit.</p>	Ongoing	Secondary Coordinators and others teaching required courses for secondary licensure.	Syllabi and revised student philosophies.
<p>Undergraduate level secondary education students now take EDU 3020 – Educational Psychology with the undergraduate elementary education students. In this course, secondary education teacher candidates complete five field-work based assignments which they are expected to put into their licensure portfolios. Also,</p>			

Strategic Goal	Target Date	Responsibility	Evidence
they begin to learn about the electronic portfolio management system that they will be using.			
Meet to discuss portfolio development, calibration, and data gathered from surveys and the review of portfolios.	Every semester	Secondary Coordinators and others teaching required courses for secondary licensure.	
Since 2014, the education council has met multiple times each semester. Portfolio development and calibration has been the most prevalent topic of discussion at this meeting.			
<b>Graduate Licensure</b> Continue to use digital surveys for employers, superintendents, cooperating teachers, student teachers and graduates.	Ongoing	Administrative assistant	Compilation of information from surveys.
See comments above regarding the education council's use of surveys.			
Use survey information to improve program.	Ongoing	Graduate Committee Advisory Group	Revisions of program.
See comments above regarding the education council's use of surveys.			

Strategic Goal	Target Date	Responsibility	Evidence
<b>Standard V</b>			
<b>All Licensure Programs</b>  Promote diversity in field placements.	Ongoing	All programs	Data collected on diversity in placements.
<p>This has been an ongoing issue of particular interest for the department. Information about the strategies and approaches we have taken were reported in our two year report, and our one year follow-up report.</p> <p>As noted above, the education programs are using schools within the Littleton School District in Littleton, NH more as it has more diversity than is present in most schools in the NEK.</p>			
<b>Graduate Licensure</b>  Continue to incorporate diversity in core courses.	Ongoing	Faculty  Speakers	Syllabi  Inclusion of video clips discussing diversity.
<p>As noted above, little information was provided to the current members of the department regarding steps that were taken in previous year to address this issue. Members of the education department believe that we must prepare all teacher candidates to teach all students regardless of race, ethnicity, relation, SES, gender, or ability status; consequently, we strive to include content regarding diversity in all of our courses.</p>			
<b>Standard VI</b>			

Strategic Goal	Target Date	Responsibility	Evidence
<p><b>All Licensure Programs</b></p> <p>Establish a faculty position coordinating the educator licensure programs across the college.</p>	<p>January 2013</p>	<p>Education Council/Administration</p>	<p>Coordinator is employed.</p>
<p>Even though the goals indicated that a coordinator was employed, there was no such position as of August of 2013 when Dr. Fortner was hired. In August of 2014, Dr. Fortner was appointed by Provost Kellie Bean to be the Coordinator of the Graduate Council for one semester. Thereafter, various members of the education department have served in that role. The administration provides a 1 credit release for this position each semester.</p>			
<p>Research e-portfolio alternatives for all licensure areas.</p>	<p>2012-2013</p>	<p>Education Council</p>	<p>e-portfolio used by all licensure areas.</p>
<p>Since the fall of 2014, the education departments have used Mahara for the completion of electronic portfolios. This platform was selected because it is free to students, it runs parallel with our online learning management system, and Dr. Fortner had previous experience with its use for electronic portfolios. She mentored the other members of the education council, who were interested in learning about it. In the past couple of years though, there have been numerous times when Mahara has not been accessible to teacher candidates and faculty reviewers. Consequently, the department is considering changing to a different platform.</p>			
<p>Faculty training to integrate and implement Common Core across all required education courses.</p>	<p>Ongoing</p>	<p>Faculty</p>	<p>Revised syllabi Revised lesson and unit plans.</p>
<p>Please see notes above regarding our requirements for using CCSS in our methods courses.</p>			

Strategic Goal	Target Date	Responsibility	Evidence
<p><b>Elementary Education/ Early Childhood/ Special Education</b></p> <p>Plan for smooth transition for new faculty in the Education Department.</p>	<p>Fall 2011 – to Spring 2014</p>	<p>Administration and Education Department Faculty</p>	<p>New Faculty employed without program disruption.</p>
<p>There was a one year over lap between with Dr. Fortner was hired and when former chair, Dr. Tim Sturm retired. This provided Dr. Fortner with two semesters to prepare to be chair. Had there not also been a turn over in the administrative assistant position, there may have been a minimal disruption in the program; however, having five administrative assistants during her three years as chair of education, while also seeing the retirement of the two remaining full-time education faculty members (Dr. Ernie Broadwater in May 2015 &amp; Dr. Linda Metzke in May 2016 to PT status), and hiring two new full-time faculty members in August of 2014 proved to be very challenging. Other than the two aforementioned issues regarding students not being adequately reminded about the Praxis Core deadlines, the new faculty not knowing about these 5 year goals, and the limited communication between the former chair of graduate education and the other members of the education department, there haven't been many disruptions to the department. In fact, in since August of 2014, the elementary education department has completely updated its programs, created a new online ECE program, and significantly improved the quality of its teacher candidates.</p>			
<p>Develop and administer assessment tool to assess the new Liberal Studies requirement.</p>	<p>March 2013</p>	<p>Education Department</p>	<p>Survey Results</p>
<p>We are not sure the extent to what, if at all, this strategic goal was accomplished. In August of 2014, the education department decided to embed the liberal studies requirements into the education major thereby creating an interdisciplinary major. This change has made it far easier for students to progress through the program in four years while also enabling the education faculty to be more prescriptive about which liberal</p>			

Strategic Goal	Target Date	Responsibility	Evidence
<p>studies courses teacher candidates should take.</p>			
<p>Train faculty to achieve inter-rater reliability for scoring portfolios.</p>	<p>Fall 2012</p>	<p>Education Council</p>	<p>Consistence in scoring portfolios.</p>
<p>See notes above regarding the Education Council’s work around calibrating portfolios.</p>			
<p><b>Secondary Education</b>  Explore new ways for Secondary Education to share current duties of the chair.</p>	<p>Fall 2012</p>	<p>Secondary Education Faculty</p>	<p>Organizational chart</p>
<p>Beginning in August of 2015, the organization of the education programs was modified. Instead of having a chair of elementary education, a chair of graduate education, and the coordinator of the education council, there would be a chair of education, a coordinator of the ed council, a coordinator of graduate education, a coordinator of secondary education, and a coordinator of early childhood education. Each of these individuals would responsible to work collaboratively with each other.</p>			
<p>Update curriculum materials in the IMC.</p>	<p>Ongoing</p>	<p>Secondary Education Faculty</p>	<p>IMC acquisitions</p>
<p>Between January 2014 and August 2014, Dr. Fortner, and Jay Bona, liaison to the education programs in the library, completed an extensive review of the curricular materials in the IMC. All significantly outdated information, as well as any information that depicted inaccurate or culturally biased information were removed. The library has attempted to purchase more curricular materials as money has been available. Also, during the</p>			

Strategic Goal	Target Date	Responsibility	Evidence
summer of 2014, the administration allocated money to update the IMC so that it can be used as a classroom for education courses. It includes a Smart TV, a computer, and new furniture.			
<b>Graduate Licensure</b> Expand program.	Develop site based cohorts.	Ongoing	Chair of Graduate Education Admissions
This was not accomplished.			
Expand program.	Develop on-line options for core courses.	Ongoing	Chair of Graduate Education Admissions
Several courses in the graduate program are fully online. Many are hybrid courses.			
<b>Standard VII</b>			
<b>All Licensure Programs</b> The evaluation data collected by educator and student surveys is stratified by program.	Spring 2012	Administrative and Licensure Program.	Data reported by program
The education council reviews data annually. The data available is clearly delineated to reflect which programs they are referring to.			

Strategic Goal	Target Date	Responsibility	Evidence
Review program assessment data and make appropriate modifications.	Fall 2012	Individual licensure programs.	Reports to Education Council.

As noted above, the program had concerns with the utility of the data that was available. This limited our ability to use that data to make appropriate modifications to our program. During the spring of 2014 though, Dr. Fortner hosted a meeting with alum of our program and other key stakeholders to get feedback about our program. Since then, she and other members of the education department have sought out and received feedback back from these and other key stakeholders which we have used to help us to overhaul our undergraduate elementary, early childhood, and special education programs. We also relied very heavily on the feedback provided to the program as a result of the program's last full ROPA review.

### Secondary Education

Strategic Goal	Target Date	Responsibility	Evidence
<b>Standard I</b>			
Secondary Education  Develop a new model for delivery of the methods course with students spending more time in 7-12 classrooms with compensation for mentoring teachers in the field.	Fall 2012	Secondary Coordinators and Administration	Syllabus

*All secondary education students (English, math, social science, natural science) are required to do 30 hours of observation (which would include some teaching, if possible). In some content areas, it's easier to find teachers in grades 7-12 who are willing to mentor our students. For example, math education students could spend 15 hours observing, participating, and presenting a lesson (or lessons) at Miller's Run School in Sheffield, VT, or at the Thaddeus Stevens School, Lyndon, VT (or at both schools)*



*For science education students, a teacher from Lyndon Institute taught the methods class and had students do 30 hours of observation as well as some co-teaching of a class or lab.*

*In English and social sciences, students visited a variety of schools and grade levels for their 30 hours of observation. Depending on the number of English education students, they would work with the English education coordinator and teach a lesson or two in the Introduction to Literature class.*

*Currently, because we have so few secondary education students, the methods courses have been offered as independent studies, thus making it difficult to sustain any “new model” for delivery of the methods course. However, the 30-hour requirement is still in place, and students are able to find schools where they can satisfy that requirement.*

<b>Standard II</b>			
Secondary Education Continue to build relationships with area teachers.	Ongoing	Secondary coordinators	

*Many of our former students now teach in area schools and are usually willing to serve as cooperating teachers and sometimes as adjunct faculty. All the secondary education coordinators maintain good relationships with area teachers and continue to forge relationships with teachers and administrators.*

<b>Standard III</b>			
Secondary Education Develop systematic process for monitoring the growth of	Fall 2012	Secondary Coordinators	Established Protocol

students in Professional attributes and dispositions.			
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*Again, because we have so few students in the secondary education program (and because three of the following courses are no longer offered), it has been difficult to maintain a systematic plan for monitoring students' progress in Professional Attributes and Dispositions Assessment (PADA).*

*Our 2011 Secondary Education Program Handbook clearly outlines the courses in which the PADA was to be used and kept on file by instructors of those courses:*

- *EDU 2025 Introduction to Secondary Education*
- *EDU 3240 Literacy Development in the Content Area*
- OR**
- *EDU 4050 Teaching Students with Special Needs*
- *EDU 4020* } *Methods courses*
- 4025* }
- 4030* }
- 4040* }
- *EDU 4850 Secondary Student Teaching (to be filled out by either the cooperating teacher or college supervisor)*

<b>Standard IV</b>			
Secondary Education Build in expectation as students do pieces for their portfolios that they will grow and want to revisit.	Ongoing	Secondary Coordinators and others teaching required courses for secondary licensure.	Syllabi and revised student philosophies.
Meet to discuss portfolio	Every semester	Secondary	

development, calibration, and data gathered from surveys and the review of portfolios.		Coordinators and others teaching required courses for secondary licensure.	
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*The courses listed above in Standard III provided students an opportunity to develop their portfolios. For example, in EDU 2025, students wrote four introductory essays for their licensure portfolios: personal background; reflection on why they chose secondary education and their particular content area; personal philosophy of education; and their reflection Lyndon’s “teaching is learning” theme. In EDU 3020 (Educational Psychology), students revised their philosophy of teaching, and then again in their Methods classes. In EDU 4050 (Teaching Special Needs), students worked on Entry 2 (Accommodating Students Identified as Having Special Needs) of the licensure portfolio. Also, in EDU 3150 (Secondary Teaching Process) and EDU 3070 (Secondary School Observation), students were required to begin work on Entry 1 (Analyzing the Learning Environment).*

*Although we did review data from surveys and portfolios, we fell short of our goal of systematic calibration of portfolios, due to the impossibility of find meeting times that would allow all or a majority of the secondary education faculty to be present.*

<b>Standard V</b>			
<b>All Licensure Programs</b>  Promote diversity in field placements.	Ongoing	All programs	Data collected on diversity in placements.

*Same as noted above – data collected on diversity in placements.*

<b>Standard VI</b>			
Secondary Education  Explore new ways for Secondary Education to share current	Fall 2012	Secondary Education Faculty	Organizational chart

duties of the chair.			
Update curriculum materials in the IMC.	Ongoing	Secondary Education Faculty	IMC acquisitions
Training in the better use of the technology tools we have and will be getting.	Ongoing	Secondary Education Faculty	

*Over the years, the chair of secondary education had assistance from the Administrative Assistant. The assistant helped find placements for student teachers and was responsible for sending out and filing official paperwork, to name just a few of the designated responsibilities.*

*Updating of curriculum materials and training in use of technology has been ongoing. For example, secondary education faculty were taught how to use Mahara for e-portfolios.*

<b>Standard VII</b>			
<b>All Licensure Programs</b> The evaluation data collected by educator and student surveys is stratified by program.	Spring 2012	Administrative and Licensure Program.	Data reported by program
Review program assessment data and make appropriate modifications.	Fall 2012	Individual licensure programs.	Reports to Education Council.

*As a group, the Education Council would review educator and student surveys, as well as assessment data, and use such information to inform changes for improvement in the elementary and secondary education programs.*

### Update on the Early Childhood Program

Response Regarding ECE Program

NVU-Lyndon is committed to maintaining our Birth – age 5 early childhood education program. While it is true that Dr. Eden Haywood-Bird is no longer employed full-time by NVU-Lyndon, she is committed to continue to work as an adjunct teaching 6-9 credits per semester for the foreseeable future. For the Fall 2018 semester, Dr. Haywood-Bird is teaching 9 credits, and is providing support to Ms. Nancy James, a long-time adjunct of our department who is an experienced early childhood educator. Ms. James is handling many aspects of the coordination of this program including advising students. In addition to receiving support from Dr. Haywood-Bird, Ms. James is receiving support from Dr. Tara Fortner, Assistant Professor of Education.

Dr. Fortner, herself has interest in early childhood education. Prior to coming to Lyndon, Dr. Fortner worked as a school psychologist with children aged 3-21, and taught early childhood courses through Springfield College. One of her goals upon applying for a position at Lyndon State College in the spring of 2013 was to be able to create a pathway to licensure for non-traditional students currently working in the field of early childhood education. Dr. Fortner was a member of the search committee that ultimately hired Dr. Haywood-Bird. As a member of the search committee, she advocated for the hiring of Dr. Haywood-Bird as she possessed the background and skillset requisite to creating the online program. In the fall of 2014, Dr. Fortner and Dr. Haywood-Bird began to conceptualize the existing ECE program. Even though Dr. Haywood-Bird was the major force behind the design and the development of the curriculum for this program, Dr. Fortner, who was at that time chair of the education department, was actively involved with supporting Dr. Haywood-Bird. Consequently, Dr. Fortner is very familiar with this program and most notably the four courses that she designed (ECE 3840, 3860, 3920, & 4080).

Given Dr. Haywood-Bird's departure from NVU-Lyndon, Dr. Fortner will become more involved. Beginning this semester, Dr. Fortner will teach 3-6 credits semester in this program. Together, Dr. Fortner, and Dr. Haywood-Bird will teach most of the courses in the program. We will continue to use adjuncts from various VT counties to supervise candidates during their student teaching semester. Otherwise, only 1 or 2 courses will be taught by someone other than Dr. Haywood-Bird and Dr. Fortner each academic year. The tentative schedule for these courses is provided below:

**Fall 2018**

ECE 3880      Early Childhood Techniques

Ms. Lauren Shelton

ECE 3820      Infant & Toddler Techniques

Ms. Lauren Shelton

ECE 3840      Advanced Early Childhood Development

Dr. Tara Fortner

ECE 4020 Authentic Assessment of Young Children

Dr. Eden Haywood-Bird

ECE 4040 Using Inquiry for Math and Science with Young Children

Dr. Eden Haywood-Bird

ECE 4080 Language & Literacy in Early Childhood

Dr. Eden Haywood-Bird

**Spring 2019**

ECE 3850 Managing an ECE Classroom

Dr. Eden Haywood-Bird

ECE 3860 Ethical Considerations for Early Childhood

Dr. Tara Fortner

ECE 3870 Inclusive Teaching for Early Educators

Dr. Eden Haywood-Bird

ECE 4250 e-Portfolio Development

Dr. Eden Haywood-Bird

ECE 4780 Student Teaching Seminar

Dr. Eden Haywood-Bird

ECE 4811 Teaching Early Childhood Education

Various Adjuncts

**Summer 2019**

ECE 3920 Educational Theory for Teachers of Young Children

Dr. Tara Fortner

ECE 3940 Developmentally Appropriate Programming: Infants and Toddlers

Dr. Eden Haywood-Bird

ECE 3950      Developmentally Appropriate Programming: Preschool

Dr. Eden Haywood-Bird

**Fall 2019**

ECE 3880      Early Childhood Techniques

Dr. Eden Haywood-Bird

ECE 3820      Infant & Toddler Techniques

Ms. Lauren Shelton

ECE 3840      Advanced Early Childhood Development

Dr. Tara Fortner

ECE 4020      Authentic Assessment of Young Children

Dr. Eden Haywood-Bird

ECE 4040      Using Inquiry for Math and Science with Young Children

Dr. Eden Haywood-Bird

ECE 4080      Language & Literacy in Early Childhood

Dr. Tara Fortner

**Spring 2020**

ECE 3850      Managing an ECE Classroom

Dr. Eden Haywood-Bird

ECE 3860      Ethical Considerations for Early Childhood

Dr. Tara Fortner

ECE 3870      Inclusive Teaching for Early Educators

Dr. Eden Haywood-Bird

ECE 4250      e-Portfolio Development

Dr. Eden Haywood-Bird

ECE 4780 Student Teaching Seminar

Dr. Eden Haywood-Bird

ECE 4811 Teaching Early Childhood Education

Various Adjuncts

**Summer 2020**

ECE 3920 Educational Theory for Teachers of Young Children

Dr. Tara Fortner

ECE 3940 Developmentally Appropriate Programming: Infants and Toddlers

Dr. Eden Haywood-Bird

ECE 3950 Developmentally Appropriate Programming: Preschool

Dr. Eden Haywood-Bird

**Fall 2020**

ECE 3880 Early Childhood Techniques

Dr. Eden Haywood-Bird

ECE 3820 Infant & Toddler Techniques

Ms. Lauren Shelton

ECE 3840 Advanced Early Childhood Development

Dr. Tara Fortner

ECE 4020 Authentic Assessment of Young Children

Dr. Eden Haywood-Bird

ECE 4040 Using Inquiry for Math and Science with Young Children

Dr. Eden Haywood-Bird

ECE 4080 Language & Literacy in Early Childhood



Dr. Tara Fortner

**Spring 2021**

ECE 3850      Managing an ECE Classroom

Dr. Eden Haywood-Bird

ECE 3860      Ethical Considerations for Early Childhood

Dr. Tara Fortner

ECE 3870      Inclusive Teaching for Early Educators

Dr. Eden Haywood-Bird

ECE 4250      e-Portfolio Development

Dr. Eden Haywood-Bird

ECE 4780      Student Teaching Seminar

Dr. Eden Haywood-Bird

ECE 4811      Teaching Early Childhood Education

Various Adjuncts

Given the merger of the education programs at NVU-Johnson and NVU-Lyndon, we are not yet sure who will coordinate the ECE program beyond May of 2019. If the current arrangement is successful, then it may remain as it is. Otherwise the department might advocate for hiring another full-time faculty member to take over the coordination of the program, or if her course load permits, Dr. Fortner might take over the coordination of the program. The education departments at NVU will be engaging in numerous discussions during the course of the 2018-2019 academic to determine the best course of action for how to proceed in regards to this important program, as well as our other education programs.

## Addressing Revised Licensure and Endorsement Standards and Policies (Johnson)

### *All Programs*

All programs are using the VLP and the newest Vermont Core Teaching standards.

### *Elementary Standards*

In response to the changes in elementary education standards, the Johnson education department did a thorough review of the curriculum map and old standards and then remapped the new standards to our existing courses. Finding that we did not have sufficient coursework in place to meet the new standards, we added new required courses (GeoCultural Studies, Applied Mechanics, and Geometrical Reasoning at the undergraduate level and Teaching Engineering at the graduate level) to ensure that all students met the updated standards for licensure.

### *Special Education Standards*

In response to the changes in special education standards, the Johnson education department did a thorough review of the curriculum map and old standards and then remapped the new standards to our existing courses. We found that by adjusting the topics and assignments in our existing courses, we could cover the new standards without adding or deleting courses. Our students are thus meeting all of the current endorsement standards within our existing curriculum framework.

### *Secondary Standards*

The secondary curriculum is in the process of being updated to meet the latest revisions of the secondary endorsement standards in math, English, social studies, and science. Dr. Kathleen Brinegar, program director of secondary education, has workload credits for spring 2019 assigned specifically to work with related liberal arts & science faculty to update the curriculum.

### *Physical Education, Art, and Music, Dance Education and Theater Education*

The physical education curriculum has not been updated meet the newest version of the physical education K&P standards. We are having an institutional dialogue regarding our next steps for physical education.

The music curriculum has not been updated meet the newest version of the standards but we have a plan to complete these revisions in the upcoming year.

The art curriculum has not been updated meet the newest version of the standards but we have a plan to complete these revisions in the upcoming year.

Dance and theater education are in compliance with current standards.

### **Addressing Revised Licensure and Endorsement Standards and Policies (Lyndon)**

Lyndon reviewed the standards several times in 2014-2015 to ensure that curricular updates aligned with revisions in Elementary education, early childhood education (traditional age 3-grade 3), and special education. In May of 2015 the Lyndon faculty mapped the curriculum to the standards. The Lyndon faculty also mapped other standards to their courses to align them with national agencies such as CEC, ILA, IDA, and AERA.

Because of low enrollment in the secondary education program at Lyndon, several required education courses have been discontinued (with substitutions from elementary education counting in lieu of them) or are being delivered as independent studies. Consequently, concern over the viability of the secondary licensure program has stalled any curriculum revisions that would appropriately address the new ROPA standards. There is a plan in place to discuss a teach-out plan for the secondary education programs at Lyndon as part of the NVU merger.