

VSBE

Date: Sept. 17, 2020

Item: Vermont Higher Education Collaborative New Program Review ROPA Report

ITEM: Shall the VSBE accept the report of the ROPA review team and grant two-year provisional approval to Vermont Higher Education Collaborative's (HEC) Early Childhood Education, Early Childhood Special Education, and Special Education programs?

AGENCY RECOMMENDED ACTION:

That the VSBE accept the report of the ROPA review team and grant two-year provisional approval to Vermont Higher Education Collaborative's (HEC) Early Childhood Education, Early Childhood Special Education, and Special Education programs.

BACKGROUND: The VSBE approved a team to review HEC in the spring. The review was postponed due to the pandemic and rescheduled as a virtual review for the week of July 13. The review was originally scheduled to be two separate reviews with different teams, one for the ECE and ECSE programs combined and one for the Special Education program. The teams lost a couple of members, but by combining the six people who were still able to participate into one team, we had an adequate number to complete the reviews.

SUPPORTING DOCUMENTS:

VT-HEC ROPA Report

ROPA Report
Vermont Higher Education Collaborative
July 13-17, 2020

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct a review of Vermont Higher Education Collaborative on July 13-17, 2020. Members of the Review Team were Ellen Emery, director of the Teacher Apprenticeship Program (TAP) at Champlain College, Chairperson; Christine Latulippe, math educator at Norwich University and a member of the VSBPE; Lauren May, Early Education Director for the Barre Unified Union School District; Isaac Cota, special educator in the Burlington School District; Cindy Cole, school psychologist, licensed special educator, and a member of the VSBPE; Patrick Halladay, Education Quality Division Director at the Agency of Education; and Ellen Cairns, AOE ROPA Coordinator.

The ROPA Review Team thanks Patty Morgan, Wendy Cohen, Joy Wilcox, and Manuela Fonseca for their flexibility in moving to a virtual review, and for their work compiling the Institutional Portfolio and being available for last-minute questions and information during the review.

Summary:

This was a unique ROPA review, as VT-HEC is the first program to seek approval only to recommend candidates for additional endorsements (Early Childhood Education, Early Childhood Special Education, and Special Education) and not for initial licensure (aside from a program that has approval to recommend only for administrative endorsements). Because a current educator license in an endorsement that requires knowledge of the Core Teaching Standards will be a requirement for entry into HEC's program, some of the ROPA indicators were modified or deleted for this review, per the approval of the VSBPE when they approved of HEC's application for ROPA review.

Also, as HEC is not an accredited institution of higher education (IHE), they will not issue credits or transcripts, but will work with other IHEs to do this (currently, credits are issued through Castleton and Northern Vermont Universities). This is not unique, as there are other ROPA-approved programs that are not housed in IHEs (Spark, TAP, Peer Review). HEC will issue a letter or certificate of recommendation to their candidates who successfully complete their programs, to be submitted to the AOE upon application for the endorsement.

The ROPA team met with twenty-seven people who shared their experiences as past and current candidates, instructors, board and advisory council members, supervisors, and employers of graduates across all three program areas, as well as Patty Morgan, Director, Manuela

Fonseca, Program Manager for the ECE and ECSE programs, Joy Wilcox, Program Manager for the SE program, and Wendy Cohen, Director of Professional Development. The interviews were very helpful to the team in gaining a fuller understanding of the HEC programs. Besides the interviews, the team also appreciated the clear evidence that was presented in the Institutional Portfolio. We especially commend HEC for their thoughtful reflections in each indicator, and found that they had already identified many of the areas for growth that are mentioned in the Concerns and Considerations sections of this report.

Note that there are some pieces of evidence that are listed under both ECE and ECSE, as those two programs share some of the same courses and in fact were combined on the IP. We have separated them in most indicators in this report to accurately assign a rating and recommendation for each program. If an interviewee completed both programs, their statements may also be listed under both program sections.

Program	Approval Recommendation
Early Childhood Education (Birth-age 5, Age 5-8, and Birth-Grade 3 instructional ranges*)	Two-Year Conditional Approval * <i>HEC will need to ensure that a 60- hour practicum at both the birth-5 and 5-8 age levels are completed prior to recommending for the full endorsement, and also that Praxis II is passed for all candidates being recommended for the Birth-Grade 3 and 5-8 instructional levels.</i>
Early Childhood Special Education (Birth-2, 3-6 and Birth-6 instructional ranges*)	Two-Year Conditional Approval * <i>HEC will need to ensure that a 60-hour practicum at both the birth-2 and 3-6 age levels are completed prior to recommending for the full endorsement.</i>
Special Education (K-8, 7-21, or K-21 instructional ranges*)	Two-Year Conditional Approval * <i>HEC will need to ensure that a 60-hour practicum at both the K-8 and 7-21 age levels are completed prior to recommending for the full endorsement.</i>

ROPA Approval Standards Summaries

Standard	Title	ECE	ECSE	SE
1	Content Knowledge, Pedagogy, and Professional Dispositions	Satisfactory Evidence	Satisfactory Evidence	Satisfactory Evidence
2	Systems of Assessment	Satisfactory Evidence	Satisfactory Evidence	Satisfactory Evidence
3	Field Experiences	Partial Evidence	Partial Evidence	Satisfactory Evidence
4	Resources and Practices	Satisfactory Evidence	Satisfactory Evidence	Satisfactory Evidence

Abbreviations of Ratings: EE - Exemplary Evidence; SE - Satisfactory Evidence; PE - Partial Evidence; ME - Minimal 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.

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
<p>1.1 – Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they are planning to teach.</p>	<p>SE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Program Matrix alignment ● pathway description ● course syllabi which include alignment with endorsement competencies ● IEP development assignments ● Comprehensive Evaluation Protocol assignment ● 2015 Analysis of Course Content and Requirements Across Special Education Program. This analysis included a crosswalk of course content, resources used, and assignments. <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Internship supervisors report that they find that the students are adequately prepared for their roles as special educators. ● Suggestion that supervision of support staff be woven into an existing class by an Internship supervisor. ● Structure in place (Summer Retreat) to incorporate important changes in the field into the existing structure of the coursework -examples: distance/remote learning, SEL ● Completers of the program report that they felt prepared (with support and supervision) for their job assignments as special educators. 	<p>1.1 SE Satisfactory Evidence</p>

	<ul style="list-style-type: none"> • Several completers suggested that there be opportunities for deeper dives into content areas and/or some flexibility within the coursework in the content areas to provide for focus at a certain developmental level or instructional level. “stage 2” • Completers of the program we spoke with unanimously credit the program with exposing them to aspects of the field they have encountered and ways to reach out for assistance and consultation from peers in the program, instructors and internship supervisors to help them once they are on the job. Examples included specific assessment tools, use of technology and legal issues. • Completers wished for a more individualized approach to specific content instruction by grade level (literacy for older students who struggle with reading was specifically mentioned). • Completers acknowledged rigor of the (majority of) courses • Instructor stated that syllabus development could be stronger. She tweaks them every semester based on feedback from students. Ric Reardon used to review them for alignment with endorsement competencies but not for the last few years. They do review them during the retreat every year to ensure competencies are being covered. • Some overlap of content among the courses. Per instructors, some is intentional, some they discover and work to eliminate. <p>ECE:</p> <p><u>From IP:</u></p> <ul style="list-style-type: none"> • Three course syllabi: Advanced Child Development, Curriculum Dev. in ECE, Early Language and Literacy Dev. <p><i>Investigations in preK-grade 3 Science and Social Studies</i></p> <p><i>Teaching preK-grade 3 Language Arts</i></p> <p><i>VT-HEC Early Childhood Education Program Competency Matrix</i></p> <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • Valuable coursework with high expectations (even for veteran elementary 	<p>1.1</p> <p>ECE-</p> <p>Satisfactory</p> <p>Evidence</p>
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	<p>teachers)</p> <ul style="list-style-type: none"> ● Lang and literacy, math, science and social studies courses were fantastic and continue to provide framework for ongoing lessons and assessments ● Cooperation and coordination among instructors <p>ECSE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Coursework includes: <ul style="list-style-type: none"> <i>Introduction to Early Intervention and Early Childhood Special Education</i> <i>Collaboration and Consultation in Early Intervention and Early Childhood Special Education</i> <i>Assessment in Early Intervention and Early Childhood Special Education</i> <i>Planning, Supports and Practices in Early Intervention/Early Childhood Special Education</i> <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Completers stated that courses covered the content extremely well, and that the learning was based on “real life” situations. ● Practical, relevant assignments ● Rigorous coursework ● Nature of coursework where majority of students are currently practicing teachers greatly enriches conversations and makes all coursework and assignments very practical and valuable; everyone is living the topics, and nothing is simply theoretical ● Advantages of learning on the job and in the moment; very hands-on and practical, able to bring most current question directly to teachers (2 graduates mentioned this) ● Graduates praised resources provided by instructors and sense of support by instructors and program inside and outside of class ● Current employer says strength of HEC is teaching staff and level of instructor 	<p>1.1 ECSE: Satisfactory Evidence</p>
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	<p>knowledge; program has rigor; it is manageable while working, but not easy to pass</p> <ul style="list-style-type: none"> SE intern supervisor described robustness of courses, quality of resources available to students from instructors, and instructors as people who are living and breathing teaching now- all very relevant. 	
<p>1.2 – Candidates use technologies within their discipline(s), apply them appropriately, and guide learners to use technology in a safe and effective way.</p>	<p>SE: <u>From IP:</u></p> <ul style="list-style-type: none"> Hybrid courses use Canvas and Zoom, Google an Assistive Technology Assessment Plan Template SETT Framework Web-based assessment tools (Kahoot, Padlet) and shared resources Student assignment example <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> Completers indicate that they had a good <u>introduction</u> into how to use technology with instruction. Completers suggested <u>some</u> introduction into using web-based special education programs for evaluations, IEP’s, etc (Goalview or DocuSped). Completers and candidates indicated that use of technology and resources for learning more about that technology was made available throughout the program. Completers indicated that they used technology within their practices at the present time (more based on school/district training, resources and need) Instructors say they mention Goalview or DocuSped, model Flipgrid, Google Sites, and provide opportunity for candidates to use technology in assessments, etc <p>ECE: <u>From IP:</u> Narrative of what technology is taught/used. From the IP:</p>	<p>1.2 SE Partial Evidence</p> <p>1.2 ECE Partial Evidence</p>

	<p>This backdrop of controversy helps explain why there isn't robust evidence of VT-HEC Early Childhood courses teaching candidates how to use various technologies with young students... Candidates would benefit from learning about the developmentally appropriate use of technology with young children, and to become familiar with quality applications used in specific disciplines. This is an area for growth that instructors in both early childhood programs need to investigate and discuss together.</p> <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • Completers' programs were place-based/outdoor programs which did not lend themselves to use of tech. VT HEC did not encourage use of tech. • Completers spoke about their use of technology during remote teaching due to Covid; they hadn't learned it through HEC but were able to learn it on their own or through their schools when they needed to. • Current candidates have not had lessons that included educational technology yet. • Patty discussed that prior research and guidance around technology in early education discouraged its use as an instructional tool. Now that we've gone through a period of remote learning, relying on technology in new ways, she looks forward to new research that will further inform the practice of early educators. HEC will follow this information and embed it in courses in the future. <p>ECSE: <u>From IP:</u> Narrative of what technology is taught/used. From the IP:</p> <p>This backdrop of controversy helps explain why there isn't robust evidence of VT-HEC Early Childhood courses teaching candidates how to use various technologies with young students... Candidates would benefit from learning about the developmentally appropriate use of technology with young children, and to become familiar with quality applications used in specific disciplines. This is an area for growth that instructors in</p>	<p>1.2 ECSE Partial Evidence</p>
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	<p>both early childhood programs need to investigate and discuss together.</p> <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • Several ECSE completers stated that they did not cover educational technology, such as assistive technology, in their HEC courses. • Exposure to assistive tech in intro course. embedded tech in course delivery and choice of assessment options including tech (uploaded and feedback online) • With hybrid models now in use; could use training in technology and programs like seesaw, etc. • Use of Canvas as LMS • Graduates indicated only brief overview of assistive technologies via course readings; would have appreciated more in this area so that they would know what to advocate for for students, and where to look for resources. 	
<p>1.3 – Candidates have the necessary pedagogical knowledge in their endorsement area to design and implement learning experiences that are research-based and promote each learner’s achievement of content.</p>	<p>SE:</p> <p><u>From IP:</u></p> <ul style="list-style-type: none"> • Case study protocol • Assignments, lessons, examples of student work • Information about texts that are used in courses <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • Completers indicated that they were exposed to research and evidence based practices, however, they could not name those researchers. • Completers and candidates are exposed to MTSS at a theoretical level. • One completer felt strong in knowledge about law and disabilities, but less so on pedagogy to support struggling learners • Candidate reported high quality instruction with high expectations • Completer spoke of thoughtful instructors who continue PD, practice, collaboration and cooperation • Completer reported good oversight by Patty and Joy regarding endorsement standards, what is addressed in which classes, and to what depth. 	<p>1.3 SE Partial Evidence</p>

	<ul style="list-style-type: none"> ● Instructor stated there are “informal” collaborations to avoid duplication of learning experiences (parent communication, for example) <p>ECE:</p> <p><u>From IP:</u></p> <ul style="list-style-type: none"> ● Pedagogical knowledge covered in the three foundation courses ● Candidates in both early childhood programs are required to successfully complete the <i>Curriculum Development in ECE</i>. In this course, candidates learn how to design the learning environment, use the <i>Vermont Early Learning Standards</i>, and create developmentally appropriate learning experiences that are interactive, engaging, and research based. ● Three additional courses also cover this - <i>Investigations in preK-grade 3 Science and Social Studies</i>, <i>Explorations in preK-grade 3 Mathematics</i>, <i>Teaching preK-grade 3 Language Arts</i>. Candidates delve further into learning content pedagogy and using K-3 standards (i.e., <i>Next Generation Science Standards and the Common Core State Standards</i> for language arts and mathematics). Included three examples of candidates’ work. <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Completer stated that they felt extremely prepared from coursework at HEC, and that when they are on the hiring committee for S.U. they know that HEC candidates will be well-prepared. ● Completer stated that they were not as prepared for social-emotional and behavioral issues as they could have been, but did say they completed the program several years ago and that may have changed since then. ● Current candidate stated that more work on social-emotional learning earlier in the program would have been helpful, as is currently teaching and dealing with children who need support in that area. ● Strong foundation for ongoing teaching practice 	<p>1.3</p> <p>ECE:</p> <p>Satisfactory Evidence</p>
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	<ul style="list-style-type: none"> ● Some HEC candidates function under a provisional license. Completers with this experience felt that being able to take courses and teach simultaneously was a benefit of the HEC. ● Instructor stated that courses and syllabi are scrutinized annually by Manuela; there is a template for the syllabus, and endorsement standards are part of the syllabus ● Instructor reports higher-level thinking assignments to allow candidates to synthesize course content and create meaning <p>ECSE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Two sample lesson plans from <i>Planning, Supports and Practices in Early Intervention/Early Childhood Special Education</i> course ● Example of an Integrated Curriculum Project ● Matrix of endorsement competencies mapped against 7 required ECSE courses; this matrix is in alignment with course syllabi and the relevant standards. <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Completer stated that they felt extremely prepared from their work at HEC, and that when they are on the hiring committee for their S.U. they know that HEC candidates will be well-prepared. ● Completer stated that they were not as prepared for social-emotional and behavioral issues as she could have been, but did say they completed several years ago and that may have changed since then. ● Instructor stated that instructors use relevant and practical assignments to assess candidates ability to perform skills ● High level of rigor in coursework according to recent graduates; one felt that the rigor in HEC coursework was useful to prepare her for her current master’s degree program 	<p>1.3 ECSE: Satisfactory Evidence</p>
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	<ul style="list-style-type: none"> ● According to recent graduates, every class touched on law; all courses included special education specific material, and was very directly relatable to their teaching 	
<p>1.4 – Candidates understand and use multiple methods of assessment to measure student learning and use results to adjust their instruction to meet learners’ needs.</p>	<p>SE:</p> <p><u>From IP:</u></p> <ul style="list-style-type: none"> ● Specific assessment tools used in the field, including Functional Behavioral Assessment. ● The Screening Report is an example of using an assessment tool (test results, observations, discussion afterwards act) <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Instructors, completers and candidates report that the assessment class is very strong and useful in their respective practices. ● Practical administration and assessment of student data with feedback ● Relevant and practical assignments ● Videotape data and reflection ● Varied assessment practices ● Candidates and completers of the program report a rigorous assessment class that offered exposure to both formal and informal, curriculum-based measures. They report heavy emphasis on measurement in their practice through data collection and assessment. Completers report that they are using assessments such as Functional Behavioral Assessments, formative and summatives, exit tickets, curriculum-based reading assessments, as well as formal, standardized assessments. ● Candidates, completers and instructors reported that different types of assessment tools are woven throughout the course work with a concentrated focus in the Assessment class. <p>ECE:</p> <p><u>From IP:</u></p>	<p>1.4 SE Satisfactory Evidence</p>

	<p><u>From IP:</u> ECE/ECSE Assessments</p> <ul style="list-style-type: none"> ● Child Study ● Integrated Curriculum Project ● Communication Observation (child 12-36 months) and Language Sample Analysis (child 36-60 months) <p>ECSE only: Sample FBAs from two candidates</p> <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Completer reported learning about general assessment in the specific assessment course and then also about content-specific assessments throughout the rest of the course sequence. Stated that “there is a reason that you take the courses in the order they are set up.” ● Instructors try to model relevant and practical assessments. ● Entire course on assessment- overwhelming yet valuable. Learned a lot about both formal and informal assessments, ways to track progress and make informed decisions-highly rigorous course as reported by candidates and instructors 	Satisfactory Evidence
<p>1.5 = Candidates understand how learners grow and develop; recognize learner differences in cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and relevant learning experiences.</p>	<p><i>“These indicators have been omitted from this application as per agreement with the AOE”</i></p>	

<p>1.6—Candidates understand individual differences, diverse cultures and communities, and create inclusive learning environments enabling all students to learn.</p>	<p><i>“These indicators have been omitted from this application as per agreement with the AOE”</i></p> <p>Should be noted that this did come up in interviews, and candidates and completers spoke highly of learning to “support students and families from diverse backgrounds” and “how we can be inclusive teachers.” One candidate spoke about different resources in her courses, such as books, videos, and other ways to incorporate more diversity in her classroom. The Language and Literacy course was cited as covering ELL topics.</p> <ul style="list-style-type: none"> ● One graduate described the great value of classroom conversations with colleagues and other educators from around VT, and learning about the existence of diversity in VT. She looks at home visits differently, doesn’t make assumptions; these “a-ha”s have been valuable to her as a teacher needing to deal with parents. ● HEC’s efforts to provide diversity training to VT educators (Gorski series) and HEC instructors and candidates; Instructors encouraged to attend and receive added “stipend” 	
<p>1.7—Candidates understand and demonstrate professional responsibility that is guided by legal and ethical principles and engage in ongoing professional learning.</p>	<p><i>“These indicators have been omitted from this application as per agreement with the AOE”</i></p> <p>SE: As with 1.6, although this was not required in the I.P., completers of this program reported having a strong base in SE law and legal practices.</p>	

Commendations:

- Consistency-All instructors have taught the same course for a number of years-majority of instructors are currently practitioners or consultants in the field. Clear plan to maintain this through the Instructor Associate Program.
- Heard from many current and former candidates that the instructors were very responsive, that the feedback received from them was “amazing,” and that they have all been “really awesome and supportive of my teaching.”

- Cohort model strengthens interactions, conversations with peers and instructors close to (or in) the field across the state; collaborations with classmates was mentioned in multiple interviews. Instructors also commented on the collaborative nature of student cohorts.
- Rigor of Special Education Assessment class

Concerns:

- ALL: Use of technology: Lack of evidence that “candidates guide learners to use technology in safe and effective ways.”
 - Consider UDL access to curriculum and the use and modeling of technology for SE, ECE, ECSE including assistive technology, early education technology to support learners, etc.
 - ECE/ECSE candidates would benefit from learning about the developmentally appropriate use of technology with young children, and to become familiar with quality applications used in specific disciplines.
- SE: Lack of evidence, especially outcome data, showing that candidates have the “necessary pedagogical knowledge in their endorsement area to design and implement learning experiences that are research-based and promote each learner’s achievement of content.”
- ECE/ECSE: Limited formal assessments that would generally be done in an early ed setting such as formal developmental screenings (ASQ), exposure to local assessments like POA/PNOA (math/literacy), and TSG, which is a requirement of the State of Vermont in Early Education. Students would benefit from a broader scope of assessment tools and practices in order to be more fully prepared.

Considerations for Further Program Development:

- SE: Recommend that the assessment examples covered in the assessment course be woven and embedded into the other courses and field experiences throughout the program.
- SE: Consider using Vermont AOE’s guidelines and resources for MTSS or National RTI since identification of Specific Learning Disabilities can be assessed with response to instruction and following a student’s progress and then evaluate the slope of progress.

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.

Indicators	Finding	Rating
<p>2.1 – Programs use reliable, valid, and continuous assessment measures to evaluate candidates’ knowledge and performance competencies in relation to the Vermont Core Teaching and/or Core Leadership Standards as well as to the endorsement requirements.</p>	<p>SE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Chart of key assignments and student work in each course, including Professional Attributes and Dispositions form, which is used across all courses ● New rubrics to measure essential skills: VT-HEC Writing, Reflection, and Discussion Rubrics ● Special Educator candidates complete a portfolio for review by their VT-HEC supervisor to ensure that they have organized documentation of how they met the endorsement standards. <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Completers report clear sequence and timeline of courses and expectations ● Instructors report that they assess student mastery with a number of different options candidates can choose (written, performed, oral, etc). ● SE intern supervisor and instructor refers to the whole portfolio based on practicum experiences. 12-14 total pieces included anchor high stakes assignments across various classes. Includes 2 IEP meetings, 10 lessons, 2 eligibility meetings... <p>ECE: <u>From IP:</u></p>	<p>2.1 SE SE - Satisfactory Evidence</p> <p>2.1 ECE Satisfactory Evidence</p>

	<ul style="list-style-type: none"> ● Course syllabi communicate the expectations and specify the criteria candidates must meet to be successful. ● ECE single point scoring rubrics - indicates expectations for “proficient” work, ● Candidate work samples. ● System to track candidates’ progress <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● ECE and ECSE instructors stated that HEC is working on valid and reliable assessments and rubrics. There has been recent professional development for instructors, and the rubrics are being piloted. They ask students to be self-reflective which works well for more open assignments. <p>ECSE:</p> <p><u>From IP:</u></p> <ul style="list-style-type: none"> ● Syllabi and student examples of the assessment tools they would encounter like IEPs ● Use of Professional Attributes and Dispositions rubric ● Classes use assessment measures of candidates <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Course assessments are relevant and practical and include creating IEPs, ONE plans, etc. ● Some instructors report using a proficiency model and don’t accept work until it’s complete and at standard ● Use of single point rubric to communicate expectations and encourage self-reflection 	<p>2.1 ECSE Satisfactory Evidence</p>
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<p>2.2 – Programs ensure that candidates are knowledgeable about the program’s assessment system, including its policies and criteria for entrance to the program, continuing in the program, entrance to student teaching, and exit from the program.</p>	<p>SE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Criteria for entrance: Registration Special Ed Licensing and Participant Agreement. ● Coordinator monitors candidates’ progress over time. ● Sample Improvement Plans. ● VT-HEC Special Education Program Internship Manual, ● Personalized Program Plan <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Detailed course and program expectations ● There is not an application or interview process per se to enter the program and at the third course, <i>Assessment</i>, usually candidates and instructors are able to see whether someone is appropriate for the program. The next place to evaluate is at the internship and the program felt that they have adequate and multiple supervisors who are able to counsel a student about their career choice. ● Completers reported that they always knew where they stood with regards to quality of their work and ways to improve their performance. The use of the Canvas platform allowed the students to receive feedback in a timely manner. <p>ECE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Program brochure ● Personalized Program Plans created for each candidate: ECE candidate's program plan ● 2018 ECE/ECSE Cohort Program Data Overview. ● VT-HEC Writing, Reflection, and Discussion Rubrics ● Course syllabi and program expectations <p><u>From Interviews:</u></p>	<p>2.2 SE Satisfactory Evidence</p> <p>2.2 ECE Satisfactory Evidence</p>
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	<ul style="list-style-type: none"> ● Candidates knew how they were doing, based on feedback and assessments ● Two completers were not aware that there was a grade requirement in order to use the courses for transcript review; one stated that the emphasis was on understanding more than grades, and that they could do revisions to improve a grade. ● Instructor mentioned a proficiency model of assessment ● Current candidates talked about compiling a master schedule with Manuela and reported they knew just what courses they would need to take to complete the program. One reported speaking with Manuela at length prior to starting the program, but one stated that “there is a chance I might have to take one more class- one I already took (somewhere else) might not qualify.” <p>ECSE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Brochure that clearly discusses the classes needed (how long it will take); what licensing will/can look like; other requirements. ● Transfer review shows that they go through transcripts to ensure certain areas (of major need) are covered; included an example where they accepted none of the classes. ● They have clear course sequences to help candidates understand what is expected <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Mostly clear about coursework; some confusion about sequence and about birth-5 vs. 3-5 year old endorsement requirements ● Manuela was clear about expectations, layout of coursework, alignment, grade expectations, etc ● Manuela was primary academic advisor, answering questions, reviewing previous transcripts ● Schedule of required classes is also available for reference online ● Two current candidates were not familiar with a requirement of a particular grade needed in all courses for transcript review. 	<p>2.2 ECSE Satisfactory Evidence</p>
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<p>2.3 – Programs regularly and systematically use data from the assessment measures to inform programmatic decisions.</p>	<p>SE: <u>From IP:</u></p> <ul style="list-style-type: none"> • 2018, 2019 Program Assessment Data Overviews • Example final course evaluation • Examples of candidate reflections • In 2015, the SE director did an Analysis of Course Content and Requirements Across Special Education Program <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • Annual retreat for SE advisory where instructors and Advisory Members use information gathered from discussions, course evaluations, a process by which they review all the syllabi, and collaborate to improve the program. • SE intern supervisor: consistent feedback from students and supervisors, students rate selves, professors rate on same rubric, looking for growth. Joy, Julie are constantly looking at feedback and coursework. <p>ECE: <u>From IP:</u></p> <ul style="list-style-type: none"> • VT-HEC course evaluation- implemented halfway through the semester for new instructors or those teaching a new course, and at the end of the semester for all courses. • Agenda and slides example for formal instructor meetings indicate the range of topics covered that address program quality and design <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • Instructor indicated that students complete a course evaluation, which is required as an assignment. HEC staff review results and share with the instructor, along with suggestions or highlights /summary of the responses. • One particular course has changed from ½ of one 3-credit course to a full 3-credit course based on student feedback about wanting more content 	<p>2.3 SE Partial Evidence</p> <p>2.3 ECE Partial Evidence</p>
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	<ul style="list-style-type: none"> • Annual review of coursework, syllabi <p>ECSE: <u>From IP:</u></p> <ul style="list-style-type: none"> • Instructor evaluations by candidates • Meetings where they address areas of need; discuss professional development opportunities and feedback about past PD. <p><u>From Interview:</u></p> <ul style="list-style-type: none"> • Annual meetings • Current employer states that there have been no opportunities to assess HEC or provide input to HEC regarding what would meet their needs 	<p>2.3 ECSE Partial Evidence</p>
<p>2.4 – Programs have made significant progress toward implementing their Seven-Year Plan and addressing the concerns noted in previous ROPA evaluations.</p>	<p>N/A</p>	

Commendations:

- Candidates are given clear information about requirements for successfully completing the programs, including individual advising, Personalized Program Plans, and brochures and the HEC website.
- Collaboration with the field has led to programmatic improvements.

Concerns:

- Implement more program benchmarks/gateways to ensure candidates know how they are doing in the program, for example, with consistent use of PADA assessment across programs and courses. Use this information to be able to counsel out candidates who are not effective sooner, if possible (sometimes they may not know until it’s time for the internship).

- Per VSBPE Rule 5922.2, you will need to do follow-up studies of graduates and those who have hired recent graduates in order to acquire data that is used in making programmatic improvements. (2.3)
- More consistent review of Special Education candidate portfolios (currently only the supervisor reviews the portfolios)
- ECE/ECSE: Need some assessment measure of practicum experience. Consider collecting assessment information from mentors and cooperating teachers/supervisors
- ECE/ECSE: Design a candidate handbook and participant agreement

Considerations for Further Program Development:

- Consider formative and summative progress monitoring, curriculum based measures, or criterion referenced measures (i.e. rubrics, learning targets, and/or proficiencies) to help HEC assess candidate performance and understanding across the competencies throughout the program.

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.

<i>Indicators</i>	<i>Evidence</i>	<i>Rating</i>
<p>3.1 Programs collaborate with their field partners to design, implement, and evaluate field experiences of at least 60 hours in the endorsement area to ensure that candidates demonstrate effective teaching and support every student in meeting rigorous learning goals.</p>	<p>SE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Internship manual ● Letters to admin and SE mentor explaining roles and expectations ● Personalized Student Assessment Plan (SAP) ● Internships are based on established employment as a support teacher or as a special educator with a provisional license. ● Portfolio must be completed to show that the professional has had experience and instruction/supervision with all aspects of the role of Special Educator. <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Internship supervisors report good support and structure for their work with students. ● Completers felt fully supported by the structure of the internship program, the frequency with which they received supervision and the timely response by the program instructors if they had a question. ● The completers agreed that the supervision was highly skilled and they appreciated being guided how to ‘effectively problem-solve,’ by being asked to share their thinking and their potential solutions and then being guided to think about other factors by their supervisors rather than being told what they needed to do. ● Mentor and HEC supervisor provide observations, feedback, and ongoing support/collaboration. 	<p>3.1 SE Satisfactory Evidence</p>

	<ul style="list-style-type: none"> ● Instructor noted that the major project is tied to student contact hours, allowing the instructor to provide feedback connected to that experience. ● SE intern supervisor and instructor said all candidates are in a school teaching; they try to be sure they branch out to different grade levels and experiences. There is also a building-based mentor. <p>ECE/ECSE:</p> <p><u>From IP:</u></p> <ul style="list-style-type: none"> ● Narrative about the current field experience process. This has not been a focus in the past, and HEC recognizes that “the design, implementation, and evaluation of field experiences need to be revisited.” <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Candidates find their own placement for practicums for each course-several report doing those at their own school or in their district with Pre-K teachers to provide consistency of experience ● Some used summer opportunities to complement this instruction, offering more autonomy ● Not as much oversight as SE internship ● Ten hours per class must be outside of your own classroom. ● Candidates interviewed are currently teaching in this area under a provisional license, and stated that their coursework is well-aligned with their classroom experience. ● Great practical experience for candidates on provisional license ● Practicum hours must be done outside of the candidate’s own classroom; most practicum hours are largely observation, and the personal responsibility of the candidate to set up for themselves. Candidates may complete additional coursework-related assignments with students from their own classrooms. 	<p>3.1 ECE/ECSE Partial Evidence</p>
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	<ul style="list-style-type: none"> ● Current employer states that responsibilities for mentoring are left to individual candidates and HEC. Site signs off on hours completed, but is not responsible for planning or assessing practicum. ● Current employer states that there has not been an opportunity to provide input/feedback to HEC on practicum placements. 	
<p>3.2— Programs collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.)</p>	<p>N/A</p>	
<p>3.3— Programs collaborate with their field partners to ensure that candidates know when and how to access resources (e.g., special educators, related service providers and specialists) to address students' needs.</p>	<p>N/A</p>	

<p>3.4 – Candidates complete a sequence of high-quality field experiences that represent the range of grade levels, content, and the requirements of the endorsement.</p>	<p>SE: <u>From IP:</u></p> <ul style="list-style-type: none"> • Internship manual <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • Completers reported having an individualized, meaningful internship experience • Internship supervisors reported the difficulty of ensuring that students were exposed to different facets of the work of a special educator by virtue of the fact that their internship was a position/job. Some creative ways around this included: creating experiences after school or before school, release time from job responsibilities to observe at different grade levels, and discussions during supervision meetings. <p>ECE/ECSE: <u>From IP:</u></p> <ul style="list-style-type: none"> • Most candidates complete their practicum (10 hours per course) in settings where they are employed • Many VT-HEC ECE/ECSE candidates are employed under a provisional endorsement and with the support of a district-assigned mentor <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • Per completer, it can be difficult to find a licensed ECSE teacher in the birth-3 instructional range with whom to do practicum hours, so she only ended up getting the PreK instructional range on her endorsement. 	<p>3.4 SE Partial Evidence</p> <p>3.4 ECE/ECSE Partial Evidence</p>
<p>3.5— Programs provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.</p>		

Commendations:

- SE Advisory Group is evidence of ongoing collaboration with the field.
- SE: Rigorous 8-month internship
- EC Advisory Board: members are administrators, practitioners, or state-level ECE or ECSE professionals. They provide an authentic and broad perspective of the early childhood field that can inform the programs' field experiences.

Concerns:

- Develop consistent, high-quality supervision, modeling, coaching, and collaboration with field partners for ECE and ECSE
- Ensure candidates have a variety of opportunities across grade levels and instructional structures (resource room, team teaching, individual or small group intervention) in order to recommend for the full instructional range of the endorsements

Considerations for Further Program Development:

- Consider more collaboration and site visits with mentors and supervisors on program and candidate feedback, strengths and challenges of placement, etc. A training/handbook/expectations manual could support candidates during practicums .
- Align language across HEC programs - ex: practicum/internship; board/advisory; portfolio/evidence/assignments
- SE: Rigorous two year timeline with little/no time to add additional coursework if that is indicated for a candidate. Consider more flexibility in the course sequence.

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.

<i>Indicators</i>	<i>Findings</i>	<i>Rating</i>
<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>SE/ECE/ECSE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Policy and Standard of Practice Documents: <ul style="list-style-type: none"> ○ VT-HEC Expectations for Ensuring Quality of Professional Development Activities ○ VT-HEC Inc Commitments to Operational Characteristics ○ Meeting the Full Range of Learner Variability: Statement of Beliefs, Values, and Commitments ● Professional development opportunities for instructors ● VT-HEC Associate Program ● Sample ECE/ECSE Advisory Board Material ● Coordinator contract clearly outlines faculty responsibility to collaborate <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Internship supervisors report good support. ● Instructors are offered PD opportunities and HEC provides incentives for instructors to participate in Professional Development, e.g. \$100 extra per each course taught for attending a 1-day workshop ● Instructors indicated that the PD was excellent and focused on agreed upon topics and goals (very relevant, timely and helpful). ● Resources are available for teaching; instructor feels comfortable asking for resources ● Instructor felt confident that HEC provided adequate technology resources (e.g. setting up and supporting Canvas), and other resources (e.g. budget for classroom materials) 	<p>4.1 SE/ECE/ECSE Satisfactory Evidence</p>

<p>4.2 - Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.</p>	<p>SE/ECE/ECSE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Annual Report FY ‘19 ● Program personnel information ● Board of Directors ● Canvas, Zoom, Asana and Google Drive, Online platforms ● “The VT-HEC offers more than adequate budgetary resources to meet the needs of the three endorsement programs seeking ROPA approval. The VT-HEC Annual Report FY’19 reflects the status of current programs, the number of candidates we impact, and future goals that support our mission.” <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Candidates, completers, and instructors report satisfactory facilities ● Completers uniformly praised usefulness of having instructors who were practicing educators or closely connected to the field ● Multiple instructors indicated commitment to HEC, love of working with adult learners, supporting teachers to feel confident 	<p>4.2 SE/ECE/ECSE Satisfactory Evidence</p>
<p>4.3 – Provider and programs recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.</p>	<p>SE/ECE/ECSE: <u>From IP:</u></p> <ul style="list-style-type: none"> ● Licensing program candidates have access to VT-HEC professional development focused on gender, race, immigrant status, poverty, and sexual orientation. - ● The VT-HEC’s Mission Investment Fund was created to financially support individual candidate participation and develop new programs focused on diversity and equity. <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● VTHEC creating a diversity statement ● <i>Mission Investment Fund</i> to support scholarship ● PD days for instructors to participate in sessions such as ones on social justice. ● Provide equity training across the state 	<p>4.3 SE/ECE/ECSE: Partial Evidence</p>

	<ul style="list-style-type: none"> ● Strength of program is design of classes which allow for students to continue to work full time, only take on minimal additional financial burden, flexibility of classes; high level of access (according to candidates and graduates) ● According to SE intern supervisor and instructor, HEC provides a flexible or non-traditional pathway, and coursework has a “nitty gritty” real view of the needs of a teacher 	
<p>4.4 Provider demonstrates an overall effort to address community, local, regional, state and national needs for hard-to-staff schools and fields of teacher shortage.</p>	<p>SE/ECE/ECSE:</p> <p><u>From IP:</u></p> <ul style="list-style-type: none"> ● Supports candidates on provisional licenses throughout the state ● VT-HEC uses various strategies to gather data on teacher shortages at the local, state, and national levels including: ● Use Evaluation data from individual VT-HEC candidates that reflect professional development needs by semester. ● Created VT-HEC Work-Based Learning Coordinator Pathway to Licensure Program. ● Create VT-HEC Mission Investment Fund to increase accessibility and develop programs in needed areas. The organization accomplishes this through: <ul style="list-style-type: none"> ○ Scholarships, ○ Reduced-price offerings ○ Topical professional learning. ● Courses are hybrid which helps students in remote areas of the state <p><u>From Interviews:</u></p> <ul style="list-style-type: none"> ● Several interviewees commented on the flexibility of the program as far as supporting teachers who are working full time and want to be able to add an endorsement. The instructors were understanding and allowed extra time if needed. ● “Grow your own model” of training teachers to add SE, ECE and ECSE ● Several interviewees noted that access to HEC in rural areas of the state has made it possible for more teachers to access the program (many would have to travel too far to attend a program housed in a college/university setting). 	<p>4.4 SE/ ECE/ ECSE Satisfactory Evidence</p>

Commendations:

- The program addresses teacher shortages.
- The SE program works with schools to support those with provisional licensure plans.
- Transparency in leadership and transition plans for instructor training and mentoring
- Scholarship to help participants access the programs
- Provides VT teachers **across the state** access to high-quality SE and ECE/ECSE training to support even remote, rural areas

Concerns:

- Articulate a plan to recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.

Considerations for Further Program Development:

- Extend the strength of HEC's current flexible model to an administrator endorsement program to support the needs of VT schools.
- Track data of retention and success of candidates in the field to demonstrate the successes of your program across the state.
- More clear structure and definition of advisory and board groups with more regularly-scheduled and consistent meetings.
- Possible way to increase support of candidates (according to program completer) is to have a loaning library or way to recycle books across students; textbooks sometimes got expensive, and this could be an obstacle for some students.