

VSBPE

Date: June 5, 2018

Item: Vermont Technical College (VTC) Two-Year Report

ITEM: Shall the VSBPE accept VTC's Two-Year Report as submitted and grant continuing approval until their next scheduled ROPA review in 2023?

AGENCY RECOMMENDED ACTION:

That the VSBPE accept VTC's Two-Year Report and grant continuing approval until their next scheduled ROPA review in 2023, **and** that the approval letter shall include the questions from the Office's review of the report, below, to be answered in VTC's Annual Report due in May 2019.

BACKGROUND:

VTC had a full ROPA review in 2016. The Two-Year Report, below, is their required update on how they have been addressing the concerns identified in the ROPA Review Team report.

RATIONALE:

VTC has addressed most of the concerns from their ROPA Review and has plans in place to address most of the others. There are a few questions remaining that the Office would like to see answered in VTC's next Annual Report, if the Board concurs. These questions are:

Standard 1

- Concern 3 *Candidates need intentional instruction about the importance of ongoing assessment in the classroom with strategies for how to gather data and analyze it effectively.* **How have you determined that a one-credit course in assessment is adequate? You state that you review teacher-candidate course evaluation and feedback, but do you survey candidates once they are in the classroom to find out if they got enough instruction on assessment?**
- Concern 4 *It was reported that there are a number of very academically weak candidates who are reaching the end of the program and have still not passed Praxis Core yet. There are other candidates who have taken Praxis Core multiple times and still not passed this test.* **Do you offer any type of Praxis prep course?**
- Concern 5 *Technology should be offered earlier or, ideally, integrated into all courses. The syllabus for the Technology Integration course is not rigorous.* **Have you made changes to the way technology is integrated into coursework since the review?**

Standard 2

- *Concern 4 There is no evidence that the newly developed handbook has been distributed to candidates with the commensurate academic advising and program progress monitoring to ensure candidates' understanding of their responsibilities. **How are you ensuring there is "commensurate academic advising and program progress monitoring to ensure candidates' understanding of their responsibilities?"***

Standard 3

- *Concern 1 Observations/evaluations on field experiences are done in silos with inconsistent communication between CTTEP and local administration. **They replied that this was true and intentional, and referenced the Vermont NEA "Confidentiality Agreement."** **How does the NEA confidentiality agreement meet the responsibility to maintain the ROPA standards?***
- *Concern 6 Given observation cycles in traditional educator preparation programs, the frequency of supervision of first year candidates in the program is insufficient. First year candidates should receive more regular supervisory visits and feedback from CTTEP. **In Student Teaching in traditional EPPs, observations are required every 10 days. How are you ensuring that candidates are receiving adequate supervision and feedback?***

SUPPORTING DOCUMENT: VTC Two-Year Report

March 8, 2018

Program Approval Committee
Vermont Standards Board for Professional Educators
c/o Ellen Cairns, ROPA Consultant
VT Agency of Education
219 North Main Street, Suite 402
Barre, VT 05641

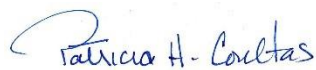
Program Approval Committee:

Enclosed please find Vermont Technical College's Career and Technical Teacher Education Program's 2-Year ROPA Report action plan.

We are pleased with our continued progress toward meeting all the ROPA Standards. Implementation of the Vermont Licensure Portfolio, our work with EPIC, and creation of a new proficiency-based assessment course are all indicators of our continued efforts. It is our sincere hope that the VSBPE continues full approval of the Career and Technical Teacher Education Program.

I will be leaving this position on March 23, 2018. I am submitting the 2-year report earlier than its May due date so I can assist with any questions during the transition. Please let me know if I can answer any questions about this report and Vermont Tech's Program.

Sincerely,



Patricia H. Coultas, Director

Career & Technical Teacher Education Program And CTTEP Licensing Officer

cc Jeff Higgins, Director, External Degree Programs

Leeann Wright, President, VT Assoc. of CTE Directors

Vermont Technical College Two-Year ROPA Report

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)

| | |
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| Program Name | Vermont Technical College's Career and Technical Teacher Education Program |
| Address | PO Box 500, Randolph Center, VT 05061 |
| Contact Name | Patti Coultas, Director |
| Phone | 802-728-1497 |
| Email | pcoultas@vtc.edu |

Introductory Narrative Description (a paragraph or two)

The Career and Technical Teacher Education Program at Vermont Technical College is an alternative education licensing route for trades and industry professionals specifically for Endorsement 17: Career Technical Educator coming from the field to become educators. Several changes have been made in the past two years. We have added a 1 credit course in assessment because of the proficiency-based focus. This will take the place of the integrating technology course. We are doing a much better job integrating technology in the courses teacher-candidates take so we feel they are getting those strategies embedded throughout the program. The VSBPE changed the Apprenticeship License from a 3 year to a 4 year license in August 2017 and so the course sequence for new teacher-candidates entering in 2018 will change. The new sequence will have the portfolio due at the end of the fall semester so teacher-candidates can complete the program before the AOE requested license application date of April 1st.

We are pleased that all teacher candidates are now submitting the new Vermont Licensure Portfolio. This has been a monumental change and this is the first year the new portfolio will be submitted. We are pleased with this implementation and look forward to learning from this year’s completers how we can make the process better for future teacher-candidates.

With the Program Director resigning there will be many changes to come. We hope to build on the good work we’ve started and welcome any assistance, recommendations or direction that the VSBPE suggests.

I. Program Overview

Initial Licensure

| Program | Delivery Model | Number of Graduates in The Last 3 Years | Number of Enrollees | Notes |
|--|-------------------|---|---------------------|-------|
| 17 Career Technical Education A. Agriculture & Natural Resources B. Architecture & Construction C. Arts & Communication D. Business E. Education and Training F. Health G. Hospitality H. Human Services 1. Personal Care 2. Family & Community Services | <i>Undergrad.</i> | 2017: 12 2016: 17 2015: 3 | 49 | |

| Program | Delivery Model | Number of Graduates in The Last 3 Years | Number of Enrollees | Notes |
|--|----------------|---|---------------------|-------|
| I. Information Technology J. Law & Public Safety K. Manufacturing L. Transportation M. Engineering | | | | |

Additional Endorsement Programs

| Program | Delivery Model | Number of Graduates in The Last 3 Years | Number of Enrollees | Notes |
|-------------|----------------|---|---------------------|-------|
| <i>None</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)?

The Program Director, Patti Coultas, who has been in this position since July 2009, will be leaving at the end of March. She will assist with the transition until a new Program Director is hired. During this time she will coordinate:

- The submissions of portfolios and work with the two readers to score them and request any edits needed by the teacher-candidates
- Respond to any questions by teacher-candidates, VTC personnel, CTE Directors and
- Respond to any questions by the VSBPE as to this 2-Year report.

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

The program substituted a 1 credit course titled Assessment in the CTE Classroom for the 1 credit course titled Integrating Technology in the Classroom. With the move toward proficiency-based assessments and learning, this content was of greater need for our teacher-candidates. Both courses were offered in the spring of 2018, and going forward, only the assessment course will be offered.

A dispositions survey was piloted in the fall of 2017 and will be implemented across all courses during the spring of 2018. Currently the instrument is from the University of Tampa.

The VSBPE changed the Apprenticeship License from a 3 year license to a 4 year license in their 8/22/17 revision. This change will allow teacher-candidates to complete their portfolio in the fall so they are finished in time to apply for a level I License by April 1st, when the AOE Licensing Office asked them to apply by. All teacher-candidates entering the program in 2018 will follow this 4-year format. This new sequence:

| | SUMMER | FALL | SPRING |
|--------|--|--|---|
| Year 1 | <p>EDU 2051 Teaching Methods I (3 credits) <small>EDU 5515 Teaching Methods IA</small></p> | <p>EDU 2052 Teaching Methods I continued (3 credits) <small>EDU 5515 Teaching Methods IB</small></p> | <p>EDU 2081 Teaching Methods II (3 credits) <small>EDU 5515 Teaching Methods 2A</small></p> |
| Year 2 | <p>EDU 2082 Teaching Methods II continued (3 credits) <small>EDU 5515 Teaching Methods 2B</small></p> | <p>EDU 2135 Instruction for Students with Special Needs (3 credits) <small>EDU 5515 Understanding Learning Differences in Technical Education</small></p> | <p>PSY 2110 Educational Psychology (3 credits) <small>EDU 6540 Advanced Studies in Learning Theory</small></p> <p>EDU 2802 Education Externship (1 credit)</p> |
| Year 3 | | <p>EDU 2200 Assessment in the CTE Classroom (1 credit) <small>EDU 5515 Assessment in the CTE Classroom</small></p> | <p>EDU 2115 Issues and Trends in Technical Education (3 credits) <small>EDU 5515 Career and Technical Education Law and Policy: Issues of Diversity, Climate, and Equity</small></p> |
| Year 4 | | <p>EDU 2650 Capstone: Portfolio (1 credit)</p> | |

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

- All teacher-candidates are now using the Vermont Licensure Portfolio. This is the first year it will be required.
- Adding the Assessment course will help us prepare our teacher-candidates for proficiency-based graduation standards.

III. Program Stipulations

| Program | Stipulation | Update | Evidence |
|---------|----------------------------|--------|----------|
| CTE | No stipulations were found | | |

IV. Progress Addressing Concerns

| Standard 1--Content Knowledge, Pedagogy, and Professional Dispositions | | | |
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| <i>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> | | | |
| Concern | Response and Action | Evidence | EC Comments |
| 1. Not all of the syllabi are aligned with Core Teaching Standards; some are still using 16 Principles. | When the Program was reviewed we were still using the old Portfolio, which was aligned to the 16 Principles. Now that we have completely switched to the new Vermont Licensure Portfolio (VLP), all courses have been aligned to the Core Teaching Standards and more specifically, to the Performance Criteria in the VLP. | Course Syllabi FOLDER LINK | ok |

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| | ACTION PLAN: Complete | | |
| 2. Candidates, on occasion, enter the program late and miss the basic information provided by the Teaching Methods sequence in their first year. Furthermore, in these cases, teachers are not observed by anyone from CTTEP in their first year. | It is true that candidates sometimes enter late and miss Teaching Methods their first year. They take the Special Need course in the fall then Educational Psychology and then take Teaching Methods during their second year. The program observes candidates during their first year and the Director checks in with them during class sessions, however, the program relies heavily on school supports for them. The Tech Directors observe first year teachers twice. This means there are three observations their first year. The Director attended Maine’s mini-boot camp in September to see how they support off-schedule teachers. This model will be adopted next fall (Sept. 2018) but using SREB Curriculum pieces for consistency. | | |
| | ACTION PLAN: To implement mini-boot camp for teacher-candidates who are hired too late to attend the boot camp in August. Timeline: September 2018 pilot, September 2019 offer updated boot camp. Continual annually. | | Ok- we will get to hear follow-up with Annual Report |
| 3. Candidates need intentional instruction about the importance of ongoing assessment in the classroom with strategies for how to gather data and analyze it effectively. | The VTC Faculty Assembly approved EDU 2200 Assessment in the CTE Classroom for 1 credit. It is being offered instead of Integrating Technology. The first offering is spring 2018. | Syllabus LINK | I question if a one-credit course is adequate but it is a start. Syllabus for EDU2200 looks thorough. |
| | ACTION PLAN: Review teacher-candidate course evaluation and feedback. Revise as necessary and continue offering each spring. | | Do they get feedback from graduates once they are teaching? |

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| <p>4. It was reported that there are a number of very academically weak candidates who are reaching the end of the program and have still not passed Praxis Core yet. There are other candidates who have taken Praxis Core multiple times and still not passed this test.</p> | <p>CTE Teachers only have to have a high school diploma and 6 years of experience to be hired. Given they may never have taken the needed math or English classes, or they took the courses many years ago, it is not surprising that some take it multiple times to pass it.</p> <p>It is important for them to be safe and effective teachers as quickly as possible, so taking the program courses before studying math, reading and writing is the plan we recommend. We do encourage they take Praxis Core when they can study for it, by the end of the second year at least, this can be used as a diagnostic to help them focus their studying too. In the past, teacher-candidates have been encouraged to take a writing course before continuing with program courses when it is apparent they will not be successful otherwise.</p> <p>The VSBPE revised the rules (effective 8/22/2017) to make the Apprenticeship License be valid for 4 years to give teacher-candidates more time to complete the Praxis Core without an extension.</p> | | <p>Do they offer any type of Praxis prep course? Seems like they could do more to support these candidates.</p> |
| <p>5. Technology should be offered earlier or, ideally, integrated into all courses. The syllabus for the Technology Integration course is not rigorous. (1.2)</p> | <p>Technology is modeled and integrated in program. In fact we determined that it is so well integrated we are dropping the integrating technology course to require an assessment course instead.</p> | | <p>The review team did not see that tech was integrated into courses- have they made changes?</p> |
| | <p>ACTION PLAN: No additional action planned.</p> | | |
| | <p>ACTION PLAN: Spring 2018 last time the technology course was offered.</p> | | |

Standard 2—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.

| Concerns | Response | Evidence | EC Comments |
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| 1. The system of assessment is heavily reliant on the portfolio. There should be multiple assessment sources that serve as “gates” to pass through the program. | A Dispositions survey was piloted fall 2017 and will be used for in each course by the instructor and by the teacher-candidate. The Program Director will complete if needed. The Program Director will work with the CTE Directors to have them, and the mentors, complete it too, but not until the 2018-19 school year. | Dispositions survey LINK | ok |
| | ACTION PLAN: 2018-19. Program Director will work with Consortium Committee to review and revise the Univ. of Tampa tool for field work. Pilot completion by CTE Directors in spring 2019. 2019-2020. Program Director will revise as necessary. Adopted revised form to be used spring 2020. December 2020, create a policy around requiring a certain level on surveys to be recommended for licensure. | | |
| 2. There is no system in place for VACTED to evaluate the effectiveness, framework, or structure of the CTTEP program | VACTED issued an RFP for the Program last year and Vermont Tech was awarded the contract. The contract includes reporting by the program to VACTED and outlines responsibilities. The Consortium has created an evaluation to be used based on the contract and will be implemented 2018. | RFP award letter VACTED Evaluation Instrument | ok |
| | ACTION PLAN: Fall 2016 RFP Issued Spring 2017 Program Awarded through June 2022. Spring 2018 First evaluation (March VACTED Agenda). | | |
| 3. All program data collected should be used in a regular, formal setting | Program Data is now kept in better format so that all stakeholders can review the data easily. Data has been given annually to CTE Directors, and this will continue. | Program Data | ok |

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| <p>using all key stakeholders to improve program structure and operation at all levels.</p> | <p>ACTION PLAN: March 2018: review data with Consortium Committee New Director/Faculty meeting: review data with faculty once the new Director has been hired.</p> | | |
| <p>4. There is no evidence that the newly developed handbook has been distributed to candidates with the commensurate academic advising and program progress monitoring to ensure candidates' understanding of their responsibilities.</p> | <p>The program handbook has been distributed at the intake meeting when the Program Director meets with each new candidate to develop their professional development plan since 2010. We are not sure why this was a concern as evidence of the intake packet was provided during the ROPA Review. As evidence for this report, included are the 1 year and 2 year reports from our first ROPA review that include the handbook and discuss its distribution.</p> <p>ACTION PLAN: Spring 2018. Updated Handbook is being developed.</p> | <p>ROPA 2010 1 year report ROPA 2011 2 year report</p> | <p>What about “the commensurate academic advising and program progress monitoring?”</p> |

| <p>Standard Three--Field Experiences <i>Provider and its pre-K - 12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective leadership and take responsibility for student learning.</i></p> | | | |
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| Concerns | Response | Evidence | EC Comments |
| <p>1. Observations/evaluations on field experiences are done in silos with inconsistent communication between CTTEP and local administration.</p> | <p>This is true. Observations are coaching visit during the first two years. Similar to a mentor relationship, teachers should feel confident that they can talk to the program without being evaluated. This is intentional. If there are major concerns seen during the observation, the Program Director will give these to the CTE Director. These would specifically be around student safety or another substantive issue.</p> | <p>See link on the Vermont NEA page for “Confidentiality Agreement”</p> | <p>Not sure about this- does the NEA reg. trump their responsibility to maintain the ROPA standards?</p> |
| <p>2. In collaboration with the tech centers, CTTEP needs to develop a system to ensure that all candidates understand</p> | <p>These are covered in the Teaching Methods courses and Issues and Trends in Technical Education.</p> | <p>syllabi</p> | <p>Ok- evidence in syllabi</p> |

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| the expectations, relevant laws, and policies of the profession. | | | |
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| 3. Effective 2014, CTE endorsements are now 7-12, not 9-12. CTTEP needs to create a systematic way to ensure that candidates have a range of experiences to meet the developmental needs of this age range. | This is now covered in Educational Psychology and the Special Needs course. | syllabi | ok |
| | ACTION PLAN: Completed Fall 2016 update syllabi and course content to ensure we are covering grades 7-12. | | |
| 4. Ensure that understanding of mental health and strategies to combat substance abuse in schools are incorporated into the program. | This is not yet confirmed in a syllabus or course content. There is still discussion about it. | | Ok – it is not a ROPA requirement |
| | ACTION PLAN: Once the new Director is hired, they can meet with faculty and decide where this is best covered. Projected to be in a syllabus and taught by 2020. | | |
| 5. Care should be taken to ensure that key program staff do not fill multiple or conflicting roles in CTTEP. | We do not understand what this refers to. When Nancy Reid was there when the 2016 ROPA report came out and when asked about this concern, she responded “So I think what we are talking about “roles and responsibilities” for all program directors and staff. Perhaps it is as easy as a list of responsibilities for you, field supervisors, faculty and such. This will make it clear who does what and that they have the appropriate background for the roles and responsibilities they have been assigned.” Therefore see the Program Director’ s job description and a list of roles and responsibilities of others. | Director Job Description LINK Roles and Responsibilities LINK Email from Nancy Reid LINK | ok |
| 6. Given observation cycles in traditional educator preparation programs, the frequency of supervision of first year candidates in the program is insufficient. First year candidates should receive more regular supervisory visits and feedback from CTTEP. | The teacher-candidates are in the program for 3 years. It is important that they receive observations each year they are in the program. During the first year, they are observed 4 times: 2 times by the program director, and two times by a school administrator. Additionally, as first year teachers, they all have mentors in their tech centers that they can use as supports. As provided in the ROPA review, a monthly reflection is conducted of every teacher-candidate. The Program director, course instructor, and tech center director all receive these. If questions or concerns are identified, these are addressed immediately. | Database of observation dates. LINK | In Student Teaching, observations are required every 10 days, but this is a different scenario. Thoughts? |

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| | ACTION PLAN: spring 2018. Dates of observations are now kept in the Access Database. | | |
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| Standard Four--Resources and Practices | | | |
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| <i>Provider ensures that programs and candidates have the resources to meet Vermont's Core Leadership Standards as well as the endorsement requirements.</i> | | | |
| Concerns | Response | Evidence | EC Comments |
| 1. A prior ROPA review indicated concern with the hiring process for faculty positions. There appears to be neither a formal nor external hiring process for faculty positions. | The regular VTC process for advertising and hiring is now being followed. | VTC job posting for most recent faculty opening LINK | ok |
| | ACTION PLAN: In the fall of 2017 a search was conducted for the new PT Adjunct instructor for the Assessment in the CTE Classroom course. The program used the formal VTC process. | Letter to all CTE Directors about job search LINK | |
| 2. Faculty retreats could be an annual event--even for veteran faculty--for re-energizing and program review and revision. | This is an area that still needs work and the new Program Director will be encouraged to do this more regularly. Since the ROPA review, the faculty has meet on 7/20/16 and 12/17/16 . Most of us attended the EPIC annual meetings to implement the portfolio too These were 5/26/16 and 5/25/17 . | Agendas for 7/20/16 and 12/17/16 . | Ok – really should have been a consideration more than a concern |
| | ACTION PLAN: This year with the Program Director will talk with faculty individually to assess needs and work on the transition. They have all been encouraged to attend the EPIC Annual Conference in May 31, 2018 . Once a new Director is hired, more work will be done to meet at least annually. | | |
| 3. Completion rates for the CTTEP varies based on sources of data and how | Candidates who leave during their tenure in the program are now tracked in the database with categorization on why they left is recorded. This information was added for everyone who left who started in 2009 or later. | Data of completion rates LINK | ok |

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| <p>this information is calculated; developing a transparent and rigorous methodology for tracking candidate persistence should be considered.</p> | <p>ACTION PLAN: Completed summer 2016.</p> | | |
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