

ROPA Visit Report

Upper Valley Educator Institute Literacy Program Review

March 17-19, 2021

The Vermont Standards Board for Professional Educators (VSBPE) authorized a team to conduct a review of UVEI's literacy program on March 17-19, 2021. Members of the Review Team were: Tess Dussling, Assistant Professor of literacy education at St. Michael's College, Chair; Sandra Mings-Lamar, ELL Coordinator for the White Mountain Regional School District in Whitefield, NH; Cera Putney-Crane, literacy teacher at Lyman C. Hunt Middle School; Christine Kurucz, VSBPE member and secondary English teacher at Twin Valley Middle High School; and Ellen Cairns, AOE ROPA Coordinator and former elementary school teacher.

The ROPA Review Team wishes to thank Becky Wipfler for her work on the Institutional Portfolio, as well as her responsiveness to the questions and requests from the review team. We also appreciate the availability of Page Tompkins, the other faculty members involved in the literacy program, the three mentors who are currently working with the program, and the two candidates currently in their first year of the program. It was interesting and informative to get to speak with all of these stakeholders.

Summary:

This review was a bit different than most others, as all candidates accepted into the program are already licensed teachers who would like to add the Specialized Literacy Professional endorsement to their current license, as per Rule: *This endorsement is limited to those who hold or who are eligible to hold endorsements in early childhood, elementary education, middle grades, the secondary content areas, special education, or English as a Second Language.* The review team considered some of the ROPA indicators as not applicable, as all of the candidates in the program have already demonstrated competency in the Core Teaching Standards and had previously completed student teaching. We paid special attention to the indicators that specifically relate to the endorsement area, as well as to the endorsement competencies and to the newer ROPA indicators that may not have been covered previously in an educator preparation program (1.3, 1.4, and standard 5). Overall, we found the program to be strong, but in a few areas the evidence was not considered satisfactory. This was recognized by UVEI faculty as a challenge due to the nature of their program, but one that should be easier to meet when they have program completers and are able to collect and analyze data from those completers and the principals who supervise them. As new programs can, at most, be granted two-year conditional approval, our recommendation to the Board is that this approval is granted, with a report documenting how UVEI has addressed the concerns from this report due by May 31, 2023.

Program	Approval Recommendation
Specialized Literacy Professional	Two-Year Conditional Approval

ROPA Approval Standards Summary

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

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

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

Overall Rating for Standard I:

Exemplary Evidence (EE) **Satisfactory Evidence (S)** Partial Evidence (P) Minimal Evidence (M)

ACRONYMS USED: EF - EDUCATOR FROM THE FIELD IP - INSTITUTIONAL PORTFOLIO VLP - VERMONT LICENSURE PORTFOLIO

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
1.1 Candidates have the necessary content and pedagogical knowledge and understanding of learner development and differences to meet the Core Teaching Standards as evidenced by the successful completion of the Vermont Licensure Portfolio.	This indicator is not applicable, since all candidates in UVEI’s Literacy Program are already licensed teachers and therefore would have completed their Vermont Licensure Portfolio (VLP) or alternate method of showing knowledge of the Core Teaching Standards (CTS) (such as reciprocity with New Hampshire).	N/A

<p>1.2.1 Candidates demonstrate the use of technology to instruct and assess learners and to improve student outcomes.</p> <p>1.2.2 Candidates demonstrate the ability to guide learners to use technology in safe, appropriate, and effective ways.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Candidates demonstrate using technology as part of the Literacy Educators Program Standard 3: Modeling Advanced Literacy Pedagogies (3e: Using a wide range of texts from traditional print, digital, and online resources). ● There are opportunities to demonstrate competency in the clinical placement, performance assessments, and formal observation. <p>From Interviews:</p> <ul style="list-style-type: none"> ● Becky: Primary experience is the day to day work that candidates are doing in their jobs. Couple of different performance assessments that integrate technology. In case study student analysis--gather assessment data on a student and part of their intervention plan will specifically be around technology. Also digging into adaptive technology is part of a module focused on dyslexia. Provide lists of resources for students to dig into for assistive tech--they report back on that in seminar. ● Page: Starts with experiential and is guided by coaches--areas to go more in depth is framed by inquiries. Mostly, people are doing authentic real work which includes technology--guided by outside mentors. Aware that competency-based assessments are complicated---can't have completely thorough assessment of everything they do. ● Current candidates both talked about modules that they were just starting on "assistive technologies." They also spoke of technology that their own districts were using including Google classroom, and Googles Reading Text to Voice software. They both felt the program addressed their technological needs through the modules and through what they were getting from their districts. 	<p>S</p>
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<p>1.3 Candidates demonstrate the ability to engage students and involved adults in the planning, assessment, and reflection required to identify developmentally appropriate personalized learning goals.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Syllabus for Advanced Literacy Instruction and Assessment - actually two courses, 240a, Intro (Fall) and 240b, Inquiry (Spring) ● Case Study Student Analysis Template serves to model this competency for the candidates (PART A: GOAL SETTING: Identifying your learning goals for yourself as a teacher) ● Personalized learning is one of the options candidates can choose to focus on for their inquiry into Deeper Learning. ● From the Learning Strands in the clinical placement document, candidates will: <ul style="list-style-type: none"> - Evaluate the school’s approach to individualized learning (personalized learning plans, extended learning opportunities, etc.) - Evaluate the school’s approach to student competency/proficiency (grading system, scheduling, articulation of goals, etc.) <p>From Interviews:</p> <ul style="list-style-type: none"> ● Becky: When we talk about working with individual students, part of the intervention plan is engaging the student in creating their learning goals and involving them in self-assessment. ● Becky’s chat comment: Investigate and discuss with mentor and related specialists federal, state, and local law and policy as it pertains to literacy instruction, intervention, and assessment. (Candidates seeking VT licensure: including those related to flexible pathways, personalized learning plans, and proficiency-based learning) ● Engaging the students so that they may create their own learning goals and self-assessment ● Investigate and discuss with mentor and related specialists federal, state, and local law and policy as it pertains to literacy instruction, intervention, and assessment. 	<p>S</p>
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	<p>(Candidates seeking VT licensure: including those related to flexible pathways, personalized learning plans, and proficiency-based.</p>	
<p>1.4 Candidates demonstrate the ability to nurture, maintain, and restore relationships with students so that they can recognize and respond to those who have been impacted by adverse life experiences and help them develop resiliency.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Lesson study cited- not specifically addressed; as with other indicators where this is cited as evidence, it could be covered in the Lesson Study, but might not be. <p>From Interviews:</p> <ul style="list-style-type: none"> ● Becky: As with answers to other questions: Our candidates are all working teachers and the schools we partner with do this kind of work, on the job trainings, etc. Our approach to the workshop model--get to know students through the environment you create and the case study analysis, deep dive into lesson study, paying close attention to the kids, a holistic approach to that... ● Page: There is no perfect placement site, even when that's the center of learning. ● Might need a class/workshop to incorporate how to help students who struggle or have challenges--and not because they have a reading or writing disability. Trauma training--new techniques, new ways to approach, ways to get them ready for learning ● Chris: focus is on outcomes--results-oriented. ● Mentor said her candidate makes good connections with kids and doesn't doubt her ability to work with kids with trauma but not sure if she has had formal training. 	<p>P</p>

	<ul style="list-style-type: none"> ● Mentor said her candidate has been exposed to students with trauma and feels she is effective but it may be because of the district focus on trauma, not necessarily UVEI’s training. ● Candidates talked about how Becky models for them how to build relationships and they use that model and apply it at their schools. They both discussed how their work on relationship building is trauma informed. Both talked about how the program is very much experience and reflection - an example they gave was having to video themselves, watch it with Becky and discuss the strengths and weaknesses of their teaching. They said the exercise modeled how to build relationships with students so they feel safe enough to have conversations about their work. They felt like the discussion they had taught them both how to communicate more effectively with students when working with them on the strengths and weaknesses of their own performance. They also felt that UVEI had taught them how to tap into experts, so that if they needed more assistance with trauma-informed work they knew who to go to at their school to get the necessary support and expertise. 	
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Commendations:

- As the program is heavily experience-based, candidates get real opportunities to build their skills.

Concerns:

- Ensure that candidates have familiarity with personalized learning plans (1.3).
- Ensure that candidates have the skills to “recognize and respond to those who have been impacted by adverse life experiences and help them develop resiliency,” (1.4)

Considerations for Further Program Development:

- Consider adding a module on technology, especially that which is specific to the endorsement
- To ensure that candidates have familiarity with personalized learning plans, consider an assessment of prior learning and then, if necessary, intentional lessons that would need to be completed.
- To ensure that candidates have familiarity with trauma-informed best practices, consider an assessment of prior learning and then, if necessary, intentional lessons that would need to be completed.

STANDARD II: Systems of Assessment
Provider uses valid and reliable methods to systematically evaluate candidates’ knowledge and performance competencies, to monitor candidates’ progress, and to acquire data that is used in making programmatic improvements.

Overall Rating for Standard II:

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

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
<p>2.1 Programs use reliable, valid, and continuous assessment measures to evaluate candidates’ knowledge and performance competencies in relation to the Vermont Core</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Competency Based Assessment Approach - includes a link to a sample transcript, which is evidence of the competencies being assessed. Those competencies align with the Core Teaching Standards. ● Assessment System - faculty calibrates on assessments to ensure reliability ● Literacy Educators Program Standards of Competency - shows the rubrics for each 	S

Teaching and/or Core Leadership Standards as well as to the endorsement requirements.

of the literacy competencies and contains a crosswalk of the literacy standards (VT and NH) with UVEI's literacy standards

- *Longitudinal Observations of Clinical Practice* - Detailed rubrics for Faculty Coaches to use in evaluating candidate progress, with clear criteria, are embedded in extensive (year long) clinical settings, allowing for observations to assess both a candidate's learning-in-progress and, by the end of the year, as a measure of summative competency resulting from the preparation program (Darling-Hammond, 2006a). (from the Program Overview) The rubrics are on the Observation Form

From Interviews:

- Page: Same system across all programs. Tiered intervention system with multiple formative checks along the way. If somebody is not making sufficient progress, we start with tier 1--coaching and personalization to see if they can do interventions to support them. Tier 2--real plan with structured, additional expectations and supports. Tier 3--not making sufficient progress. We don't have fixed end-points. If somebody needs more time, they can do extensions, personalized learning, additional opportunities to keep making progress. Personalized coaching and engagement--look at mix of experiences and support they would need. Overall, we have a high completion rate, but a fair number of people have to extend and keep working to get to that completion point.
- Chris: Jump Rope--competency-based data gathering/tracking/monitoring system. It is organized by standards. Whenever there is an assessment, they input data and look at how multiple students are doing across standard, how individuals look across standards, etc. Look at data and identify if the candidate is making sufficient progress when looking at all pieces.

- Page: Look at cumulative evidence to make judgements--care about a person's trajectory and that requires us to take all analytical evidence into account. Make holistic judgments with candidate and mentor.
- Chris: Continuing to learn about them and understand the big picture. Teaches courses that incorporate different groups--literacy educators are one of them. How do we meet the literacy focus? Candidates have a literacy angle when looking at rubrics or feedback. Are candidates getting enough literacy specific discussion when part of a larger cohort? How do we integrate them and keep the focus on literacy?
- Candidate: Getting to know the standards. Was able to work with literacy candidates during lesson study--as we are watching videos of instruction, we can also watch workshop model videos.
- Candidate: Looking forward to 2nd year with leadership part. Role is different--consultant.
- Tiered I,II & III intervention system to check progress and support where needed (candidate, mentor and ...)
- 10 literacy standards for our program
- Observations
- Formal assessments tied to inquiries
- Case studies
- Holistic body of evidence
- Triad Meeting- candidates self-assess and Becky assesses
- Competencies are tied to the VT standards
- Candidates said they knew that their mentors had to be literacy specialists and that they have to have a certain number of hours in a certain number of activities like IEP meetings and interventions, etc. Said that she knew they were meeting NH standards and that NH and VT had reciprocity - so felt that the VT standards were being met.

<p>2.2 Programs ensure that candidates are knowledgeable about the program’s assessment system, including its policies and criteria for entrance to the program, continuing in the program, entrance to student teaching, and successful completion of the program. Candidates should be knowledgeable about the Core Teaching Standards, Educator Quality Standards, and all licensure requirements.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Handbook ● All assessments and rubrics shared on a cohort Google Classroom <p>From Interviews:</p> <p>Becky cited:</p> <ul style="list-style-type: none"> ● Handbook ● How UVEI works tutorial ● Look at performance assessments and rubrics ● Meet monthly with candidates ● Compare and contrast-look at performance assessments <ul style="list-style-type: none"> ● Candidates both felt that UVEI was very upfront about everything they needed to know and how they are being assessed. They both said that Becky communicates constantly with them about this - and has set up a system so that they understand next steps and goals and what is required when. They also said she is very responsive to their needs: one candidate spoke of needing actual, hard deadlines for work and Becky put them in. They both felt that there were excellent systems in place for assessment and understanding progress. 	<p>S</p>
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<p>2.3 Programs regularly and systematically use data from assessment measures to inform programmatic decisions. These assessments must include surveys of recent graduates and employers who hire them as teachers.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Data is collected from Coaches (via JumpRope) and aggregated. ● Agenda of faculty meeting where program evaluation was discussed. ● Surveys of current candidates and employers provided <p>From Interviews:</p> <ul style="list-style-type: none"> ● Chris: Look at how candidates are doing performance-wise. Because we have based our system on standards, we have a good indication that the program is working if candidates are moving toward the standards. They can identify areas where they do/do not see a lot of evidence. They review performance data mid-year and end of year as a team and identify areas of strengths and gaps. Also use survey data and get feedback from candidates and mentors (and eventually graduates). Look at multiple sources of data--are the candidates meeting the standards? If they are, they feel like things are working--can adjust based on progress of candidates. ● Page: End of year review includes board and Page to look at all programs. What does data suggest? What are areas of concern? Set key design challenge and track that annually. 3-5 years they look back at 3 years of improvement and project forward. 	<p>S</p>
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<p>2.4 Programs have made measurable progress toward meeting a majority of the goals from their Continuous Improvement Plan, addressing the concerns noted in previous ROPA evaluations, and addressing licensure rule and policy changes as documented in their Annual Reports</p>	<p>Since this is a new program, this indicator is not applicable, although it can be noted that UVEI did not have any concerns in their last full program review and has successfully submitted their annual reports for the past two years as required. Evidence was submitted of progress on their previous Seven-Year/Continuous Improvement Plan.</p>	<p>N/A</p>
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Commendations:

- Program assessment is data-driven with many check-points in place.
- Candidates are well-supported in the program to ensure they understand the requirements and assessment measures.

Concerns:

None

Considerations for Further Program Development:

- Consider alternate methods of gathering evidence for assessment practices. With the competency based assessment system, as noted in interviews, this can be more of a challenge. The team rated all indicators in this standard as satisfactory, largely based on the interviews. Having a way of collecting data on assessment practices would be helpful for programmatic improvement as well as future ROPA reviews.

STANDARD III: Field Experiences

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

Overall Rating for Standard III:

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

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
3.1 – Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates demonstrate effective teaching and support every student in meeting rigorous learning goals.	From the IP: <ul style="list-style-type: none">• IP states that collaboration with the field begins at admissions process, and cites Handbook, which states “Initial meeting(s) regarding the clinical placement setting (may include potential mentors and/or site personnel) to determine suitability of the clinical setting (may occur after admissions and prior to enrollment).” From Interviews: <ul style="list-style-type: none">• Candidates are usually classroom teachers• All paired with mentors that have literacy experience• Working with administrators/some with that literacy experience	S

	<ul style="list-style-type: none">● Mentors primary role is to be a sounding board/point person/to guide them● Meet as a triad at the beginning of the program● Candidate is in charge of their own learning track● Meet at the beginning/middle/end of Program- total of six times● Becky can always serve as a mentor if there is not someone in the building● Candidates continue to work full time● Will help candidates find a mentor and placement if they are not currently teaching● Not a requirement to span more than one grade in internship● Mentors said they all met with Becky and their candidate at the beginning of the year. They were given the portfolio expectations module to review together● Met after first semester to review competencies. Molly and Kristen met to confer about their candidate first. This semester review helped to plan practicum/case study. Semester 2 isn't done yet so have not done the final assessments.● Mentor said the candidate mentions when she would be observed so they work on her lessons. Typically, mentor goes through what she is used to as a mentor or coach. She wondered if people who did not have that training would feel comfortable in this mentor role.● If there was an issue with the candidate, what would be the process (for how to address it)?<ul style="list-style-type: none">○ Mentors all said they felt Becky was approachable and would tell them or help them with what to do.	
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<p>3.2 Programs collaborate with their field partners to ensure that candidates are aware of and adhere to the expectations of the profession as well as the relevant laws and policies, including those related to flexible pathways, personalized learning plans, and proficiency-based learning.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Like a lot of standard one, this competency is generally more relevant to new teachers. The evidence presented is mainly the clinical experience that all candidates complete, which is 355 hours. As that is well beyond the 60 hour practicum required for the endorsement, it seems a fair assumption that candidates will get an understanding of the expectations of the profession during the placement. The Standards of Competency do not specifically mention flexible pathways, personalized learning plans, or proficiency-based learning. ● From the Learning Experiences required as part of the clinical experience: Understanding Federal, State, and Local Law: Investigate and discuss with mentor and related specialists federal, state, and local law as it pertains to literacy instruction, intervention, and assessment. <p>From Interviews:</p> <ul style="list-style-type: none"> ● Mentor said that report cards are proficiency-based, so students do have PLPs that they show to parents twice per year in student-led conferences. The teachers help students create goals in their PLPs ● Mentor said her district typically has PLPs for K-12 but not this year with pandemic, so the candidate would usually have opportunities to work with PLP. The district is also proficiency-based, so teachers are always looking at goals. 	<p>S</p>
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<p>3.3 Programs, with their field partners, ensure that candidates participate in systemic collaboration with special educators, related service providers, and specialists to assume shared responsibility for supporting all students.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● From the Learning Experiences required as part of the clinical experience: Collaborate with coach, experienced colleagues (including special educators), peers to engage in continuous improvement of literacy practice. ● Literacy Standard 10, which is part of the Progress Reflection document that all candidates complete, is geared to this indicator. 	<p>S</p>
<p>3.4 Candidates complete a sequence of high-quality field experiences that include a diversity of educational settings and educators which represent the range of grade levels, content, and requirements of the endorsement.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Clinical experience through the Literacy Educators Placement is the heart of the UVEI program, and requires a minimum of 170 hours in year one and 185 hours in year two, for a total of 355 for the program. <p>From Interviews:</p> <ul style="list-style-type: none"> ● Since it is not a requirement, they do not ensure that candidates have experience at the full instructional range. ● Mentor said that what her candidate talks about mirrors what she remembers from her own teacher prep. ● Mentor is impressed with what her candidate is doing but not sure how she is getting there ● Mentor believes Becky is checking on those standards more. In school, they are following VT’s Proficiency-Based standards and indicators and not really focusing on the VT Core Teaching Standards. 	<p>N/A</p>

	<ul style="list-style-type: none"> ● Candidates felt they had a wealth of field experience in terms of working one on one, attending IEP meetings, and working with experts within their districts. 	
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Commendations:

- The number of hours that candidates spend working with mentors in the field ensures that they are well-prepared for the profession.

Concerns:

- The Standards of Competency do not specifically mention flexible pathways, personalized learning plans, or proficiency-based learning.

Considerations for Further Program Development:

- Consider qualifications to be a mentor (e.g., certain number of years in the field, training, etc.), versus candidate identifying mentor based on who is available in their school.
- Mentors and candidates alike commented on how strong and supportive Becky is in ensuring the program functions at a high level. Ensure that processes are in place to continue this level of quality regardless of who is at the helm.
- Consider ensuring candidates have an opportunity to work with students at both ends of the K-12 instructional range.

STANDARD IV: Resources and Practices

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

Overall Rating for Standard IV:

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

Indicators	Evidence	Rating
<p>4.1 Provider’s policies and resources support faculty in scholarship, service, and teaching as well as in their efforts to collaborate with colleagues across the institution and in the field.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● UVEI's Literacy Educators Program includes four faculty members, each of whom is supported in scholarship, service, teaching, and collaboration. A content expert is available for consulting. ● Funding available for ongoing professional learning for faculty, ● Approximately 20% of faculty members time is set aside for collaboration with colleagues ● UVEI faculty members participate in collegial efforts with institutions of higher education across the region and local service (list of examples provided) ● From the Employee Personnel Handbook: <ul style="list-style-type: none"> - UVEI encourages sabbaticals for the purpose of continuing education and professional development of Regular Full Time employees. - <i>Dispersed Sabbatical Leave for Continuing Education:</i> Staff members are encouraged to 	<p>S</p>

	<p>pursue advanced certification and degrees that further their professional goals while enhancing the quality and reputation of UVEI programs. Consistent with the proposal and approval policy outlined above, UVEI supports employees who enroll in mutually agreed continuing education or degree programs that require commitments during regularly scheduled hours by counting that time as regular work time without affecting benefits or paid time off.</p> <p>From Interviews:</p> <ul style="list-style-type: none"> ● Becky stated that she feels well-supported in the program 	
<p>4.2 Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● From the Employee Handbook: UVEI believes that all faculty members should have input into decisions that affect them, and program leaders are required to develop work teams and make decisions on this basis. Academic Committee: An Academic Committee is designated to make decisions, provide input, and settle disputes about issues of academic quality and academic freedom. The purpose of the Academic Committee is to protect the academic quality and program integrity of UVEI. ● UVEI is accredited by the Accrediting Council for Continuing Education and Training (ACCET). The accreditation process requires UVEI to submit financial audits annually. Following the full site visit in 2019, UVEI was found to have met all requirements associated with Standard III - FINANCES. ● List of resources and technology available to faculty and candidates. <p>From Interviews:</p>	<p>S</p>

	<ul style="list-style-type: none"> ● Candidates said they have been observed by their mentors and by Becky. Becky has done two or three “chunks” of observations and is scheduled to do a larger chunk in the near future. The building mentors have come into the classroom numerous times (weekly) and the one candidate who also has a district mentor has attended IEP meetings and case meetings and has been observed by that mentor in those settings though not in the classroom. 	
<p>4.3 Provider and programs recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Institution Wide Equity and Antiracism Initiative 2020-2021: In part to address the lack of racial and ethnic diversity among the faculty, UVEI launched a diversity, equity and inclusion initiative in 2020 in partnership with Groundswell Change. This initiative included professional development for all faculty over the summer, and a year long process of inquiry that includes examining aspects of the curriculum and our pedagogy, trying new approaches, and evaluating the results. <p>From Interviews:</p> <ul style="list-style-type: none"> ● Although this has been an ongoing challenge, it is a task that UVEI has given a lot of thought to, and is working to increase diversity effectively and intentionally. 	S

<p>4.4 Provider demonstrates continuous collaboration with their local educational community to ensure a sustained, responsive relationship for their mutual benefit.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● UVEI District & School Based Partnerships document ● In 2020-2021, engaged in four ongoing partnerships with local schools. ● The Barbara Barnes Initiative for Collaborative Learning <p>From Interviews:</p> <ul style="list-style-type: none"> ● Heard from UVEI faculty as well as mentors in the field about the strong collaboration. 	<p>EE</p>
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Commendations:

- There is great collaboration and strong partnerships with local schools and institutions for the mutual benefit of the organizations and UVEI.

Concerns:

None

Considerations for Further Program Development:

- Consider a strategic plan for increasing diversity in faculty and student population.

Standard 5: Diversity, Equity, and Inclusion Practices

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

Overall Rating for Standard V:

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

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
5.1 Candidates create welcoming learning environments that are inclusive of all students.	<p>From the IP:</p> <ul style="list-style-type: none"> - Institution-Wide Equity & Antiracism Initiative - One of the Specialized Literacy Endorsement Standards is “Develop and implement strategies to advocate for equity.” Evidence given for meeting this is immersion in the work of a literacy specialist, and assessment is observation. 	P
5.2 Candidates are aware of and reflect on their own biases and of how implicit biases affect them as educators. They have learned techniques for mitigating the effects of biases on their teaching practice.	<p>From the IP:</p> <ul style="list-style-type: none"> ● Literacy Educators Program candidates begin the program by participating in a personal and social identity wheel protocol. (“Teachers especially must reflect on their own identities and how those affiliations may create blindspots in their classroom with their own students in order to become a more aware and effective teacher.”) ● Throughout the program, the theme of equity and antiracism appears in readings, prompts, coaching conversations, and seminar discussions - 	P

	<p>specifically Brave Conversations.</p> <ul style="list-style-type: none"> ● Coaching conversations--they have a designed structure and a set of practices that are designed to put equity on the table 	
<p>5.3 Candidates have learned techniques for addressing prejudice, cultural bias, and oppression in teaching materials, educational practices, and learning communities to ensure equitable access to meaningful learning opportunities.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> - The Literacy Educators Program spends the bulk of year one delving into the foundations and content of Advanced Literacy Instruction and Assessment. A theme of this work is equity and antiracism in education and in particular as it relates to literacy. - Making systemic changes can also come from examining data through a data based inquiry as well as the systems level case study. 	P
<p>5.4 Candidates have learned techniques to engage students in critical thinking across the curriculum regarding the history, contributions, and perspectives of historically marginalized populations and the systems that created them.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> - An institution wide focus on Deeper Learning over several years has made an impact on all programs, including the Literacy Educators Program. - Lesson study cited- not specifically addressed; as with other indicators where that is cited as evidence, it could be covered in the Lesson Study, but might not be. 	P
<p>5.5 Candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches.</p>	<p>From the IP:</p> <ul style="list-style-type: none"> ● Candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches through their daily work in the clinical setting, through reflections on performance assessments, in seminar 	P

	<p>discussions, practicums, and coaching conversations.</p> <ul style="list-style-type: none"> ● Personalization is specifically addressed in an inquiry into Lesson Study, as well as a Case study student analysis and Intervention Facilitation Analysis <p>From Interviews:</p> <ul style="list-style-type: none"> ● Both candidates said that equity is a huge focus and is embedded in everything they are reading and that they are asked to look at everything through an “equity” lens - from assessments to reading materials etc. And that one question Becky constantly asks is “How will you be showing equity in your classroom?” ● One candidate discussed how they talk about equity in an appropriate manner - based on their comfort levels with it (discussing equity.) 	
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Commendations:

- Through the interviews, the team learned of UVEI’s commitment to equity and diversity, and the challenges they, like most Vermont institutions, face in attracting a more diverse faculty and student body.

Concerns:

- There is not adequate evidence for the indicators in this standard. As with much of what UVEI does, the expectation is that candidates will learn through the field experience, but there needs to be a way of ensuring that the competencies are met and documenting how they have been met.

Considerations for Further Program Development:

- In order to ensure that candidates have familiarity with equity and inclusion best practices, consider an assessment of prior learning and then, if necessary, intentional lessons that would need to be completed.