

Vermont Agency of Education
Vermont Standards Board for Professional Educators

TO: Program Approval Committee
SUBMITTED BY: Linda McSweeney, ROPA Consultant
ITEM FOR ACTION: **Motion to accept VCFA 2-year Report**

4 (PAC)
June 16, 2017

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators votes to accept the St Michael's College 2-year report for Director of Curriculum.

MOTION:

I, _____, move that the VSBPE accept and approve the 2-year report from St. Michael's College.

BACKGROUND INFORMATION:

St. Michael's College is filing their 2-year Report for their new Director of Curriculum program. Since this is a new program, much of the work of the two-year report is about their follow through from their 2015 report. The 2-year Report shows evidence that the program is moving forward according to their plan and has added a full-time School Leader Program Coordinator. Additionally St. Michael's has created an Administrative Internship Handbook for field mentors; added an internship tracking log; solicited adjunct faculty input and coordinated their use of the Dispositions rubric; is in discussions regarding syllabi revisions based on Dr. Robert Stanton's report and audit; and lengthened the practicum to run for three semesters to provide support for the internship and development of the portfolio.

STAFF AVAILABLE: Linda McSweeney, ROPA Consultant

To: Vermont Standards Board for Professional Educators
From: Saint Michael's College, Education Department
Date: May 1, 2017
RE: Director of Curriculum Two-Year Report

To Whom It May Concern,

Please find this letter in support of the Director of Curriculum program at Saint Michael's College. The program is in full compliance with Endorsement 5440-93 of the *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals Rules Series 5100*.

Please find the Director of Curriculum Two-Year Report below.

Please let us know if you need further information,

Karen Donovan
Licensure Coordinator, Saint Michael's College
kdonovan@smcvt.edu
802.654.2826

This two-year report seeks continued full approval of the Director of Curriculum endorsement granted to Saint Michael’s College in 2015. The current number of candidates in the program is five. There have been no major changes in the institution since approval in 2015 that would impact the educator preparation programs. We are nearing approval for an Educational Studies undergraduate major (probable 17/18 start) that may feed into a new MAT program that we are currently designing (18/19 start). These would only enhance the graduate programs at Saint Michael’s College.

All program approval standards were assessed as Satisfactory, therefore, progress on each is not necessary for this report. Included below, though, are descriptions of how Saint Michael’s College have addressed the specific concerns of the Review Team.

Two-Year Report

Program Name	Saint Michael’s College, Education Department, Director of Curriculum Endorsement Program
Address	1 Winooski Park, Colchester, VT 05439
Contact Name	Claudine Bedell
Phone	802.654.2741
Email	cbedell@smcvt.edu

The Director of Curriculum Endorsement Program at Saint Michael’s College was the first approved in the State of Vermont. The program is a strong addition to the leadership program for the Education Department. Under the umbrella of the Leadership Concentration are the Principal, Director of Special Education, and Director of Curriculum Endorsements. Dr. Daniel French (former superintendent, principal, assistant principal, and classroom teacher) was hired to coordinate and teach within this program on July 1, 2016.

I. Program Overview

Initial Licensure

Program	Delivery Model	Number of Graduates in The Last 3 Years	Number of Enrollees	Notes
N/A				

Additional Endorsement Programs

Program	Delivery Model	Number of Graduates in The Last 3 Years	Number of Enrollees	Notes
<i>Director of Curriculum</i>	<i>Graduate</i>	<i>0</i>	<i>5</i>	<i>Candidates complete most of their coursework during nights and weekends</i>

II. Introduction: Program Update

1. Are there any major changes at the institution that have impacted or may impact the educator preparation program(s)?

There are no changes at Saint Michael's College that have impacted or may impact the Director of Curriculum endorsement program specifically.

2. Are you anticipating any substantive changes to your preparation programs?

As mentioned above, we are nearing approval for a new Educational Studies undergraduate major (probable 17/18 start) that may feed into a new MAT program that we are currently designing (18/19 start). We would be recruiting students from the undergraduate programs (both Educational Studies and others) as well as market nationally. These would only enhance the graduate programs at Saint Michael's College.

3. What's happening in your program that's interesting?

In addition to the information in question #2 above, the Director of Curriculum program has undergone many important additions and revisions. Those are written about in detail below.

III. Program Stipulations

Program	Stipulation	Update	Evidence
None - N/A			

IV. Progress Addressing Concerns

ROPA Standards	Concerns from ROPA Visit Note: Text should come directly from last ROPA report.	Action Steps Taken	Evidence Note: This section should consist of links to documentation. Please include any narrative in “action steps taken”.
1 Content Knowledge Pedagogy and Professional Dispositions	1-There was a concerns about the lack of management structure in the Director of Curriculum program in particular and in the leadership program in general. This is particularly true in the area of the internship/practicum. There did not seem to be clearly documented policy on how mentors are selected, supported, or clear written policies to clarify expectations for mentors and students during the practicum.	A full-time School Leader Program Coordinator, Dr. Daniel French, was hired to develop and monitor the management structure of the program. The program handbook was updated to include a more clearly documented policy on how mentors are selected.	See the Administrative Internship Handbook
	2-There was no evidence of a tracking system to ensure that the DOC candidates would engage in curricular leadership practices during their practicum, how they	There is now a log that is used to track the DOC candidates internship time and focus of their work. This log is used for individuals who are not on a provisional license and are working hours that are not part of their normal work. If a candidate is on a	See the Internship Log

		meet their 300 hour requirement or how interns are evaluated in the field.	provisional license and working as a Director of Curriculum, they would not complete the log.	
		3-Curricular decisions appear to be made without the input from the adjunct faculty	Input from adjunct faculty is considered as part of curriculum decisions. Adjunct faculty directly were involved with the curriculum mapping project under Dr. Robert Stanton, and the Coordinator consults regularly with adjunct faculty to solicit their input on curricular decisions.	Dr. Robert Stanton's email agenda to adjunct faculty to organize a meeting around the curriculum map project. Agenda for Fall 2016 meeting with adjunct faculty
		4-It is not clear that there is a published curriculum map available to all students and created by all faculty members to assure that there are no gaps or redundancies in meeting the standards.	Dr. Robert Stanton of LAPDA created an extensive curriculum map and audit. Dr. Stanton's report has been the primary focus of discussions among the Coordinator and adjunct faculty this year and will guide revisions to syllabi in order to reduce the potential for gaps or redundancies in meeting the standards.	See executive summary of report from Dr. Stanton, "School Leadership Concentration Curriculum Mapping Project: Final Report"
2	Systems of Assessment	1-Candidates indicated in interviews that doing the portfolio during the practicum was difficult.	When the Practicum course started, it was a one semester course. The course now runs over three semesters to provide support for the 300 hour internship as well as for the development of the portfolio	From the program website : School Leadership Internship, Part I (summer), Part II (fall), Part III (spring) for Principal Endorsement, Director of Curriculum, and Director of Special Education (2 credits each semester) Year-long Internship
		2-It is not clear that the Professional Skills and Dispositions rubric is being used consistently, and over the course of the entire sequence of courses – leading up to (and including) the practicum.	The Coordinator has met with adjunct faculty and regular faculty to ensure a more consistent use of the Dispositions rubric. A new process has been created to address this concern. The program Administrative Assistant emails all faculty midway through each course to ensure the rubric is being implemented consistently. The Coordinator then reviews the rubrics as they are placed in student	Agenda for Fall 2016 meeting with adjunct faculty when use of the Dispositions Rubric was discussed.

			files.	
		3-It appears that only two faculty are involved in the assessment of the portfolio and it is not clear what is the calibration system for the reviewers.	Beginning last year, each instructor within the program reads and assesses at least one portfolio. This year the coordinator and internship supervisor are reviewing all of the portfolios to evaluate the portfolio as a tool and assess student progress in efforts to revise and strengthen the process.	Email from Practicum instructor, Val Gardner, to portfolio evaluation team.
		4-The coursework is not always assessed using performance/proficiency based measures.	The Coordinator has used Dr. Stanton’s report to begin a conversation with adjunct faculty to examine to what extent performance and proficiency-based measures are being utilized in all courses. Part of this work includes a discussion of which performance indicators should be utilized since new leadership standards were just adopted.	Agenda for Fall 2016 meeting where the use of performance/proficiency based measures were discussed.
		5-There is not clear evidence of a system of how SMC collects aggregate evidence from these assessments and uses this data to inform changes.	The learning outcomes tool provided through the College’s LMS has proved inadequate in this area. The team is currently exploring other options. The first step to address this concern was to obtain a clear curriculum map. This map was completed through Dr. Stanton’s report. Once curricula are better aligned to standards, the team will establish a more consistent approach to collecting and analyzing evidence of student learning.	Dr. Robert Stanton’s email agenda to adjunct faculty to organize a meeting around the curriculum map project.
3	Field Experiences	1-There are no formal and published guidelines and expectations for field mentors to design and provide an experience that helps a student have a tailored experience to fully develop the talents of students.	There is now a handbook that outlines the expectations for mentors.	See Administrative Internship Handbook
		2-Students set up their own placements. This system might be too informal or based on connections or personality to ensure consistent quality of field experiences.	The placement process is limited by the candidate’s flexibility with work. If the candidate is on a provisional license, efforts are made to provide the candidate with a “licensed” supervisor. If the candidate is still employed as a teacher, then the placement must be such that the teacher does work within the district and/or SU. There is discussion	The practicum handbook was revised to address this issue: “For the purpose of the administrative internship, the setting in which the intern is doing the majority of his/her work and in which his/her supervisor

			and deliberation around what support and supervision will be needed to assist the candidate in his/her growth but there are limitations to where the internship can be experienced.	is located will be designated as the primary setting. The setting in which the intern is engaged in to focus on an additional level or field will be designated as the secondary setting. <u>The intern, working with his/her Practicum instructor, will identify a primary setting and supervisor as well as a secondary setting for completing the requirements of the internship.</u> The supervisor must be licensed in the endorsement area in which the intern is seeking licensure.”
		3-It is not clear at what point in the practicum students learn to design, implement, and evaluate a quality curriculum plan or where in the practicum a student learns to lead curriculum redesign. This is in the 509 but not clearly articulated in the practicum.	Candidates set SMART goals for their internship work. It is expected that a candidate for Director of Curriculum would set a goal in this area.	See the SMART Goal Template
		4-There is a need for greater communication between the faculty and administration of St. Michael’s College and mentors/supervisors in the field. This is particularly true around portfolios and curriculum mapping.	There are three meetings held during the course of the internship between the candidate, supervisor and instructor. Progress on goals is discussed as well as roles and responsibilities. The supervisor is expected to review evidence from the SMART goals as part of the evaluation of the internship.	See the Administrative Internship Handbook and the Internship Evaluation Rubric
4	Resources and Practices	1-None	1-N/A	