

VSBPE

Date: May 8, 2018

Item: Castleton University's Leadership Report

ITEM: Shall the VSBPE accept Castleton's Leadership Two-year Report as submitted on April 20, 2018 and grant full approval to the program until C.U.'s next full ROPA review in 2019?

AGENCY RECOMMENDED ACTION:

That the VSBPE accept Castleton's Leadership Two-year Report as submitted on April 20, 2018 and grant full approval to the program until C.U.'s next full ROPA review in 2019.

BACKGROUND:

In July, 2015, a review team visited Castleton to review their proposed Leadership Program with Principal Endorsement. The team recommended that the program receive approval from the VSBPE, and the Board accepted the recommendation and approved the program. Per VSBPE Rule 5932, "Approval of new or reactivated programs shall be limited to a two-year conditional approval." Per their letter of approval dated 8/20/15, Castleton was required to submit a Two-Year Report in the spring of 2017. Ellen Cairns, AOE ROPA Consultant, wrote to Ric Reardon, Director of Education at Castleton, on 1/17/18 to inquire about the report. Per Ric, the program did not actually get underway until the summer of 2016, and the first cohort is finishing the program this spring. Ric submitted a report that was submitted to the PAC at their meeting on March 28, 2018; this report was found to be incomplete, and the Board requested that C.U. submit a more in-depth report by April 20, 2018. The report below was submitted on April 20th.

RATIONALE:

Castleton has provided evidence showing that they have addressed the concerns of the ROPA review team in their Leadership Program. The rationale for recommending the Leadership Program be included in the full review in 2019 is two-fold: first, for efficiency in the ROPA process and for financial consideration for C.U. not to incur an additional \$1500 ROPA Site Visit fee; and second, to ensure consistent quality of the program since, as noted by Ric Reardon, it has only gone through one year of operation by the time of this report.

SUPPORTING DOCUMENTS:

C.U. Leadership Report, Additional evidence in [Dropbox Documents, C.U. Leadership Report from 2015](#)

Two-Year Report Template

Directions: Complete this template to submit your Two-Year Report. A completed submission of a Two-Year Report includes the following:

- A completed template and any accompanying documents referred to (or links to online versions of them)
- A letter from the License Officer
- A fee of \$500 (checks payable to State of Vermont)

Program Name	Castleton Institute for School Leaders (principal endorsement #91)
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Introductory Narrative Description (a paragraph or two)

I. Program Overview (note- because we waited a year to start this program, we do not, at this time, have any finishers)

The Castleton Master of Arts in Educational Leadership is a 36-credit, field-based, principal licensure program that combines face-to-face residencies with convenient online coursework. Assignments are supported by relevant and enriching readings and a closely supervised project to effect change in the candidate's resident school. Candidates who have already earned a Master's degree can elect to complete selected courses (19 credits) designed to address the principal endorsement and complete an additional 3 credits of internship support in order to successfully meet the state requirements for the 300 hour internship. Exemplary educational leaders work in partnership with their school's faculty and administration to create a learning environment that allow students to recognize their full potential as citizens in a complex and changing global world.

Courses have been taught by a combination of adjunct faculty working as superintendents and principals, Castleton faculty members, and one retired Vermont school administrator currently teaching in the MCLA Leadership Academy. The Supervision, Evaluation, and Professional Development course was taught by Dr. Deborah Taylor, Superintendent of Schools for RCSU who has instituted a new and research validated supervision process in her own district and shared that with the candidates. The School Law course was taught by Emilie Knisley, Superintendent of Schools for the Blue Mountain SU, who has a Certificate in Advanced Educational Leadership from Harvard University's Graduate School of Education. The Managing the Learning Environments course was taught by Sue Maguire, former principal and district administrator in Bennington, who is also an instructor in the MCLA Leadership Academy. The Finance course was taught by Dr. David St. Germain, former school principal and current chair of the Education Department at the College of St. Joseph's in Rutland. The Curriculum, Instruction, and Assessment course, as well as two courses specific to the Master's degree program (Transformative School Leadership and Re-culturing the Meaning of Learning) was taught by Dr. Harry Chaucer, long-time faculty member in the Castleton Education Department and former director of Castleton's *Woodruff Institute for Schools Leaders*. This semester, Dr. Chaucer is teaching the Leading with Integrity (Ethics) course and Kristen Hubert, current principal at Rutland Northwest primary school, who is completing her doctoral work at Northeastern University in the Curriculum, Instruction, and Higher Education Leadership concentration, is teaching the Community Policy and Partnerships course. She recently finished teaching a Community Partnerships course for a number of local educators through the Castleton Center for Schools and received strong reviews. Dr. Ric Reardon, Castleton's Director of Education and former district inclusion coordinator, is teaching the Creating a Vision of an Inclusive School course. Dr. Chaucer is also overseeing the internship work being done by both the Master's degree candidates through their MAP coursework and the EDU 6710 Leadership internship courses taken by those who have already earned their required Master's degree and seeking additional internship support.

To this point, the feedback has been positive from the participants, especially from the 14 teacher leaders in the Northeast Kingdom who have been able to access the "live" instruction on Saturdays through a Google Hangout set-up at the Orleans Elementary School which allows them to

congregate as a collective group during the live instruction but not to have to drive 3 hours south to Castleton for that instruction. Additionally, our instructors have driven to the NEK on occasion to be face-to-face with the NEK cohort while the members of the Castleton cohort are supported by a designated expert on campus. We felt that having the “live” instructor exclusively at Castleton was not fair to those who were accessing the instruction through the Hangout and that many of the students from both the local Castleton area and the NEK would benefit from times that they could be together as one large cohort and we made the necessary adjustments to allow that top happen.

Program	Delivery Model	Number of Graduates in The Last 3 Years	Number of Enrollees	Notes
Master of Arts in Educational Leadership with Principal Endorsement (#5440-91)	Grad hybrid- courses run on selected Saturdays and through Google Hangout with additional work happening independently and online.	2015: 0 (not running) 2016: 0 (not running) 2017 0 (not running)	25	The program was not in existence in 2015 or 2016. The first cohort started in the fall of 2016 and many of the current cohort members are expected to complete all work toward the Master of Arts degree with licensure or the Principal endorsement only, in May of 2018.

II. Introduction: Program Update

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

At Castleton we have had a recent change of President (December, 2017) and our Chief Academic Officer has left as well February, 2017). The education department, over the years, has received excellent support from the previous administration and it is not expected that this will change with the new administration. We are a well-established licensure program working very collaboratively with our general education partners (math, science, social studies, English, etc.) and we communicate with them regularly through our involvement in the Faculty Assembly Committee on Teacher Education (FACTE), which meets monthly, The M.Ed. in Educational Leadership is very much a money-making program, with estimates that each cohort member, when finishing the

entire Master's degree over a two-year period contributing approximately \$21,000 in tuition revenue and each cohort member pursuing the endorsement-only option contributing approximately \$13,000 in revenue, again over a two year period. Given the challenges that the university is facing with declining admissions and lower enrolled programs, the administration will likely continue to be supportive of the program moving forward, especially if we can provide evidence that it remains a vibrant, rigorous, accessible, and desired program around the state.

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

We are only one + year into this new program and don't envision making any substantive changes to the program itself. We are at the mercy of our enrollees so we may look to offer our courses in a slightly different format if Saturdays don't work for the majority of the cohort members or if Google Hangouts are not the best way to connect our cohort members who live a substantial distance from our campus- that remains to be seen. One change that we are looking to make is to embed more information and assignments on proficiency-based learning/systems and personalization into a number of the courses from the perspective of an educational leader. These concepts currently fit nicely into our Curriculum, Instruction, and Assessment and Data Analysis course, our Supervision and Evaluation and Professional Development course, our Community Policy and Partnerships course, and two of the courses specific to the Master's degree program (Transformative School Leadership and Re-Culturing the Meaning of Learning).

We are also looking at the most efficient ways to allow this program to work for those seeking the Director of Special Education (#5440-86), Director of Curriculum (#5440-93) or other administrative endorsements since each of those endorsements are framed, in large part, by the same standards (VT Core Leadership Standards/Professional Standards for Educational Leaders). That might require those alternative administrative endorsement folks to take an additional course (or two) based on what they are looking to earn for an administrative endorsement. For instance, someone interested in the Director of Special Education endorsement might be able to complete all of our endorsement courses and possibly add an additional course specific to special education finance and law and earn the Director of Special Education endorsement. Another possibility might be to differentiate both the existing finance and law courses for those seeking either Principal or Director of Special Education endorsements where assignments and outcomes could be specific to their needs.

3. How is your program staying compliant with any new educational laws, initiatives, and other changes in the field since your last review?

One of the biggest contributors to this compliance is in the role that Dr. Reardon, the Director of Education, plays in the state. Dr. Reardon is a participating member of the Southwest Educators Alliance and the Southeast Curriculum Coordinators groups where the most recent information coming down from the Agency of Education are discussed and professional development is planned. In addition, Dr. Reardon meets regularly with superintendents groups and director of special education groups in order to gain an understanding of the professional development needs those stakeholder groups might need and this also allows him to stay current with new education laws, initiatives, and changes happening at the state level. Dr. Reardon is also an appointed member of the

Vermont Standards Board for Professional Educators, representing the public institutions of higher education and that allows for him to stay current with all of the policies and licensure/endorsement changes moving through that board.

III. Program Stipulations

Program	Stipulation	Update	Evidence
Leadership and Principal Endorsement Standard 1	Handbook information needs to be added Inclusion of major state priorities (PLP, Proficiency Based Learning)	Handbook updated Syllabi reviewed and updated to include priority state initiatives and a more blended model of content delivery	Handbook Handbook and EDU 6610 (Supervision, Evaluation, Professional Development) and 6022 (Curriculum, Instruction, and Assessment) syllabi (note- other courses address these areas but not to the extent that EDU 6610 and EDU 6022 do)
Leadership and Principal Endorsement Standard 2	Taskstream use Program Assessment evidence	Use of Taskstream to evaluate students and program further clarified Additional assessment processes identified	Handbook Taskstream mini-sessions (see agenda)
Leadership and Principal Endorsement Standard 3	Field partner evidence Evidence that endorsement competencies are met	List of schools currently supporting students in the CISL program Assessment plan and criteria further clarified and added to the handbook More internship documentation added	List Handbook Sample Internship Form
Leadership and Principal Endorsement Standard 4	Organizational Chart missing No evidence of purposeful recruiting for diversity	Chart created and added to the handbook Information added to address diversity	Organizational Chart (in handbook) Recruitment Plans

IV. Progress Addressing Concerns

Response to Concerns

Standard #	ROPA Standards	Concerns from ROPA Visit: Text directly from last ROPA report.	Action Steps Taken	Evidence; links to documentation
1	<p>Content Knowledge Pedagogy and Professional Dispositions</p>	<p>Handbook needs to be expanded; program more codified so the program can maintain quality without dependence on one individual.</p> <p>Can the program maintain the flexibility of the model necessary to meet new demographics while keeping the positive aspects of a cohort model?</p>	<p>Handbook has been adjusted to provide more clarity.</p> <p>The original plan to offer the courses in the fall and spring on Friday nights and all day Saturday for 4 weekends did not work for us as we had requests for admission from places quite a distance from Castleton and the commute, even for just 4 weekend\’s a semester, was problematic. In fact, we had a mini-cohort of candidates from the Northeast Kingdom express an interest in accessing our program through a movement initiated by the superintendents in the NEK to “grow their own leaders”. Given that, we decided to hold full-day classes on 3 Saturdays a semester and allow those at a distance to access that instruction through Google Hangout. This has worked very well and the instructors have alternated by holding class in</p>	<p>Handbook</p> <p>New program structure w/dates</p>

		<p>Assure that current state and national initiatives are included/ embedded into proposed program syllabi/course descriptions i.e. proficiency based learning, PLP's Flexible pathways and multi tiered systems of support, EQS etc. Be sure faculty are current and up to</p>	<p>Castleton while connecting to the other sites or going up to the NEK to an agreed-upon site (usually the Caledonia North SU or Orleans Elementary School) and having the Castleton cohort access the instruction via Google Hangout. One exception was with the Leading with Integrity course where the entire cohort met in Burlington recently at the Integrated Arts Academy in order to address cultural and equity issues and to meet with the principal to discuss school initiatives like "Beyond Black History Month", "Achievement Gap 101", and an upcoming "Kids are Alright" concert.</p> <p>We built the entire CISL program around the Vermont Core Leadership Standards and the Professional Standards for Educational Leaders and felt comfortable that we had sufficiently addressed both. What we still needed to do was to include more information on a number of state and federal initiatives that would directly impact the work of a school administrator in Vermont (and beyond). We did a thorough review of our 7 endorsement courses and added a number of new assignments and course outcomes that specifically addressed concepts and initiatives like proficiency-based learning, personalization, ESSA, etc. In particular, we structured two courses (EDU 6610 Supervision, Evaluation, and Professional Development and EDU 6022 Curriculum, Instruction, and Assessment) with a heavier dose of that work as they both seemed receptive to that information- teachers must have those concepts front and center when they are evaluated and leaders must assure that these</p>	<p>See EDU 6610 and EDU 6022</p>
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		date to teach new initiatives.	concepts show up in their teachers' curriculum, instruction, and assessment.	
2	Systems of Assessment	<p>Need a plan to assure that everyone (including adjuncts) is up to speed with Taskstream?</p> <p>Need a documented systematic approach to assessment of candidates and programs; multiple measure including assessment of fieldwork. Taskstream is platform for managing assessments; Castleton University leadership program needs to provide evidence that their assessment system uses tool to assess candidates; improve programs.</p>	<p>Taskstream will allow us to evaluate student work and to improve our program. If assignments are evaluated in ways that show certain outcomes lacking, we will adjust as needed. We have yet to have a cohort complete the program so we are interested in seeing what the analytics show us. That being said, we have decided to develop other ways to evaluate our program, utilizing things like course evaluations, surveys to mentor administrators, and surveys to our completers. Our survey for students asks them to weigh in on such questions like Quality of the readings:</p> <ul style="list-style-type: none"> • Quantity of the readings: • Favorite course and why: • Least favorite course/why: • Quality of Instruction: • The Internship and MAP: • Parts of program to retain/strengthen: • Parts of program to eliminate or revise substantially <p>Other thoughts to help us improve the program.</p> <p>Another survey will go out once completers have been hired into a leadership position (and to their immediate supervisors) that will gather information on preparedness and how that influences their practices. During the program, we will analyze course evaluations and summative reflections to evaluate the candidates' levels of understanding</p>	<p>Letter to Completers in Handbook</p> <p>Letter to new supervisors in Handbook</p> <p>Taskstream Mini-Session Agenda</p>

		<p>Need an assessment tracking form that can be used to assess candidates throughout the program.</p>	<p>with the course outcomes, internship requirements, and overall program expectations.</p> <p>Tracking form was created and added to Handbook and is available on program website and Taskstream. Candidates will complete the form throughout the program and advisors will use the form as well to document progress for each candidate.</p>	<p>Assessment Tracking Form</p>
3	Field Experiences	<p>“Programs collaborate with field partners....”. Where is the evidence or forms that this happens? We believe the collaboration happens but it is informal.</p>	<p>Our communications for partnerships began with a meeting in the spring of 2016 as we were marketing our new leadership program. Many superintendents had been challenged to fill open principal positions with very few viable candidates applying. They decided to “grow their own” leaders and asked to meet with Dr. Ric Reardon to discuss a possible partnership. That partnership would allow candidates chosen by their superintendents to participate in our new program through Google Hangout, where they would have access to “live” instruction while not having to take the 3 hour drive to Castleton. A meeting occurred with 8 superintendents and after considerable planning, a cohort of 15 candidates was identified to join about 12 local candidates. Dr. Reardon continues to communicate with those administrators. John Castle remains in contact with him in-between courses and Jen Botzjoins from Caledonia North has assisted with location and technology details. Dr. Reardon also attends monthly meetings with 2 Curriculum Coordinators groups, the Southwest Educator Alliance (SEAL) and the Southeast</p>	<p>Partner Communications document</p> <p>Syllabi Sample Duties Form</p> <p>Syllabi, Field work evidence (not all collected yet), course evaluations</p>

		<p>No evidence of tracking forms or evaluations forms for field experiences. Where is the evaluation of field experiences and who is doing this and when?</p> <p>No tracking of how, where and when endorsement competencies are met.</p>	<p>Curriculum Coordinators (SECC), attends meetings for both the southwest and southeast Superintendents groups and has updated representatives of the Vermont Curriculum Leaders Association (VTCLA).</p> <p>We have two sets of practices to address this issue. The students seeking the entire Master’s degree in School Leadership participate in a total of 9 credits in a course titled EDU 6815-Mediated Achievement Plan (MAP) and Internship, offered throughout the 2-year (or longer) timeframe. That course oversees both the long-term Mediated Achievement Plan, a system’s change project that acts as their thesis, and the internship work. Their field experiences are tracked as a part of that program, which includes site-based visits to meet with the candidate and their administrator mentor. The candidates who already have the required Master’s degree in Education have their own internship requirements that are a part of a 1-credit course (EDU 6710 Leadership Internship) that highlights their responsibilities and tracks their experiences through a series of reflections framed by the Vermont Core Leadership standards and the Professional Standards for Educational Leaders</p>	<p>Evaluation Grid</p>
4	Resources and Practices	Concerns about administrative structure; no organizational chart.	An organizational chart has been developed and added to the Leadership Handbook. We are, notably, a small university so the chart is not heavy with administrators and faculty. That being said, our new President is up to speed with the leadership program and has been supportive of both the delivery model and the licensure focus.	Organizational Chart in Handbook

			<p>Our Chief Financial Officer oversees both the Director of Education and all Education faculty and provides ongoing support as the program grows and develops fully. Dr. Ric Reardon oversees the program by keeping current with all licensure issues, advising current and prospective candidates, and marketing to new candidates. Dr. Harry Chaucer, developer of the former Woodruff Institute, the precursor program to the CISL, is the program coordinator and oversees all internship work for both the full Master’s degree cohort and all those seeking just the principal internship. He also teaches certain courses in the program along with Dr. Reardon. Other adjunct administrators from the field, practicing superintendents, principals, and a chief finance officer, teach the remaining courses and meet regularly with Dr. Reardon and Chaucer.</p> <p>Dr. Chaucer oversees all internship work in collaboration with Dr. Reardon. A syllabus is developed for the MAP course (EDU 6815) that clearly outlines the responsibilities of the candidate. related to internship requirements, including hours and locations. A separate syllabus has been developed for those seeking the principal endorsement (EDU 6710).</p> <p>We market our program to the entire state and beyond and we are somewhat at the mercy of those who show an interest in the leadership program and apply to it. The “diverse backgrounds” tends to be an ancillary variable that comes into play. We advertise the program on our website and on VPR. We distribute flyers when we visit schools</p>	
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		<p>Concern about lack of evidence regarding recruiting candidates and mentors/cooperating teachers from diverse backgrounds. Need a deep and diverse pool for candidates and mentors.</p>	<p>and district offices. We request, if it is possible, to have mentors chosen who may have “diverse backgrounds” We market our program to the entire state and beyond and we are somewhat at the mercy of those who show an interest in the leadership program and apply to it. The “diverse backgrounds” tends to be an ancillary variable that comes into play. We advertise the program on our website and on VPR. We distribute flyers when we visit schools and district offices. We request, if it is possible, to have mentors chosen who may have “diverse backgrounds” but our most important factor considered is identifying someone who has the best administrative experience and guidance to provide to our candidates. We are attempting to establish a “diversity brand” by including concepts of diversity into our program and earn a reputation of a school that embraces that concept and attracts more diverse candidates. Our “Creating a Vision of an Inclusive School” course pays particular attention to this issue but all courses touch on it as well. Our Dean of Advancement has utilized social media more to identify and target very specific candidates.</p> <p>We are careful to encourage women to go into leadership and consistently use female writers and role models (naming our previous program “Woodruff” was no accident), and encourage teachers from diverse economic backgrounds to apply (financial aid, etc.). Chinese teachers visit our university to learn about American school leadership and Dr. Chaucer’s in China and Finland has provided excellent guidance in restructuring some of our work.</p>	
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