

## **VSBPE**

**Date: June 5, 2018**

**Item: College of St. Joseph (CSJ) ROPA Review Report**

**ITEM:** Shall the VSBPE accept the recommendation of the ROPA Review Team and grant conditional approval to the College of St. Joseph until September 6, 2018 with a follow-up visit in the fall of 2018?

### **AGENCY RECOMMENDED ACTION:**

**That the VSBPE accept the Report of the ROPA Review Team and grant conditional approval to the College of St. Joseph until September 6, 2018, with a follow-up visit in the fall of 2018.**

### **BACKGROUND:**

Per the ROPA approval cycle, CSJ had a full program review in April, 2018 by a VSBPE-approved review team. The team at that time found evidence to grant approval to CSJ, although two of the Standards were only found to have partial evidence of being met.

### **RATIONALE:**

At the CSJ review, the team identified a concern noted in the Report that applies to all four standards: too much of the program responsibilities relies on one person. This is true in both the Education Department (the one person being David St. Germain) and the School Counseling Program (the one person being an adjunct professor who teaches all of the School Counseling courses). The team recommended that the School Counseling program be moved to the Education Department to ensure that candidates were receiving instruction in all of the required areas. Since the visit, we have learned the following:

1. David St. Germain is leaving CSJ at the end of May 2018
2. The President of the college and the Vice President for Academic Affairs are also leaving at the end of the 2017-18 academic year.
3. Per an email from David St. Germain to the Agency on May 16, the search for his replacement has not yet begun.
4. There is not a contact person at CSJ in the Education Department, and they have not submitted the required Seven-Year Plan, nor is there anyone there who is charged with writing the Plan.

Additionally, multiple news stories have reported that CSJ may not have the resources to remain open and may lose their NEASC accreditation.

Due to the areas of concern listed above, the CSJ Review Team is in agreement that the recommendation should thus be changed to grant Conditional Approval to CSJ, with the follow-up visit that is required per Policy N3 to be scheduled in the fall.

**SUPPORTING DOCUMENTS:** CSJ ROPA Report, Letter from Dr. Amy Mungur, Review Team Chairperson.

May 24, 2018

RE: Change in approval for St. Joseph's

To whom it may concern:

From April 10-12 the College of St. Joseph's underwent a ROPA review. At the conclusion of the review, the ROPA team granted full approval, despite some significant concerns revealed throughout the process, specifically the heavy lifting by a single faculty member, Dr. David St. Germain. Since the formal review, Dr. St. Germain has announced his leaving the College, and that there has been no search initiated to replace him.

Given this information, and coupled with our noted concerns at the review, the ROPA Team is requesting that the VSBPE not accept our report as written, and grant conditional approval to the College of St. Joseph. Upon granting conditional approval, we recommend a visit to the College this fall, and when the College has appointed an Education Department Chair. The team has discussed this recommendation, and agreed unanimously that this is the most appropriate course of action.

Please accept this brief letter as official documentation from the ROPA Review Team.

Sincerely,

*Amy Mungur*

Amy Mungur, Ph.D.  
ROPA Review Team Chair for the College of St. Joseph  
Assistant Professor of Secondary Education  
Green Mountain College  
Poultney, VT 05764

## **ROPA Visit Report**

College of St. Joseph

April 10-12, 2018

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the College of St. Joseph's educator preparation programs and school counseling program in Rutland, Vermont on April 10-12, 2017. Members of the Review Team were, Dr. Amy Mungur (Chair), Green Mountain College; Dr. Hannah Miller, Johnson State College; Don Tinney, VSBPE Member and Educator at BFA-St. Albans; William Lucci, Stafford Technical Center; and Terry Reilly and Ellen Cairns from the Agency of Education.

The ROPA review team wishes to thank College of St. Joseph for their hospitality extended to us during our visit. Our data collection and interviews were facilitated by robust wifi access and excellent conference and meeting spaces.

The team would like to commend CSJ for the support they provide their students despite limited resources. Students, graduates, and field partners overwhelmingly expressed appreciation for David St. Germain's commitment to education and his students, and this is reflected in the teachers the college produces. Close partnerships for the school counseling programs are rigorous, and are meaningful to the candidates that proceed through this program.

In addition to interviews and observations, the ROPA team reviewed the [Institutional Portfolio](#), which included syllabi, course descriptions, curriculum maps, student portfolios, and other information.

While these commendations are sincere, the team also had a number of concerns that will need to be addressed in the Two-Year Report in order to ensure ongoing approval.

The following report recommends CSJ for ongoing full approval in the following programs:

<b>Program</b>	<b>Approval Recommendation</b>
Elementary Education (Post-bac and Graduate)	Full Approval
English (Undergraduate, Post-bac and Graduate)	Full Approval
Reading/English Language Arts Specialist (Post-bac and Graduate)	Full Approval
School Counselor (Graduate)	Full Approval
Social Studies (Undergraduate, Post-bac and Graduate)	Full Approval
Special Education (K-8, Gr. 7-Age 21, K-Age 21) (Post-bac and Graduate)	Full Approval

### ROPA Approval Standards Summary

**EE = Exemplary Evidence, SE = Satisfactory Evidence, PE = Partial Evidence, ME = Minimal Evidence**

<b>Standard</b>	<b>Title</b>	<b>Rating- Ed program</b>	<b>Rating- SC program</b>
<b>1</b>	Content Knowledge, Pedagogy, and Professional Dispositions	<b>PE</b>	<b>PE</b>
<b>2</b>	Systems of Assessment	<b>PE</b>	<b>PE</b>
<b>3</b>	Field Experiences	<b>SE</b>	<b>SE</b>
<b>4</b>	Resources and Practices	<b>SE</b>	<b>SE</b>

In the follow report, the programs were reviewed in relation to the most recent Vermont endorsements with their relevant competencies and the Vermont Core Teaching for Vermont Educators.

**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 (SE)    Partial Evidence (PE)    Minimal Evidence (ME)

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

<i>Indicators</i>	<i>Findings</i>	<i>Rating</i>
<p><b>1.1</b> – Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they are planning to teach.</p>	<p><b>EPP:</b>            Evidence for this standard can be found in the Institutional Portfolio (IP) syllabi for:            GED500 (Ed. Research)            GSP506 (IEP Writing for SPED candidates)            GED506 (Fundamentals)            as well as others.</p> <p>Candidates for the SPED endorsement requirement (learning environments) understand the central concepts through the “Analyzing the Learning Environment” assignment.</p>	<p>SE (both)</p>

	<p>The academic catalog (p. 93-94) outlines course titles required for students seeking an elementary education endorsement that cover both Knowledge Standards and Performance Standards for the elementary endorsement.</p> <p>A SPED graduate commented that courses provided “real stuff that I can use” and that professors were “always contributing to the conversations because they were professionals in their field.”</p> <p>Current student with extensive work experience in education reported that coursework aligned with expectations. When asked if there were any gaps or holes in the program, this student commented “Not that I can see, but I feel confident that I can go directly to my professors with any questions or concerns.”</p> <p>Several students reported that GSP 508 “Special Education Law” significantly impacted their understanding of current issues in education.</p> <p>Several principals stated that for such a small program CSJ prepares candidates very well for the reality of teaching. One principal commented that they “Would have hired CSJ graduates had there been a job vacancy.”</p> <p>In a phone interview with a current student, the student explained that “I wouldn’t change anything about the program, but if I needed something I could just ask one of the professors and they would help me figure it out,” which suggests a responsiveness to student needs.</p> <p>SC: Plan of Study indicates that School Counselor candidates receive a solid foundation for evaluating the needs of the school population and then designing programs that will meet the personal, family, academic, and career needs of that population.</p> <p>According to the CSJ Academic Catalog: “In order for students to be admitted into one of the Master of Science programs... students must have completed prerequisite coursework as</p>	
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	<p>determined by a transcript review (normally the equivalent of a minor in coursework that would be applicable to completion of a - counseling-related graduate degree)."</p> <p>In an interview with a current counseling program candidate, the candidate indicated having an undergraduate degree in Sociology.</p> <p>According to the CSJ Academic Catalog, "All students in the School Counseling Program must pass the PRAXIS I or an alternative State Education Approved examination prior to being admitted to Candidacy status."</p> <p>School Counseling candidates are required to take the Core Praxis and complete the Licensure Portfolio.</p>	
<p><b>1.2</b> – Candidates use technologies within their discipline(s), apply them appropriately, and guide learners to use technology in a safe and effective way.</p>	<p>CSJ lesson plan template provides a dedicated space for students to plan for using technologies.</p> <p>Syllabus for GED 506 (Fundamentals of Education) includes one discussion section on technology and education, and their in-class presentations were evaluated regarding whether "technology was used in a manner that engaged the audience."</p> <p>There was evidence in the IP that course instructors use technology to administer courses.</p> <p>There was evidence in the IP and with members of Academic Support Services that some courses are also hybrid, giving student athletes, in particular, the option of utilizing Moodle Rooms to access content they may have missed.</p>	<p>PE (both)</p>

<p><b>1.3</b> – 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>EPP:</p> <p>In a phone interview with an adjunct professor in the EPP, the instructor explained that a central focus of the courses is to use theory, practice, and law in their Special Education preparation programs so students can see how theory and research are applied in the field.</p> <p>In a phone interview, a former SPED student explained that students are required to research different forms of SPED assessment and teach about the research-based assessment to their classmates; the student also reported reading research in preparation for field experiences.</p> <p>In a phone interview, a SPED graduate noted that the transferrable skills class and case management illustrated relevancy of course work to their field experiences.</p> <p>The syllabi for content-based methods courses in the elementary education program (e.g., science, social studies, math, ELA) have students design and implement lesson plans in the field; Lesson plans included in the IP demonstrate that students construct standards-based curricular materials.</p> <p>SC:</p> <p>A telephone interview with a Counseling practicum student in a secondary setting indicated that she is utilizing pedagogical knowledge gleaned from GPS-513 (Career Counseling) GPS-506 (Family Systems) and GPS-526 (School-Based Prevention) to provide direct service to the student population at her assignment.</p> <p>Three (3) separate telephone interviews with Site Host Counselors provided validation that CSJ candidates are learning pedagogical knowledge and are able to integrate this knowledge into mental health, career and college placement, family-based, and social-emotional services that clearly meet the diverse needs of their schools and communities.</p>	<p>SE (both)</p>
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<p><b>1.4</b> – 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>EPP:</p> <p>Syllabus for GED 505 (Ed. Psych) mentions assessment approaches but there is no learning outcome associated with that later in the syllabus nor is it referenced in the aligned performance criteria.</p> <p>Syllabus for GRE 513 Reading Assessment, Analysis and Intervention indicates “informal and formal assessments” course content. Students are also required to choose, research, and present a reading assessment tool.</p> <p>Syllabus for GRE 511 Emergent Literacy includes an assessment project for students to develop an early literacy assessment.</p> <p>A professor was observed discussing proficiency-based grading.</p> <p>SC:</p> <p>Several SC portfolio entries provide evidence that candidates are using multiple methods of assessment of student performance in IEPs and development of accommodations of student needs (Entry 2).</p> <p>GED 505 syllabus (above) provides evidence of assessment in the referral process for SPED.</p>	<p>PE (both)</p>
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<p><b>1.5</b> – 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>Students are provided with the foundational theories through GED-505: Educational Psychology, GPS-506: Family Systems, and GPS-518: Diversity and Professional Relationships to effectively deliver basic learning and counseling services to school-based clients.</p> <p>EPP: The institutional lesson plan and unit plan templates include sections to explain how students with special needs will be accommodated. Portfolios also demonstrate differentiated instruction.</p>	<p>PE (both)</p>
<p><b>1.6</b> – Candidates understand individual differences, diverse cultures and communities, and create inclusive learning environments enabling all students to learn.</p>	<p>Syllabi provided for GED-505: Educational Psychology and GPS-518: Diversity and Professional Relationships indicate course content related to the importance of developing respect for diversity in the Analyzing the Learning Environment assignment.</p> <p>EPP: The institutional lesson plan and unit plan templates include sections to explain how students with special needs will be accommodated. Portfolios also demonstrate differentiated instruction.</p> <p>A current Counseling practicum student described in detail having developed seminars that meet the needs of gender-specific, grade-based, workforce or college bound students, and socio-economically diverse populations in his school setting over the course of an entire semester.</p> <p>The Institutional Portfolio states that a goal of the EPP is to: “1.6 Add more opportunities for our licensure candidates to develop the knowledge and skills to effectively teach students from culturally diverse backgrounds.”</p>	<p>PE (both)</p>

	<p>The Institutional Portfolio states that a goal of the EPP is to: “1.6 a. Add to our course syllabi for our methods courses (ex: Social Studies, Elementary Science) and student teaching semesters the expectation that our licensure candidates will implement culturally responsive instructional strategies.”</p>	
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<p><b>1.7</b> – Candidates understand and demonstrate professional responsibility that is guided by legal and ethical principles and engage in ongoing professional learning.</p>	<p>EPP:</p> <p>A former student expressed appreciation for the focus on law in the SPED program in a phone interview.</p> <p>Part III of a complete VLP for a recent graduate demonstrates evidence of ethical reasoning and commitment to ongoing professional learning through co-teaching and action research.</p> <p>SC:</p> <p>The syllabus for GSP Ethics and Foundations of Counseling provides evidence of assignments related to ethical principles in the field.</p> <p>During an interview with an adjunct instructor in the School Counseling program, there was mention of the requirement that practicum and internship candidates have a “solid grasp” of the laws and obligations that guide school counselors in public school settings. These topics are covered exclusively in GED-502 and GPS-500--both required courses.</p>	<p>SE (both)</p>
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**Commendations:**

Interviews with recent graduates indicated how prepared students are upon graduation.

Site counselor hosts noted well-prepared students when entering their field experience.

**Concerns:**

Since Math courses are only required for initial licensure candidates, there is a concern that SPED candidates are not getting the math courses needed to be able to differentiate instruction and support proficiency-based learning in that subject.

Evidence from the IP demonstrates that candidates use technologies (e.g., lesson plan template); however, there is minimal evidence illustrating how candidates are guiding learners to use technologies in a safe and effective way.

In a review of course syllabi, it was noted that student assessment and use of data to inform instructional decision-making was rarely featured as a significant tenet of pedagogy. This was also identified by CSJ in their IP, in two of their stated goals:

From CSJ's stated goals in the IP: Add to Fundamentals of Education, Curriculum Development, Introduction to Special Ed., all Methods courses (English, Social Studies, Reading, Science) the requirement that students must review assessment results and make recommendations for providing remedial instruction and/or alternative instruction.

From CSJ's stated goals in the IP: Add opportunities in Fundamentals of Education, Curriculum Development, Introduction to Special Ed., all Methods courses (English, Social Studies, Reading, Science), Practicum and Student Teaching courses the requirement that students connect their instructional decision-making with a learner's developmental level and/or differences in cognitive, linguistic, social, emotional, and physical areas.

Evidence is missing for how School Counseling students learn about the Vermont Core Teaching Standards within specific counseling courses. We are concerned that the evidence developed for the Vermont Licensure Portfolio comes only from the three required education courses, which may not provide a breadth of experience needed to construct a VLP that demonstrates mastery of the Vermont Core Teaching Standards for School Counseling. Consider moving the Counseling Program into the Education department to ensure all candidates are meeting the Core Teaching Standards consistently.

Stay current with changes to licensure requirements, for example, moving from the 16 Principles to the Core Teaching Standards. Put a process in place to ensure that this happens.

### **Considerations:**

Change Academic Catalog to reference the Vermont Licensure Portfolio, not the Level I Teacher Licensure Portfolio.

Clearly link Vermont Core Teaching Standard Performance Criteria to assignments in all syllabi across programs.

Consider the development of an educational technology course for all students across programs.

**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>Finding</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 Teaching and/or Core Leadership Standards as well as to the endorsement requirements.</p>	<p>In a phone interview with adjunct professors in the EPP program, they explained a thorough system for responding to struggling student teachers, including asking for instructors to complete the PADA, meetings to establish short-term and long-term goals, meetings with the department chair, and continual follow up with the struggling student.</p> <p>In the syllabus for GRE519 (Practicum) it states that “All practicum students need to have a copy of VT State Competencies for their endorsement area and reference those through their...practicum experience.” However there is not evidence of how this is ensured or tracked.</p> <p>Plan of Study for School Counseling program reveals GED 502, GED 505, GED 506 address Vermont Core Teaching Standards, however, in an interview with a counseling candidate, the candidate stated not being familiar with the Standards.</p> <p>Director of School Counselor program stated that he relies heavily on the Education Department to address the Vermont Core Teaching Standards through the “foundation” courses GED-502: Law and Education of Children; GED-505: Educational Psychology; and GED-506: Fundamentals of Education.</p>	<p>PE (both)</p>

<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>Handbooks are very clear about requirements. Observation of Practicum form included shows assessment system for student teaching. PADA also gives clear expectations and criteria.</p> <p>Syllabi generally has clear requirements listed.</p> <p>Ed Program Plans of Study, presented in IP, show evidence that students are given clear requirements for necessary coursework.</p> <p>As stated in the IP, “The small size of our program makes it easy for the administration to monitor the progress of every student; however, we do not have a formalized system in place yet.”</p> <p>Did not see evidence that shows Ed. students are told about 3.0 GPA requirement in order to student teach. S.C. Handbook does state this requirement for practicum.</p> <p>School Counselor Program Director stated in an interview that every student meets with him after completing the first six (6) core classes to discuss their progress in the program. Students must write an “essay” addressing their satisfaction with the program which includes recommendations for improvement. Students must also have earned a “B” in all of the courses except Research Methods where a “C” or better is the benchmark score.</p> <p>In the response to the initial IP feedback, Leadership from the counseling program acknowledged using the, now outdated, 16 Principles to guide instruction in pedagogy. In an interview with counseling program Leadership, it was stated that candidates utilize classes housed in the education department to learn pedagogy. In the same interview, it was stated that the education classes required of a candidate in the counseling program are GED 502, GED 505 and GED 506. In the GED 506 syllabus provided, it states the course will cover all 10 of the Core Teaching Standards. In the same interview with the counseling program Leadership, it was noted that members from the Counseling Program Leadership Team assess candidates to determine if the candidates have met licensing requirements and inform the Registrar which candidates receive a recommendation for licensure.</p>	<p>SE (both)</p>
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<p>2.3 – Programs regularly and systematically use data from the assessment measures to inform programmatic decisions.</p>	<p>One example given in IP of using information from student feedback to add PBL and Diversity information to courses.</p> <p>Counseling Program Director indicates that the formal assessment of all program components is limited to a casual review of IDEA reports and is somewhat anecdotal in its approach to be of use in proactively guiding the direction of the program. In an interview with members of the ROPA team, the Director shared copies of the IDEA assessment forms used for two of his adjunct faculty members which indicate student assessment of course material, instruction, and relatedness to stated program goals.</p> <p>From IP (Ed program): “this review process has made us realize that we need to become more systematic in how we collect information from our students' coursework and once they become teachers from their employers. Our last survey of employers was conducted in 2009.” There was a survey of recent graduates in 2015 but no evidence that data was used for programmatic improvements.</p>	<p>ME (both)</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>In an interview with Administration it was acknowledged that they were unaware of a Seven-Year Plan. It was acknowledged that this is an underutilized tool. In the interview it was stated that the Seven-Year Plan could and should be used to comply with CSJ’s Master Plan.</p> <p>Last 7-Year Plan hasn’t had anything completed from it since 2013. As noted, many of the items were either completed or decided no longer a priority for CSJ, but it has not been used for ongoing reflection and improvement.</p>	<p>PE (both)</p>

**Commendations:**



School Counselor Program protocol encourages candidates to pass PRAXIS I during their first semester in the program to avoid roadblocks to program completion.

Handbooks are very clear about requirements. Observation of Practicum form included shows assessment system for student teaching. PADA also gives clear expectations and criteria.

Syllabi generally has clear requirements listed.

Ed Program Plans of Study, presented in IP, show evidence that students are given clear requirements for necessary coursework.

**Concerns:**

The endorsements requirements are not explicitly tied to course work. The Core Teaching Standards could also be linked to course work more thoroughly. In addition, a process should be developed to use assessments of student work to develop competency in endorsement requirements and Core Teaching Standards.

There is not a process for tracking student and recent graduate data and using it to inform programmatic decisions.

The Seven-Year Plan has not been used for ongoing program improvement and revised annually.

**Considerations:**

School Counselor Program Director could utilize data gathered through IDEA assessment to help guide staff and program development.

**Overall Rating for Standard III:**

**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.

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

<i>Indicators</i>	<i>Findings</i>	<i>Rating</i>
<p><b>3.1</b> – 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.</p>	<p>Saw four cooperating teacher report forms (student teaching program appraisal): one had severe criticism and said she never met with a supervising teacher from CSJ, the program seemed “dangerously disorganized,” and the candidate had not been exposed to the S.S. Standards, which made lesson planning a challenge. She stated that cooperation with and support of the cooperating school and student teacher was weak, organization and communication in dire need of improvement. The three others were positive.</p> <p>S.C. In an interview with a candidate and Supervising Practicum Teacher, the Supervising Practicum Teacher stated that there is no communication with CSJ faculty regarding the candidate’s practicum. To that, the candidate stated that paperwork detailing the expectations of the practicum was reviewed and signed by the candidate and Supervising Practicum Teacher.</p>	<p>PE (both)</p>
<p><b>3.2</b> – Programs collaborate with their field partners to ensure that candidates understand the expectations</p>	<p>In an interview with a former student, the student explained that he appreciated the classroom management course, and that his field experience provided an exemplary model of how to manage a classroom.</p>	<p>SE (both)</p>

<p>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>Interviews with three School Counselor candidates and their field-based supervisors indicate that both global and site-specific professional expectations are clearly defined before and during their field-based experiences. ROPA team discussions with field-based supervisors at three (3) separate sites indicated that they interface in meaningful ways with practicum and internship candidates to assure understanding and implementation of relevant laws and school policies in most of these areas.</p> <p>During a classroom observation (counseling) it was noted that candidates demonstrated understanding of 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>The CSJ “Student Teaching Handbook” clearly defines roles and expectations for both the student teacher and the cooperating teacher.</p>	
<p><b>3.3</b> – 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>Three (3) separate interviews with students who are currently participating in school-based practicum or internship experiences indicated that the depth and breadth of their roles at their respective schools is providing them with significant opportunities to interface with teachers, special educators, parents, and students in order to address identified needs at their schools. For example, one (1) candidate identified the need for a career and college placement “support group” and so he developed lesson plans to deliver it to 11th and 12th graders.</p> <p>Through a review of assignments named “Analyzing the Learning Environment,” it can be concluded that student teachers are able to determine what resources are available to support their efforts in meeting student needs.</p> <p>GPS 513, GPS 519, and GPS 526 prepare students in internship and practicum experiences to design and deliver sessions to school-based clients. (Career Counseling, Counseling techniques, and School based Prevention and Intervention Services).</p>	<p>SE (both)</p>

<p><b>3.4</b> – 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>During a phone interview, a graduate stated that the field experiences were by far the biggest strength of the EPP.</p> <p>In an observation of a class for school counselor practicum/internship, the students reported having three 60-hour practicum experiences, one at high school, one in middle level, and one at elementary. One student appreciated the range to help identify the age they have the most affinity for.</p> <p>During a classroom observation (counseling) it was noted that 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>Individual telephone interviews with three (3) school counselor candidates and their practicum and internship site supervisors validated that these experiences enable them to develop a practical understanding and skill set that would address the needs of a variety of age groups in multiple school settings. For example, one (1) student has been working in a single school well in excess of the 300 hour limit and is looked upon as one of their professional staff, attending weekly team meetings. Site supervisor said “he is one of us...we don’t give him menial things to do to fill time.”</p> <p>A review of the document titled “Field Placements” indicates that candidates are completing field experiences within a range of grade levels.</p>	<p>SE (both)</p>
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<p><b>3.5</b> – Programs provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.</p>	<p>During a classroom observation (counseling) it was noted by candidates that CSJ provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.</p> <p>During an interview with a current counseling candidate it was noted that the candidate is on site in the field experience five days a week for one academic year to meet the internship (600 hour) requirement. This did not include the required (60 hour) practicum.</p> <p>Given that nearly all field experiences take place in Vermont and nearby Upstate New York, candidates do not experience culturally or ethnically diverse populations. However, in reviewing “Field Placements” documents, it can be concluded that candidates are gaining experience with students from diverse socioeconomic populations.</p>	<p>SE (both)</p>
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**Commendations:**

Overall, the breadth and quality of field experiences meet the standards and prepare future teachers and school counselors for their future careers.

**Concerns:**

There is not adequate evidence that the experiences are coordinated between site supervisors and faculty with the learning objectives in mind.

**Considerations:**

Put a process into place to ensure that the field placements and communication with the field are not reliant on one person in each program.

**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)

<i>Indicators</i>	<i>Findings</i>	<i>Rating</i>
<b>4.1</b> – 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>In a phone interview, one adjunct faculty member in the EPP requested pedagogy courses or support for adjunct faculty to develop their teaching practices.</p> <p>CSJ provides opportunities for their instructors to collaborate with one another through constant conversation within this tight-knit community and, specifically, in their end-of-the-year reviews of Student Learning Outcomes. Students in capstone courses present to faculty outside of their own discipline, which also provides an opportunity for faculty to collaborate with each other in assessing student work.</p> <p>The Vice President for Academic Affairs has implemented faculty development seminars during the community service Wednesdays.</p> <p>Community service is fully integrated into the mission of the school. For example, in August 2017, incoming students provided 253 hours of community service to the Rutland community. CSJ’s mission statement says that the institution “offers a holistic student development program that fosters personal leadership, civic responsibility, service to the community.”</p>	SE (both)

	<p>A professor talked about peer sharing among faculty members; he shares information from the workshops he leads as well as data gleaned from surveys.</p> <p>There are 15 workshops on various topics offered each semester that are often attended by faculty as well as students.</p> <p>School counselor faculty are primarily adjuncts. However members of the ROPA team learned through interviews with two (2) faculty members that they have been teaching for the program for 3 and 5 years respectively. School Counseling Program Director relies heavily on “veterans” to deliver consistent instruction that is aligned with stated institutional and program goals that are aligned with current practices in Vermont and New York schools. Adjunct faculty meet along with full-time faculty at an “orientation” session at the start of the academic year, and then “break out” into divisional meetings to discuss program-specific planning initiatives, scheduling, and advising protocols. Program Director stated that he “relies heavily” on the instruction provided through the Education Division to meet Vermont Core Teaching Standards for certification of their candidates specifically in GED-502, GED-505, and GED-506.</p>	
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<p><b>4.2</b> - Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.</p>	<p>In an interview Administration stated CSJ is tuition dependent. In an interview Administration mentioned current work at CSJ to develop new revenue streams.</p> <p>In an interview with Administration it was noted that CSJ is in the process of liquidating landholdings.</p> <p>CSJ leadership is in flux right now as the current President is retiring.</p> <p>As far as Personnel- the head of the School Counselor program is not a school counselor and in interviews did not seem to have the knowledge of the standards and indicators to be able to ensure that School Counselor candidates are meeting them.</p> <p>School Counselor Program relies heavily on instruction provided by adjunct faculty whose stipends appear to be well below “industry standards.” Despite this reality, existing faculty who were interviewed by ROPA team members have some longevity in the area, commitment to the program, and devotion to the mission of the school. Teachers indicate that the classroom space is adequate for instructional purposes, and that there is technology available that allows them to deliver quality instruction to their students. Budget documents provided by the Program Director and conversations with CSJ staff indicates that funds allocated for conferences and/or professional development are meager and limited for access by adjunct faculty.</p>	<p>SE (both)</p>
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<p><b>4.3</b> – Provider and programs recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.</p>	<p>According to the administration, the aforementioned Title III grant has supported CSJ’s efforts in recruiting and retaining candidates from diverse backgrounds, particularly students from large urban areas. The CSJ student body is the most diverse student body in the Vermont and mirrors the diversity of the United States.</p> <p>CSJ has struggled to recruit and retain faculty and cooperating teachers from diverse backgrounds, given the homogenous nature of Vermont demographics.</p> <p>In an interview, the CSJ administration stated that they are committed to broad diversity.</p> <p>Evidence of CSJ’s efforts to retain students from diverse backgrounds: snacks provided in library, laptops available for students to check out of the library and a plan for all incoming students to get laptops for free starting fall 2018. Interview with Director of Student Success gleaned evidence of data collection on attrition and retention. For example, did a study on student athletes’ GPA when they were traveling with the team and a study on the effectiveness of the school mentoring system. Seven surveys were conducted over the semester to understand student success and aid in retention. Also created an online withdrawal form to get data on why students leave.</p> <p>From interview: First Year Experience program shows evidence of strong planning to support students who may struggle in the transition to being college students. Modules on topics such as “Effective Communication with Your Professors” and “Career Planning/Resume Writing” early in the process so they are prepared early to find work.</p> <p>Interviews with School Counseling Program Director, adjunct faculty, current students, and program graduates validated the ethnic and socioeconomic realities of the state of Vermont. According to the School Counseling Program Site Coordinator, program faculty are almost exclusively white males. However, in his capstone courses (School Counseling Field Experiences I-III), every effort is made to have many guest speakers from the counseling field who bring a wider representation of race, gender, and socioeconomic backgrounds into the classroom for his students. Despite this reality, current program participants are predominantly white and female, with a ratio of 80-20%.</p>	<p>SE (both</p>
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**4.3, cont.**

Library has Praxis prep resources.

Per interview, the faculty make an effort to use e-books as much as possible for affordability for students.

Per interview, CSJ will match up to \$500 of an incoming freshman's deposit to help students purchase needed resources.

In an interview, Administration acknowledged the challenges of recruiting traditionally diverse faculty. It was noted in an interview that Administration value "broad diversity" that acknowledges a larger spectrum of diversity.

In an interview Administration pointed out that the CSJ student body is the most divers in Vermont reflecting national demographics.

<p><b>4.4</b> – 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>According to interviews with three (3) field-based partners, the School Counseling Program is meeting the needs of the local and regional communities. However, none of the current or past practicum and internship placements appear to qualify as “hard-to-staff” schools.</p>	<p>SE (both)</p>
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**Commendations:**

We commend CSJ for the level of support they provide for their students despite their limited resources.

Commendation is given to CSJ’s work in exploring alternate revenue streams, specifically the idea of operating an early education facility. While other institutions of higher education also look to diversify revenue streams, the Team discussed the idea of CSJ operating an early education facility as potentially very successful. Such a facility could feasibly be used as a laboratory for learning for CSJ candidates for licensure.

Commendation is given to CSJ for the institution’s commitment to community service.

**Concerns:**

There is a concern that CSJ is heavily tuition dependent with a relatively high percentage of first generation college students. CSJ’s difficulty in hiring diverse faculty and staff may contribute to low retention numbers.

CSJ needs to rethink their programmatic model which currently relies on a single professor to administer and coordinate all aspects across programs. Although we realize that resources for additional faculty and staff are a challenge, at a minimum, better processes need to be set up to ensure all of the standards are met. This concern is placed here but applies throughout all of the standards for both programs.

**Considerations:**

Engage in more vigorous, targeted recruiting for qualified faculty and staff that reflect the diversity of the student population at CSJ.