Results Oriented Program Approval (ROPA) Handbook

| ROPA Handbook | Education Quality Division  (802) 828-3440 |
| --- | --- |

Issued by:

The Vermont Standards Board for Professional Educators

****

Contents

[Section 1. ROPA Overview 4](#_Toc502742196)

[Introduction 4](#_Toc502742197)

[The Program Approval Process 4](#_Toc502742198)

[Alternate Routes to Licensure 5](#_Toc502742199)

[Vermont Approved Programs 5](#_Toc502742200)

[Program Approval Standards 6](#_Toc502742201)

[Introduction 6](#_Toc502742202)

[Overview of Vermont’s Program Approval Standards 7](#_Toc502742203)

[Section 2. The ROPA Standards: 9](#_Toc502742204)

[Leadership and Educator Preparation Program Standards 9](#_Toc502742205)

[ROPA Standards for Teacher Preparation Programs 9](#_Toc502742206)

[ROPA Standards for Leader Preparation Programs 12](#_Toc502742207)

[Suggested Evidence Chart for Teacher Preparation Programs 16](#_Toc502742208)

[Section 3. Continued Program Renewal 17](#_Toc502742210)

[Introduction 17](#_Toc502742211)

[Section 4. ROPA Visits 20](#_Toc502742212)

[Preparing for the Visit 20](#_Toc502742213)

[Review Teams 21](#_Toc502742214)

[Timeline for Visits 25](#_Toc502742215)

[Section 5. Reports and Results of a ROPA visit 27](#_Toc502742216)

[Two-Year Report 29](#_Toc502742217)

[Low Performing Institutions 31](#_Toc502742218)

[Closing Approved Educator Preparation Programs 31](#_Toc502742219)

[Section 6. New Program Approval 32](#_Toc502742220)

[Timeline for Adding New Programs 34](#_Toc502742221)

[Section 7. Vermont Level I Licensure Portfolio 35](#_Toc502742222)

[Overview 35](#_Toc502742223)

[I. The Vermont Licensure Portfolio 38](#_Toc502742224)

[Part I - The Learner and Learning 38](#_Toc502742225)

[Part II - Content Knowledge and Instructional Practice 39](#_Toc502742226)

[Part III - Professional Responsibility 40](#_Toc502742227)

[Section 8. ROPA Fees 41](#_Toc502742228)

[Appendices 43](#_Toc502742229)

[Appendix A – Sample Evidence for Meeting Standards 43](#_Toc502742230)

[Also see the Suggested Evidence Chart for Teacher Preparation Programs. 43](#_Toc502742231)

[Appendix B - Sample Seven Year Plan 46](#_Toc502742232)

[Appendix C – VSBPE Policy on ROPA team composition 52](#_Toc502742233)

[Appendix D – Two Year Report Template 54](#_Toc502742234)

[Appendix E – VSBPE Policy on Low Performing Schools 56](#_Toc502742235)

[Appendix F - VSBPE Teach-Out Policy 57](#_Toc502742236)

[Appendix G – New Program Application 59](#_Toc502742237)

[Appendix H – Portfolio Instructions 63](#_Toc502742238)

[Evidence Chart for Vermont Licensure Portfolio 70](#_Toc502742239)

# Section 1. ROPA Overview

## Introduction

The Vermont Standards Board for Professional Educators (VSBPE) has the responsibility of evaluating and approving educator preparation programs and alternate routes to licensure at the undergraduate and graduate level. Candidates who complete any approved programs and are recommended by their ROPA-approved program are eligible for licensure in Vermont.

The VSBPE approves licensure programs that have successfully demonstrated the capacity to provide prospective educators with the knowledge, skills, experiences, and dispositions needed to foster all students’ growth. Unless otherwise specified, program approval is valid for seven years. An external review team must review programs seeking continued state approval; this process is briefly described below and detailed in Chapter 3. Institutions seeking to add new programs must also submit a detailed application for the new program to the VSBPE.

For more than 25 years the Results Oriented Program Approval Process (ROPA) has been used to help educator preparation programs improve the readiness of educators for Vermont’s schools while at the same time holding preparation programs accountable for meeting standards.

## The Program Approval Process

One year prior to the expiration of a program’s approval, the Agency of Education (AOE) will send a letter to the institution’s licensure officer notifying him or her of the approaching expiration date. The institution then suggests possible dates for the external review. The Agency of Education, on behalf of the VSBPE, will work with the institution to arrive at a mutually acceptable date for the review and on-site visit.

Once a date is set, institutions are responsible for the creation and submission of an Institutional Portfolio. The Institutional Portfolio is the primary document through which the Review Team becomes acquainted with the institution, its programs, and candidates. It is an electronic, web-based document that can be accessed by review team members prior to and throughout the visit.

The visit of the Review Team is meant to confirm the background information and evidence submitted in the Institutional Portfolio. A summary of the report of the findings of the Review Team will be shared with the institution at the conclusion of the visit, with a final report submitted to both the VSBPE and the institution. The VSBPE has the final authority to approve an institution’s educator preparation programs based on the findings of the Review Team. Assistance will be made available to the institution throughout the program approval process; however, it is the responsibility of the institution to have materials prepared and accessible on time. Contact the ROPA Coordinator at the AOE for more information.

## Alternate Routes to Licensure

Alternate routes to licensure will be assessed through the ROPA review process. The programs will be measured in terms of the five program approval standards, though specific indicators may be revised or found not applicable. Upon scheduling a program review, an alternate route to licensure program must meet with a representative of the VSBPE and/or the AOE to formally review the standards and to determine the appropriate indicators and supporting evidence.

## Vermont Approved Programs

There are fourteen Vermont approved educator preparation programs in Vermont. The state’s alternative route to licensure, Peer Review, is also an approved program. A list of Vermont approved programs and the endorsement areas in which they can recommend for licensure is provided in the chart below. Note that approval is for the undergraduate, postbac, and/or graduate level. The full approval chart can be found [here](https://education.vermont.gov/documents/programs-approved-for-preparation-of-educators).

| Name of Institution | Approved Endorsement Areas |
| --- | --- |
| Castleton University | Art, Early Childhood, Early Special Education, ElEd, English, Health, Math, MCL - Spanish, Music, PE, Principal, Science, Social Studies, Special Education |
| Champlain College | Early Childhood, ElEd, English, MG - ELA, Math, S.S., Social Studies |
| Goddard College | Art, Early Childhood, ElEd, English, MG - ELA, Science, S.S., School Counselor, Science, Social Studies |
| Middlebury College | Art, ElEd, English, Math, MCL - French, German, Russian, Spanish, Science, Social Studies |
| Northern Vermont University \* | Art, Dance, Early Childhood, ElEd, English, Math, Middle Grades - all, Music, PE, School Counselor, Science, Social Studies, Special Education, Theater Arts |
| Norwich University | ElEd, Math, Physical Education |
| Peer Review (through the AOE) | All endorsements |
| St. Michael’s College | Art, Director of Curriculum, Director of Special Education, Early Childhood, ElEd, English, ELL, Math, Middle Grades – all, MCL – French, Latin, Spanish, Principal, Science, S.S., Special Education,  Special Education Consulting Teacher, Specialized Literacy Professional, Theater Arts |
| Spark Teacher Education Institute | ElEd, English, Math, Middle Grades – All, Science, S.S. |
| Teacher Apprenticeship Program | Art, Business Education, Ed. Tech. Specialist, English, ELL, FCS, Health, Math, MG – all, MCL - all, Music, PE, Science, Social Studies, Theater Arts |
| University of Vermont | Art, Early Childhood, Early Special Education, Educational SLP,  ElEd, English, Intensive Special Needs, Math, MG – all, MCL – French, German, Latin, Spanish, Music, PE, School Counselor, Science, S.S., Special Education, Special Education Consulting Teacher |
| Upper Valley Educators Institute | Director of Curriculum, Principal, Specialized Literacy Professional |
| Vermont Higher Education Collaborative | Additional endorsement only in Early Childhood, Early Special Education, Special Education |
| Vermont Technical College | Career and Technical Educator |

ElEd – Elementary Education, ELA – English Language Arts, ELL – English Language Learners, FCS – Family and Consumer Science, MCL – Modern and Classical Languages, MG – Middle Grades, PE – Physical Education, SS – Social Studies, SLP – Speech Language Professional.

\*Not all endorsement areas are available on both campuses.

# Program Approval Standards

## Introduction

The program approval standards apply to all undergraduate, post-baccalaureate and graduate programs as well as to alternate routes that lead to a recommendation for initial licensure and to programs that offer additional endorsements.

## Overview of Vermont’s Program Approval Standards

| Standard Title | Description |
| --- | --- |
| Standard 1*:* Content Knowledge, Pedagogy, and Professional Dispositions | Provider ensures that candidates demonstrate content knowledge, pedagogy, and professional dispositions as well as an understanding of learner differences and development. |
| 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. |
| Standard 3: Field Experiences | Provider and its PreK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning. |
| Standard 4: 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. |
| Standard 5: Diversity, Equity, and Inclusion | Practices Provider ensures that candidates understand and demonstrate professional responsibility as it relates to issues of equity and inclusion. |

Overview of Indicators

Each program approval standard is further developed through its accompanying indicators. Programs must demonstrate meeting the program approval standards by presenting their evidence for each indicator in their Institutional Portfolio as part of their ROPA Review.

The following pages present the five standards and indicators along with possible sources of evidence that could be used to show proficiency in each. This chart also provides directions to institutions for creating their institutional portfolio. Programs should respond to each indicator using evidence. Once a standard is complete, programs will compose a reflective summary that indicates program strengths, areas of growth, and goals in that standard.

Overview of Rubrics

ROPA Institutional Evidence Assessment Scale

Evidence presented by institutions in the ROPA process is meant to demonstrate that they are meeting the ROPA Educator Preparation Program Standards. This scale aims to give team members a method to assess evidence presented by the institution.

| **Rating** | **Definition** | **Examples** |
| --- | --- | --- |
| **Exemplary Evidence** | In order to get a rating of Exemplary Evidence, there must be evidence of strong inputs (i.e. curriculum maps showing alignment with the Core Teaching Standards and endorsement competencies, syllabi), as well as strong outputs (i.e. data from surveys of completers and hiring principals). The interviews confirm all of the evidence presented in the Institutional Portfolio, and the Review Team has no concerns for that indicator. | Input evidence from the examples below, as well as output evidence- that showing the “Results” (the R in ROPA stands for results); i.e., evidence of success of the program completers once they are in the field. Outputs can also be data from candidate work samples (i.e. compiled data from portfolios, exams- both in the program and Praxis, and other candidate outputs.) Although individual candidate samples do count as outputs, to achieve a rating of exemplary, the evidence should be in the form of data, not individual samples. |
| **Satisfactory Evidence** | Evidence presented demonstrates that at least one source of valid\* data has been presented to confirm that the standard has been met.  \*From Merriam-Webster: well-grounded or justifiable: being at once relevant and meaningful; logically correct. | -Curriculum maps that show alignment with the Core Teaching Standards and endorsement competencies  -Syllabi from courses that are cited on the curriculum maps  -Student teaching assessments from supervisors and cooperating teachers  -Work samples from portfolios and other sources that clearly align with the Standards or competencies. |
| **Partial Evidence** | There is some evidence presented to meet the indicator. Questions may exist regarding the quality of the evidence (validity, reliability, etc.). It cannot be confirmed that the standard has been met without additional evidence. | -Syllabi of courses without a curriculum map showing how the courses align with the Core Teaching Standards or endorsement competencies.  -Work samples from portfolios and other sources that do not clearly align with the Standards or competencies. |
| **Minimal Evidence** | No evidence was presented, or the evidence that was presented was not valid for the indicator. Also, if evidence presented is contradicted by interviewees at the visit, this could negate the evidence. | -Syllabi from courses that don’t align with the indicators for which they were submitted as evidence. |

# Section 2. The ROPA Standards:

# Educator and Leadership Preparation Program Standards

There are five standards which align the ROPA process with the Core Teaching and Leadership Standards. The standards also reflect the Common Core State Standards. They were revised by a group of educators, administrators, and representatives from several of the Educator Preparation Programs in the state, along with input from other AOE divisions, in 2019. The revisions were approved by the VSBPE in May of 2020, and went into effect on January 1, 2021).

## ROPA Standards for Teacher Preparation Programs

**Standard 1: Content Knowledge, Pedagogy, and Professional Dispositions**

***Programs ensures that candidates demonstrate content knowledge, pedagogy, and professional dispositions as well as an understanding of learner differences and development.***

Program ensures that:

* 1. Candidates have the necessary content and pedagogical knowledge and understanding of learner development and differences to meet the Core Teaching Standards as evidenced by the successful completion of the Vermont Licensure Portfolio.
  2. a. Candidates demonstrate the use of technology to instruct and assess learners and to improve student outcomes.

1. Candidates demonstrate the ability to guide learners to use technology in safe, appropriate, and effective ways.
   1. Candidates demonstrate the ability to engage students and involved adults in the planning, assessment, and reflection required to identify developmentally appropriate personalized learning goals.
   2. Candidates demonstrate the ability to nurture, maintain, and restore relationships with students so that they can recognize and respond to those who have been impacted by adverse life experiences and help them develop resiliency.

**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.***

* 1. Programs use reliable, valid and continuous assessment measures to evaluate candidates’ knowledge and performance competencies in relation to the Vermont Core Teaching Standards as well as to the endorsement requirements.
  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 successful completion of the program. Candidates should be knowledgeable about the Core Teaching Standards, Educator Quality Standards, and all licensure requirements.
  3. Programs regularly and systematically use data from assessment measures to inform programmatic decisions. These assessments must include surveys of recent graduates and employers who hire them as teachers.
  4. Programs have made measurable progress toward meeting a majority of the goals from their Continuous Improvement Plan, addressing the concerns noted in previous ROPA evaluations, and addressing licensure rule and policy changes as documented in their Annual Reports.

**Standard 3: Field Experiences**

***Provider and its PreK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning.***

* 1. Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates develop effective teaching and support every student in meeting rigorous learning goals.
  2. Programs collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies, including those related to flexible pathways, personalized learning plans, and proficiency-based learning.
  3. Programs, with their field partners, ensure that candidates participate in systemic collaboration with special educators, related service providers, and specialists to assume shared responsibility for supporting all students.
  4. Candidates complete a sequence of high-quality field experiences that include a diversity of educational settings and educators which represent the range of grade levels, content, and requirements of the endorsement.

**Standard 4: Resources and Practices**

***Provider ensures that programs and candidates have the resources to meet Vermont’s Core Teaching as well as the endorsement requirements.***

1. Provider’s policies and resources support faculty in scholarship, service, and teaching as well as in their efforts to collaborate with colleagues across the institution and in the field.
2. Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.
3. Provider and programs recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.
4. Provider demonstrates continuous collaboration with their local educational community to ensure a sustained, responsive relationship for their mutual benefit.

**Standard 5: Diversity, Equity, and Inclusion Practices**

***Provider ensures that candidates understand and demonstrate professional responsibility as it relates to issues of equity and inclusion.***

**Programs ensure that:**

* 1. Candidates create welcoming learning environments that are inclusive of all students.
  2. Candidates are aware of and reflect on their own biases and of how implicit biases affect them as educators. They have learned techniques for mitigating the effects of biases on their teaching practice.
  3. Candidates have learned techniques for addressing prejudice, cultural bias, and oppression in teaching materials, educational practices, and learning communities to ensure equitable access to meaningful learning opportunities.
  4. Candidates have learned techniques to engage students in critical thinking across the curriculum regarding the history, contributions, and perspectives of historically marginalized populations and the systems that created them.
  5. Candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches.

## ROPA Standards for Leader Preparation Programs

**Standard 1: Content Knowledge, Leadership Skills, and Professional Dispositions**

***Program ensures that candidates demonstrate the content knowledge, leadership skills, and professional dispositions of effective school administrators.***

Program ensures that:

* 1. Candidates demonstrate the content knowledge, skills, and dispositions of effective school administrators as detailed in Vermont’s Core Leadership Standards.
  2. Candidates demonstrate the ability to understand, respond to, and influence the political, social, economic, legal, and cultural context of their educational community.
  3. Candidates are knowledgeable about current state and federal educational legislature, policies, and initiatives and that they know the importance and mechanisms of keeping current when in the field.
  4. Candidates demonstrate the dispositions of successful educational leaders, for example, responsiveness, self-reflection, and the commitment to personal life-long learning.
  5. Candidates demonstrate the ability to identify fundamental issues, make decisions, and create solutions in alignment with the school’s mission, vision, and core values based on an understanding of the interconnectedness of school and district systems.
  6. Candidates have the knowledge and skills to develop and continually assess systems, procedures, and the learning environment to ensure the school community is physically and emotionally safe and secure.
  7. Candidates demonstrate the professional capacity to conduct collaborative conversations with teachers and other staff in order to build trusting relationships and mutual commitment towards continuous improvement through the use of formative assessments, coaching, and the formal evaluation process.

**Standard 2: Systems of Assessment**

***Program 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.***

* 1. Programs use reliable, valid, and continuous assessment measures to evaluate candidates’ knowledge and performance competencies in relation to the Vermont Core Leadership Standards as well as to the endorsement requirements.
  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, the administrative internship, and successful completion of the program. Candidates should be knowledgeable about the Core Teaching and Leadership Standards, Educator Quality Standards, and all licensure requirements.
  3. Programs regularly and systematically use data from assessment measures to inform programmatic decisions. These assessments must include surveys of recent graduates who are employed as administrators, employers who hire them, and educators who work with them.
  4. Programs have made measurable progress toward meeting a majority of the goals from their Continuous Improvement Plan, addressing the concerns noted in previous ROPA evaluations, and addressing licensure rule and policy changes as documented in their Annual Reports.

**Standard 3: Field Experiences**

***Program and its PreK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective leadership.***

* 1. Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates learn from effective mentors and demonstrate effective leadership.
  2. Programs collaborate with their field partners to ensure that candidates are aware of and adhere to the expectations of the profession as well as the relevant laws and policies including those related to flexible pathways, personalized learning plans, and proficiency-based learning.
  3. Programs ensure that candidates complete a variety of high-quality administrative field experiences in accordance with the instructional range in which they are recommended.

**Standard 4: Resources and Practices**

***Provider ensures that programs and candidates have the resources to meet Vermont’s Core Leadership Standards as well as the endorsement requirements.***

1. Provider’s policies and resources support faculty in scholarship, service, and teaching as well as in their efforts to collaborate with colleagues across the institution and in the field.
2. Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.
3. Provider and programs recruit, admit, support, and retain candidates, faculty and field mentors from diverse backgrounds.
4. Provider demonstrates continuous collaboration with their local educational community to ensure a sustained, responsive relationship for their mutual benefit.

**Standard 5: Diversity, Equity, and Inclusion Practices**

***Provider ensures that candidates create welcoming and equitable school environments that are inclusive of all students, school personnel, families, and community members.***

Programs ensure that:

* 1. Candidates are aware of and reflect on their own biases and of how implicit biases affect them as leaders. They have learned techniques for mitigating the effects of biases on their administrative practice.
  2. Candidates have learned techniques for addressing prejudice, cultural bias, and oppression in teaching materials, educational practices, and learning communities to ensure equitable access to meaningful learning opportunities.
  3. Candidates have learned techniques to engage educational personnel in critical thinking regarding equity and inclusion across the curriculum and in the school setting as a whole.
  4. Candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches.

## Suggested Evidence Chart for Preparation Programs

| **Suggested Evidence** | **Possible Reference to ROPA Teaching Standards** |
| --- | --- |
| Curricular maps cross-referenced to the endorsement and the Core Teaching/Learning Standards | 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 3.4, 3.5, 4.2 |
| Course syllabi and examples of candidate work (e.g., lesson or unit plans aligned with the Common Core or Vermont Standards) | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 3.4, 3.5 |
| Summative assessments of data from the portfolio | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1 |
| Summative assessments of data from cooperating teachers’ evaluations | 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4 |
| Summative assessments of data from student teaching supervisors’ evaluations | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3, |
| Summative assessments of data from completer survey | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 |
| Summative assessments of data from employer survey | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1 |
| Summative assessments of data from monitoring and evaluating attributes and dispositions other than academic indicators | 1.3, 1.5, 1.6, 1.7, 2.1, 2.2 |
| Student teaching and practicum expectations aligned with the endorsement and general licensure requirements | 2.3, 3.2, 3.4, 3.5 |
| Handbooks detailing program assessments and policies, including practicum and student teaching roles and responsibilities as well as expectations of the professions | 1.7, 2.2, 3.2 |
| Report from accreditor (e.g., the New England Association of Schools and Colleges or the equivalent) | 4.1, 4.2, 4.3, 4.4 |
| Outline of governing structure and organizational chart with accompanying budget spreadsheet and technology inventory as well as advisor-advisee ratios | 4.1, 4.2, 4.3 |
| Documented participation in Federal Student Aid (FSA) programs | 4.3 |
| Report of the VSBPE Rules Check conducted by the AOE | 2.1, 2.2, 2.4, 3.4, 3.5, 4.1, 4.2 |
| Collaborative agreements between programs and their field partners. | 3.1, 3.2, 3.3, 4.1 |
| Summative data on licensure test scores by endorsement area and overall (i.e. PRAXIS scores or other state-approved alternatives) | 1.1, 1.2 |
| Description of the technologies (both the name and purpose) used to support candidate learning in relation to each endorsement area | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 4.2 |
| Update on the progress toward implementation of Continuous Improvement Plan and addressing the concerns noted in the previous ROPA evaluation (this can be from prior Two-Year Report and Annual Reports) | 2.3, 2.4 |
| MOUs with local school districts, and/or descriptions of professional learning opportunities offered by the EPP to local educators, as well as any other evidence of collaboration | 4.4 |
| Videos of student-teacher lessons with accompanying analysis and reflection | 1.3, 2.1, 3.4, 3.5 |

In addition to the list above, there are other artifacts that could be used to demonstrate having met the ROPA standards. It is recommended to have one or two strong pieces of evidence for each indicator instead of many pieces.

# Section 3. Continued Program Renewal

# 

Introduction

Program approval has two purposes: *review for improvement* and *review for accountability.* It is the expectation that institutions of higher education in Vermont, in partnership with the VSBPE and the VT AOE, engage in on-going program assessment and improvement to enhance the experiences and quality of the educators they develop. Through the program approval process, the VSBPE holds institutions responsible for meeting Vermont’s ROPA Standards.

Vermont’s ROPA process consists of an internal review (e.g., a self-study resulting in the Institutional Portfolio) that the institution conducts and an external review that a team approved by the VSBPE conducts in collaboration with the VT AOE. In both types of reviews, the performance of an institution and programs is measured in relation to the five program approval standards. The Institutional Portfolio summarizes the findings of the internal review, or self-study, an institution and program(s) undertake, whereas the Review Team Report summarizes the findings of the external review conducted during a visit.

Vermont institutions of higher education and alternate routes wishing to retain approval by the VSBPE are to be reviewed every seven years. The VSBPE expects, however, that programs will be engaged in on-going internal review and reflection to improve programs and to continue to meet the program approval standards. This ongoing process is documented in an Annual Report that is submitted to the AOE. The ROPA Coordinator will send a template for the Annual Report to each approved program. The template will outline any endorsement revisions and other changes to educational law, rule, or policy.

Self-Study

The major goals of program review are institutional self-assessment and program improvement. A self-study should be part of an ongoing process that continues throughout the seven years which a program is approved and culminates in the full program review. Section 2 provides detailed performance indicators for each program approval standard, suggested evidence charts, and scoring rubrics to guide institutions in completing a self-study and in creating the Institutional Portfolio.

The review team conducts a full program review which should principally serve to verify the findings of the self-study, as summarized in the Institutional Portfolio, and provide an outside perspective. An institution should continually evaluate its programs in order to align itself with current research and best practice. This self-reflection should be driven by and reflected in the institution’s Continuous Improvement Plan. Regular review will also enable programs to assemble or develop the documentation needed to address the program approval standards. Some of the required data and documentation (e.g., curricular maps, surveys from program graduates) require advance planning and implementation.

A strong self-study would involve the ongoing, active participation of the program’s preK-12 partners. Vermont’s Program Approval Standards reflect the important role preK-12 educators have in developing high quality beginning educators. In addition, the belief that educator preparation is an institutional responsibility and opportunity underscores the program approval standards. Collaboration with faculty, staff, and administrators across the institution, as well as preK-12 partners, should involve their participation in evaluating the program.

Institutional Portfolio Format and Style

The Institutional Portfolio is a web-based document. Review team members and AOE staff must be able to access the document without password protections. The Institutional Portfolio is a professional document that should be complete, well-organized, and authored in one clear, coherent voice, although it will include input from many members of the program.

This document should be organized so that a clear argument is presented of how all the standards and indicators are met. **All assertions must be supported by evidence.** While institutions may provide narrative explanations if necessary, we encourage authors to remember that we will look to the evidence for proof of a standard being met.

When compiling evidence, it is recommended to curate your documents carefully. The review team will appreciate having fewer documents to sift through, and will be able to pay more attention to your strongest evidence.

*Introduction*

Programs are encouraged to begin with a brief introduction to the college or university and the educator preparation programs, which should include the following:

1. A brief description of the institution and its mission
2. The program’s theme and how it guides the program’s work
3. The required chart that identifies all initial licensure and additional endorsement programs, various delivery models for each program, number of graduates of the program in the most recent year, number of candidates enrolled in each area, and other critical data.
4. Any other contextual information that will assist the Review Team to better understand the institution, candidates, and the unique culture of the institution and programs.

*Addressing the Program Approval Standards*

1. Respond to each standard with evidence that best demonstrates the program’s ability to meet or exceed that standard.
2. If necessary, include a brief description of the evidence for that standard. Please do not include long narratives in this section.
3. Analyze the institution’s performance for the entire standard. Delineate the strengths of program (or institution) and the areas for growth as supported by the evidence, and discuss possible improvements. ([see Appendix A).](#_Appendix_A_–)

*Continuous Approval Plan*

The program’s Continuous Improvement Plan should:

1. Identify the program’s areas of strengths and needs based on the analysis of the data collected for each standard;
2. State goals, a timeline for meeting those goals, annual benchmarks, strategies, and the evidence that will benchmark progress ([See Appendix B](#_Appendix_B_-));
3. Be updated and adjusted on a yearly basis to reflect progress. Goals may be modified over time to reflect the shifting needs of the institution.

# Section 4. ROPA Visits

Preparing for the Visit

The ongoing maintenance of a college’s or university’s Institutional Portfolio is the primary means through which an institution may prepare for a visit. Self-studies and documentation that are begun in the year that a visit is scheduled may not provide the institution with enough evidence for a visiting team to confirm the meeting of a standard. Evaluated portfolios, for example, will need to be collected for several years across programs in order to assure that the review team has a strong sample to review. Once on the visit, Review Teams will seek to confirm evidence that the standards were met and seek more information about standards that were lacking substantial evidence.

One year before the visit, the ROPA Coordinator will send a letter to the institution notifying the educator preparation program of the expiration date of a program’s approval. The institution then suggests possible dates for the review visit to the AOE.

The AOE staff will work with the institution to arrive at a mutually acceptable date for the Review Team’s visit.

Review Teams

The AOE and the VSBPE work to create a review team that is balanced in terms of expertise, content knowledge, and experience.

It is the policy of the VSBPE to attract the most qualified individuals to serve on visiting teams in the educator preparation program approval process. Team members must be independent and impartial in order to ensure that team recommendations are based solely on the merits of the institution visited. All team members will receive training on the program approval standards, suggested evidence, rubrics, interview tips, and more. They will also practice calibrating ratings of the evidence at a team training prior to the visit.

The Review Team will be selected by the AOE, and the names and brief bios of proposed visiting team members will be submitted to the institution under review. The institution will then have two weeks to approve or contest the members of the Review Team. Once the institution has approved the team, the ROPA Coordinator will submit the final team slate to the Program Approval Committee of the VSBPE for review and approval. The size of the team depends on the number of licensing areas to be evaluated and is comprised of specialists in the endorsement area(s) being sought. The team will include:

1. A chairperson who will be a member of the professional teacher education community from out of state or from Vermont with visiting experience on a regional or national accrediting body.
2. One member of the VSBPE
3. One member of the professional teacher education community from Vermont
4. One to three members at large, preferably including an active teacher or administrator in the endorsement area

For further details on VSBPE’s policy on the selection of Review Team members, see [Appendix C](#_Appendix_C_–).

Pre-Visit Conference

Once the Institutional Portfolio has been received, the ROPA Coordinator will meet with the licensure officer from the institution in order to discuss the visit. This visit may be virtual or in-person.

The outcomes of the Pre-Visit Conference are as follows:

1. Clear understanding of the purpose, process, responsibilities, and appeal rights available to the institution

2. Understanding of how to schedule the interviews

3. Plans for logistics of the visit (see below)

4. Identification of categories of individuals from the institution who will participate in discussions and interviews

5. Selection criteria for the licensure portfolios that will be available for the team to review

6. Schedule the Rules Check within a month of the visit. The rules check will be conducted by the ROPA Coordinator.

The Licensure Officer should review the lists below and have preliminary responses ready for the planning visit.

Logistics

The institution should be prepared to provide the following support:

1. Parking at the institution for team members
2. An on-campus meeting room that can provide work space for the team and may be used for the program to provide exhibits or additional evidence that could not be provided to the team in electronic format. This room must have Wi-Fi access: **please be sure to provide clear login/password instructions prior to team arrival**.
3. Interview space and phones to accommodate candidate and faculty interviews outside of the meeting room.

Interviews, Meetings, and Other Events to Schedule

In preparation for the planning visit, the institution should begin to identify the individuals who will play a key role in each of the meetings and interview sessions. The questions that follow can guide the institution’s preliminary planning.

1. What is the location of the on-campus meeting room?
2. Who will meet the team and provide an overview of the on-campus meeting room?
3. If there is a dinner with the team and program the evening prior to the visit, who will attend? Where will the dinner be held?
4. Which current candidates will be selected for interviews for each program? How will the interviews be conducted- in person or virtually? When and where will the interviews be held?
5. How will the program schedule program graduates for interviews?
6. If it is determined that review team members will visit partner PK-12 schools, what schools/districts will be selected? Who will drive teams to the sites?
7. Who will the programs invite to a meeting of arts and science faculty members who are partners in educator preparation? Where will it be held?
8. Who will the program invite to a meeting of individuals who are knowledgeable about the institution’s commitment to diversity? Where will it be held?
9. Who will the program invite to a meeting of individuals who are knowledgeable about the institution’s resources? Where will it be held?
10. Who will the program select for interviews from the group of cooperating teachers? This may be several small groups, depending on the number of programs at the institution. Where will they be held?
11. What other individuals or groups should the team meet in order to fully evaluate ways which the program meets the standards? Are there other places the team should visit?
12. Who will the program invite for the exit report? Where will it be held?

The institution should develop a detailed agenda for the visit, including times, location, and a list of interviewees. The agenda may be revised prior to the arrival of the visiting team.

Interviews should be scheduled prior to the site visit. However, if the team decides there is a need to schedule additional interviews, the ROPA coordinator will work with the institution to make these arrangements during the visit. Additionally, it should be noted that upon occasion a scheduled interview may need to be canceled or rescheduled. While the team makes every effort to stay on schedule, the Review Team may require some flexibility.

On-Campus Meeting Room

The Review Team will need to have a private work room available on campus throughout the visit; this room may also be used to display evidence that was not available in electronic format in the digital institutional portfolio. Please be sure that all evidence is labeled with the standard it pertains to. Institutions should not include information that does not directly link to the standards.

Visits

The main purpose of the site visit is to enable the Review Team to confirm the evidence presented in the Institutional Portfolio. It is possible that additional evidence may also be presented and considered at the visit. Although the specific agenda for an on-site visit will depend on the unique characteristics of each program, the core activities include interviewing faculty, administrators, candidates, and graduates; interviewing cooperating teachers and principals who have hired recent graduates; reviewing candidate portfolios; and examining support documentation. It is up to the institution if a visit to partner PK-12 schools is included.

All on-site visits have three phases:

* The first phase involves orienting the team and developing an understanding of the context of the institution and programs.
* The second and longest phase is data collection of evidence gathered while on-campus, from interviews, observations, and analysis of portfolios.
* The final phase is the Team’s evaluation of the institution and its programs upon reviewing the evidence and using the scoring rubrics. The initial draft of the report is also written at this time.

Exit Reports

The team’s recommendation to the VSBPE, which is based on the scoring of the evidence for each of the indicators and standards, will be presented to representatives from the institution in an exit report on the last day of the visit by the Chair of the Review Team and the ROPA Coordinator.

The purpose of the exit report is to share the team’s preliminary findings and overall evaluation with the institution. This is not a time to discuss or debate the team’s findings. The institution will have the opportunity to respond to the team’s findings once it receives the draft of the written report.

Recommendation Criteria

**Institutional Standard Rating**

| Evidence Type | Definition |
| --- | --- |
| *Exemplary Evidence* | Achieves “Exemplary Evidence” across a majority of indicators |
| *Satisfactory Evidence* | Achieves “Satisfactory Evidence” across a majority of indicators |
| *Partial Evidence* | Has a substantial number of “Partial Evidence” ratings on indicators |
| *Minimal Evidence* | Has a substantial number of “Minimal Evidence” ratings on indicators. |

**Program Rating**

| Approval Type | Definition |
| --- | --- |
| *Full Approval* | Achieves “exemplary evidence” or “satisfactory evidence” on at least four program standards. |
| *Conditional Approval* | Achieves at least “partial evidence” on many, or the most significant, program approval standards. |
| *Approval pending completion of stipulations* | Has a substantial number of “partial evidence” or “minimal evidence “ratings, as well as stipulations that serve as a roadmap for the program to follow in order to receive approval in the future. |

### **Timeline for Visits**

| **Timeline** | **Item** | **Responsible Party** |
| --- | --- | --- |
| One year prior to visit (Full Program Visits Only) | Institution is notified of approval expiration | AOE notifies institution |
| 6-11 months prior to visit | Set date for on-site visit | AOE and institution |
| 3-4 months prior to visit | Submit list of proposed members for Review Team to the institution | AOE  \*Note: institution has 2 weeks to submit any objections |
| 2-3 months prior to visit | Rules check on-site at institution | ROPA Coordinator and institution |
| 8 weeks prior to visit | Electronic institutional portfolio submitted to AOE and Review Team members | Institution |
| 4-6 weeks prior to the on-site visit | Preliminary review of the Institutional Portfolio | Review Team |
| 4-6 weeks prior to visit | Pre-visit meeting (virtual or in-person) | ROPA Coordinator, Institution, Review Team Chair (optional) |
| 3-6 weeks prior to visit | Feedback on Institutional Portfolio sent to institution | ROPA Coordinator |
| 3 weeks prior to visit | Send agenda for the visit, map to AOE; AOE will forward to team members. | Institution |
| 1-2 weeks after visit | Draft of report sent to team members for feedback | Review Team Chair and ROPA Coordinator |
| 2-3 weeks after visit | Draft of report sent to the president of the institution for any factual corrections | ROPA Coordinator |
| 4-5 weeks after visit | Notify AOE if any factual corrections to the report are needed | Institution |
| 6 weeks after visit | Final Report sent to the institution | ROPA Coordinator on behalf of VSBPE |
| 9 weeks after visit | Institution Seven-Year Plan and optional rejoinder sent to AOE | Institution |
| Next monthly VSBPE meeting | VSBPE meets with Review Team member and representative of the institution to review report and rejoinder prior to issuing a final decision on program approval status. | AOE/VSBPE |

# Section 5. Reports and Results of a ROPA visit

Report of the Review Team

The team will begin its report by reviewing the institution’s rating on each of the five standards. These ratings provide an overview of the institution‘s efforts to meet the program approval standards. The evidence presented for each standard may be found to have been exemplary, satisfactory, partial, or minimal.

The team will then proceed to rate each of the institution’s individual programs. The team can recommend *full approval* for a seven-year period, *conditional approval* for a period less than seven years, or *deny approval* pending the satisfactory completion of stipulations. Stipulations are issued when the team has serious concerns that need to be addressed. Please note that this is only a recommendation; only the VSBPE can formally issue decisions on a program.

The Chair of the Review Team, with the assistance of the ROPA Coordinator, prepares the final report. The report summarizes the findings of the Review Team relative to the evidence provided that the program(s) and institution are meeting Vermont’s Program Approval Standards.

The format for the report is as follows:

1. Description of the process, including names and affiliations of the Review Team members and details of the team’s activities
2. Introduction and overview of the preparation program(s) at the institution
3. Summary of findings and rating for each of the program approval standards (e.g., exemplary, satisfactory, partial, or minimal evidence) for each program reviewed
4. Recommendation to VSBPE to grant full approval, conditional approval, or deny approval pending the successful completion of the stipulations outlined for each program reviewed
5. Commendations, concerns, and considerations for further program development for each program reviewed
6. Stipulations for institutions and/or programs

Report Process

*Draft Report*

Upon completion of the draft report by the Review Team Chairperson and the ROPA Coordinator, a copy is sent to Review Team members for verification. Upon the team’s approval, the draft is sent to the Licensing Officer for factual corrections. Factual corrections are errors in numbers or names that the institution believes are important to correct in the report. The institution will notify the AOE in a timely manner if any corrections to the report are needed and offer supporting documentation.

*Revised Continuous Improvement Plan*

Upon receipt of the draft report, the institution may choose to revise their Continuous Improvement Plan to incorporate the findings of the Review Team. This Plan should be submitted to the VSBPE with the final report of the Review Team, and should include plans to address the stipulations and concerns specified in the report. The plan may also include institution-identified goals. This plan is intended to be updated and submitted to the AOE on an annual basis, and may be altered to reflect changes or shifting priorities within programs.

*Rejoinder (Optional)*

The institution’s rejoinder is an opportunity for the institution to respond to the concerns or stipulations of the Review Team. Institutions may choose to challenge a stipulation or rating. Please note that while the institution may refer to evidence that was present during the visit, **new evidence may not be submitted in a rejoinder**. If an institution chooses to write a rejoinder, it should remain focused on larger issues such as stipulations and ratings, rather than individual comments or findings by team members.

*Final Report*

A finalized report is sent to the president of the institution and the licensure officer, and a copy is kept on file at the AOE.

VSBPE Actions

Upon receiving the team’s report and the institution’s rejoinder, the ROPA coordinator will submit the final report for the VSBPE’s consideration at their next monthly board meeting. The ROPA coordinator will present the team’s findings and recommendations to the Program Approval Committee and then to the full Board for a vote. Representatives from the institution are notified of the meeting and invited to participate. The VSBPE Program Approval Committee will review the revised plan, the report, and, if there is one, the rejoinder before making a final decision on program approval. The VSBPE may take one of the following actions for the institution as a whole or for each program reviewed at the institution:

1. Grant full approval for up to seven years
2. Grant conditional approval for a specified time period less than seven years
3. Grant provisional approval
4. Deny approval pending the successful completion of the stipulations outlined in the ROPA report, or other stipulations determined by the Board

The VSBPE may also choose to make specific recommendations or add stipulations following discussions. A simple majority of the VSBPE is required to enact any recommendation.

## Two-Year Report

Once the report of the Review Team has been accepted by the VSBPE, the institution must submit a report to the VSBPE within two years of the acceptance date to present evidence of how they have met the concerns documented in the report from the review. If there were no concerns, this report may be waived.

The VSBPE reviews the report and determines whether satisfactory progress has been made towards addressing the concerns. If the VSBPE finds satisfactory progress, full approval for the program will be granted (if the program was on conditional approval) or extended for the next five years. If the progress is unsatisfactory, the VSBPE may decide to grant conditional approval for a given period of time or put the program on a performance plan as documented in Policy N1.

Annual Report

The Annual Report is due from all approved programs by June 15th each year, and serves four purposes:

* Provide information on the number of completers recommended by the institution in the previous year, as well as information on those from the cohort who were not recommended, and the reason they did not earn the recommendation.
* Provide a plan for meeting any endorsement or other Rule or Policy changes that were passed during the previous year, as well as evidence of being in compliance with any changes in Rule or Policy from two years prior.
* Describe any substantive changes at the institution that may impact the educator preparation program(s). A template is provided for this. (Appendix D)
* Submit their updated Continuous Improvement Plan showing the progress made on their goals.

Interim Report

The Review Team or the VSBPE may request an interim report from an institution if the concerns of the Review Team are such that they feel closer monitoring and/or support of the educator preparation program is warranted.

If a program is granted *conditional approval,* the Review Team will recommend to the VSBPE the length of the approval and what conditions need to be met in order for the program to be granted full approval. The conditions may be a written report, a set of modifications verified through an on-site visit, or any other appropriate course of action. If the VSBPE finds that a program has satisfactorily met the conditions and submitted supporting evidence, the VSBPE may grant full approval until the next scheduled approval review. If the conditions are not met, the VSBPE may continue approval for a specified time with conditions attached or retract the conditional approval.

Follow-Up or Focused Visits

Vermont’s *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* provides the VSBPE with the authority to conduct a follow up review of any approved program during its approval period if there is a concern that the program is out of compliance with any program approval requirement (section 5942.1). The follow-up review may be a written report, a focused visit, or both. The VSBPE has the responsibility for determining the exact nature of the review. As with all of its actions, the VSBPE will provide information, adequate notice, and consultation to the institution.

Appeals Process

If a program is *denied approval* pending the successful completion of stipulations*,* the institution shall be notified and offered an opportunity for a hearing. The institution may appeal the decision of the VSBPE to the State Board of Education (section 5950). After conducting a hearing, the State Board may affirm, modify or reverse the decision of the VSBPE.

Assistance

The AOE is available to provide assistance to institutions following a visit. The ROPA Coordinator can meet with interested programs to review the findings of the Review Team and develop strategies to meet program approval standards and to address the concerns of the Review Team.

Substantive Changes

Once a program is approved, it is the expectation of the VSBPE that no significant changes will alter the course of the preparation of its students. The VSBPE will need to be notified in writing of any substantive changes to the practices or policies of the program and/or the institution. Such changes may include substantially changing a program’s design, significantly altering field experiences, etc.

When determining if changes to their approved programs should be reported to the VSBPE, Licensure Officers and other stakeholders should consider if the changes being proposed will affect the students in the program, and also if they relate to the ROPA standards and indicators. If the answer is yes to either of these questions, the change should be submitted to the AOE ROPA Coordinator, either as part of the Annual Report if within one month of that being submitted, or separately if not. If a program is unsure if the change is considered substantive, they should submit it to the AOE ROPA Coordinator, who will review it with the Pre-Service Coordinator and, if any questions remain, the Division Director. The Office will then let the program know if the change is substantive enough to report to the Board. If the change is determined to be substantive, the Office and the Board will review the change to ensure that the program still meets the requirements for approval under the ROPA standards.

## Low Performing Institutions

The Vermont State Board of Education adopted revised criteria on June 23, 2006 in order to identify and assist low-performing programs of teacher preparation in compliance with HEA Title II, Section 208(a). [See Appendix E](#_Appendix_E_–) for the VSBPE policy on Low Performing Institutions.

## Closing Approved Educator Preparation Programs

The VSBPE must approve plans to close approved educator preparation programs to ensure that currently enrolled students are aware of their status and have plans to obtain their licensure. [See Appendix F](#_Appendix_F_-) for the VSBPE Teach-Out policy.

# Section 6. New Program Approval

# 

Introduction

Institutions seeking to begin a new program are required to submit a request to the VSBPE for a program approval visit to take place prior to admitting candidates into the new program. Accompanying this request should be a new program application detailing the proposed program. A review of this document by the AOE and VSBPE offers assurance that the program meets minimal requirements for approval by a review team.

New programs can only be conditionally approved for one or two years or denied approval pending the successful completion of stipulations recommended by the review team or added by the VSBPE. New programs cannot receive full approval until the end of a two-year period.

Steps for Attaining Program Approval

*Step 1: Complete and Submit Program Application.* [See Appendix G](#_Appendix_G_–).

*Step 2: Request Visit*

* Along with the application, submit a letter from the institution’s president to request the visit at least six months before the visit is to be conducted.

*Step 3: VSBPE Review*

* Upon receipt of the request, the VSBPE will consider the application and seek clarification, as needed, from the institution before approving a visit.

*Step 4: Plan the Visit*

* The visit date will be established by the VT AOE in cooperation with the institution.
* The Review Team will be determined by the VT AOE and approved by the institution. The team will then be approved by the VSBPE.
  + Review Team size depends on the number of licensing areas to be evaluated. [See Appendix C](#_Appendix_C_–) for more information on team composition.
* The institution should begin drafting the Institutional Portfolio addressing the program approval standards and indicators. Note that the Review Team will not expect to see evidence for all indicators for new programs.

*Step 5: Submit an Institutional Portfolio*

* At least six weeks prior to the scheduled visit, the Institutional Portfolio should be available to AOE staff and members of the Review Team.
* The AOE reviews the Institutional Portfolio with the Review Team and makes one of the following determinations:
  + - Not enough information was provided for the visit to take place
    - More information is needed prior to the visit
    - The institution is ready for the visit
* Feedback on the Institutional Portfolio will be provided to the institution.

*Step 6: Pre-Visit Conference*

* Meet with ROPA Coordinator to discuss visit details and review the agenda for the visit

*Step 7: Visit is conducted*

* Visits typically last a day
* The Review Team will collect evidence confirming the information provided in the Institutional Portfolio by conducting interviews of faculty, reviewing program documentation, and meeting with admissions and program administrators.
* The Team’s recommendation for approval or denial of the program will be communicated to the institution during the exit report.

*Step 8: VSBPE Response*

* The report of the Review Team will be submitted to the institution for factual correction.
* The institution will notify the ROPA Coordinator if any corrections to the report are needed.
* Upon receipt of the final report, the institution may revise its Continuous Improvement Plan and, if they choose, write a rejoinder.
* Representatives of the institution are invited to meet with the VSBPE Program Approval Committee.
* The VSBPE Program Approval Committee will review the plan, the report, and the rejoinder before making a final decision on program approval.
* VSBPE votes to accept the report of the Review Team.

## Timeline for Adding New Programs

The timeline for adding new programs mirrors the one on pages 25-26 of this document. The institution requesting a new program review should expect the review to occur approximately six months after successful submission of their initial application.

# Section 7. Vermont Level I Licensure Portfolio

# 

Overview

Pre-service educator candidates in Vermont educator preparation programs leading to recommendation for Level I Educator Licensure are required to use the Vermont Licensure Portfolio (VLP). The VLP was designed by a committee comprised of members of the Vermont Council of Teacher Educators (VCTE), the Vermont Standards Board for Professional Educators (VSBPE), and the Vermont Agency of Education (AOE).

The VLP is aligned with the Core Teaching Standards and has three parts which can be completed over the course of a candidate’s participation in a Vermont Educator Preparation Program. Candidates will collect evidence which demonstrates proficiency of meeting the [Core Teaching Standards](http://education.vermont.gov/documents/educator-quality-licensing-core-teaching-leadership-standards) while in their preparation program. Using the collected evidence, the candidate constructs a narrative to describe, critically analyze, and reflect on his or her performance. The three-part Portfolio is designed to be both formative and summative:

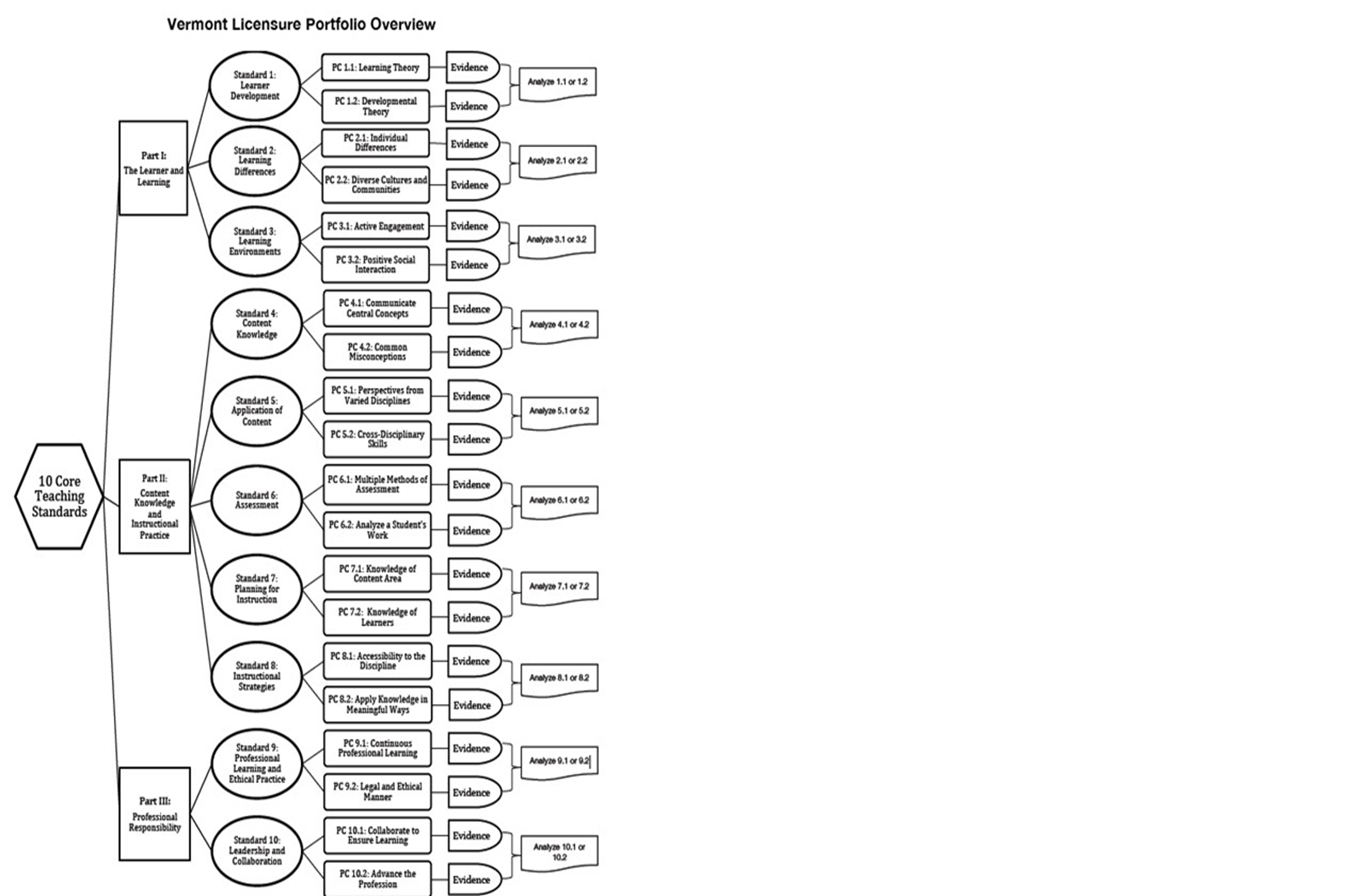
* Part I – **The Learner and the Learning­** - aligns to Core Teaching Standards 1-3 and may be completed prior to the final Student Teaching or Internship experience (formative)
* Part II – **Content Knowledge & Instructional Practice** – aligns to Standards 4-8 and is completed during the final Student Teaching or Internship experience (summative)
* Part III – **Professional Responsibility** - aligns to Core Standards 9-10 and is completed before, during, or after the final Student Teaching or Internship experience (formative and/and summative)

All approved Vermont educator preparation and alternate route programs are required to follow the VLP directions, rubrics and scoring guides. Part II has common evidence that all programs will require. These common elements are:

1. A unit plan
2. Five lessons plans
3. A video of classroom instruction
4. A supervisor observation or evaluation of practice
5. An analysis of student work

In addition to using the Vermont Licensure Portfolio, approved programs are expected to submit scored portfolios to a VSBPE-designated entity annually in order to participate in the state-wide calibration system and inter-rater reliability process. Approved programs should attest to their participation in calibration in their Annual ROPA Report, and add information about how they have used the results of their calibration as evidence in their Institutional Portfolio at their full ROPA review.

Recommendations for changes to the VLP and/or the state-wide calibration system may be submitted to the VSBPE for consideration.



## The Vermont Licensure Portfolio

### Part I - The Learner and Learning

Part I of the Portfolio assesses a candidate’s readiness to design learning experiences based on an understanding of learning and learners. The emphasis of Part I is on the design of learning experiences. Candidates demonstrate their ability to examine, analyze, and reflect on designing learning experiences in a variety of settings with diverse learners. Evidence for Part I should demonstrate the ability to design learning experiences using learning theory and knowledge of learner differences.

Part I is intended to be a formative learning experience; candidates should complete Part I prior to their final Student Teaching or Internship placement. The Performance Criteria are based on the Core Teaching and Leadership Standards for Vermont Educators and are meant to guide an assessment of candidates early in an educator preparation program.

Programs should create a curriculum guide that will assist candidates in determining which resources, tasks, experiences, and assignments provide the best opportunities to gather evidence for the Performance Criteria. Programs may find it helpful to align specific Performance Criteria with assignments. Evidence for Part I can be gathered from coursework or fieldwork. Fieldwork can be through practicum experiences such as tutoring or community-based work with youth.

Programs should establish an implementation, submission, and review process that aligns with its curriculum. Programs may decide to have candidates complete the Part I narrative after collecting all of the Part I evidence, or they may decide to have candidates complete multiple narratives for Part I across various courses. Other variations may considered.

When candidates submit Portfolio components, each submission should include (1) the associated evidence, (2) the Evidence Chart, and (3) a narrative with the following sections: Description, Analysis, and Reflection.

The documents attached in [Appendix H](#_Appendix_H_–) provide details for completing Part I.

### Part II - Content Knowledge and Instructional Practice

Part II of the Portfolio assesses a candidate’s readiness to implement effective instructional practices. The emphasis of Part II is implementation. Candidates demonstrate their ability to thoughtfully examine, critically analyze, and skillfully reflect upon their use of assessment, planning, and instructional practices to implement creative, rigorous, and engaging learning in a content area. A candidate’s evidence for Part II should demonstrate the ability to implement instruction using a formal understanding of assessment, planning, instruction, and inquiry into such instructional practice.

Part II is intended to be a summative learning assessment. Candidates should complete Part II during their final Student Teaching or Internship placement. The Performance Criteria (based on the [Core Teaching and Leadership Standards for Vermont Educators](http://education.vermont.gov/documents/educator-quality-licensing-core-teaching-leadership-standards)) are intended to guide an assessment of the candidate's performance during the later stage of an educator preparation program.

Programs should create a curriculum guide that will help candidates determine which resources, tasks, experiences, or assignments will provide the best opportunities to gather evidence for the Performance Criterion. Programs may find it helpful to align specific Performance Criterion to particular assignments. Specific evidence is required for Part II, which must be from material the candidate implemented during the final Student Teaching or Internship experience. The required evidence for Part II includes:

1. A unit of study that contains at least five lessons and is representative of a candidate’s endorsement area(s) with an indication of how instruction will accommodate a range of learners and students with special needs
2. 12-15 minutes of video (continuous or in clips) of the candidate providing instruction during the Student Teaching or Internship phase of the program, with accompanying annotations regarding the candidate’s teaching practice
3. A supervisor’s observation and evaluation of the candidate’s teaching practice
4. An analysis of samples of a student's work over time (multiple samples of one student) or samples of multiple students drawn from the unit of study.

Programs should establish an implementation, submission, and review process that aligns with the curriculum of the program.

When candidates submit Part II, that submission should include (1) the associated evidence, (2) the Evidence Chart, and (3) a narrative composed of sections titled Description, Analysis, and Reflection. Programs should develop a consistent system for the assessment of Part II, including a scoring and feedback timeline, and a record-keeping system. Portfolio scorers must receive instructions for the use of the rubrics.

Programs should maintain copies of Part II submissions --with accompanying Scoring Reports for future review. Programs should conduct regular reviews of Part II material for program assessment and improvement. The VSBPE will notify programs where to submit sample Portfolios for review.  
  
The documents attached in [Appendix H](#_Appendix_H_–) provide details for completing Part II.

### Part III - Professional Responsibility

Part II of the Portfolio assesses a candidate’s readiness to ensure professional responsibility. The emphasis of Part II is professional manner. Candidates demonstrate the ability to examine, analyze, and reflect upon their readiness for professional responsibility. A candidate’s evidence for Part III should demonstrate the ability to improve practice and advance the profession by using data, ethical analysis, and guided reflection.

Part III is intended to be an ongoing learning assessment. Candidates may complete Part III before, during, and/or after their final Student Teaching or Internship experience. The language of the Performance Criterion (based on the [Core Teaching and Leadership Standards for Vermont Educators](http://education.vermont.gov/documents/educator-quality-licensing-core-teaching-leadership-standards)) has been modified to guide an assessment of candidates throughout the preparation program.

Programs should create a curriculum guide that will help candidates determine which resources, tasks, experiences, or assignments will provide the best opportunities to gather evidence for the Performance Criterion. Programs may find it helpful to align specific Performance Criterion to particular assignments. Evidence for Part III can be gathered from coursework or fieldwork assignments. Fieldwork can be through practicum experiences such as the Student Teaching or Internship experience or community-based work.

Programs should establish an implementation, submission, and review process that aligns with the curriculum of their program.

When candidates submit Portfolio components, each submission should include (1) the associated evidence, (2) the Evidence Chart, and (3) a narrative with sections titled Description, Analysis, and Reflection. As well, programs should develop a consistent system for the assessment of Part III, including a scoring and feedback timeline, and a record-keeping system. All individuals scoring the portfolio must receive instructions for the use of the rubrics.   
  
Programs should maintain copies of Part III submissions—with accompanying Scoring Reports for future review. These can be anonymous. Programs should conduct regular reviews of Part III material for program assessment and improvement. The VSBPE will notify programs where to submit sample Portfolios for review.

The documents in [Appendix H](#_Appendix_H_–) provide details for completing Part III.

# Section 8. ROPA Fees

In 2016, [H.872](http://legislature.vermont.gov/assets/Documents/2016/Docs/BILLS/H-0872/H-0872%20As%20Introduced.pdf)  was passed to allow the ROPA program to continue through the collection of fees.

The following fees were approved:

Annual Authority to Recommend Licensure $1000/year

Annual Program Review Fee $25/program completer (based on Title II Report)

Site Visit Fee (for full visit) $1500

Two Year Report Fee $500

New Program Initiation Fee $2000

The fees are collected according to the following schedule:

| Fee Name | Date | Action |
| --- | --- | --- |
| Annual Authority to Recommend Licensure | November | Invoiced by AOE |
| Annual Program Review | December | Invoiced by AOE |
| Site Visit | 30-60 days prior to scheduled visit | Invoiced by AOE |
| Two Year Report |  | Institution submits to AOE with Report |
| New Program Initiation | Open year round | Institution submits to AOE with application materials |

# Appendices

## Appendix A – Sample Evidence for Meeting Standards

Please note that examples of supporting evidence and documentation are provided; this is not a complete list of all documentation that will be accepted as evidence of meeting the standards, not does an institution necessarily need to provide all of the pieces of supporting documentation listed. Also see the [Suggested Evidence Chart for Teacher Preparation Programs](#_Suggested_Evidence_Chart).

**Standard 1**

| **Standard Indicator**‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬ | **Brief Description of Evidence**‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬ | **Supporting evidence and documentation**‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬ |
| --- | --- | --- |
|  |  |  |
|  |  | 1. Course Descriptions‬‬‬‬ 2. Program structure‬‬‬‬ |
|  |  | 1. Technology statement‬‬‬‬   referencing use of technology in the classroom‬‬‬‬   1. Workshop Descriptions‬‬‬‬ |
|  |  | 1. Curriculum 2. [Workshop Descriptions](https://docs.google.com/a/vcfa.edu/document/d/1yfXROrNwjn4HrtVuVUlK6Jj6TwabhTLCN6YxycSdO0M/edit)‬‬‬‬   ‬‬‬ |
|  |  | 1. [Observation methodology](https://docs.google.com/a/vcfa.edu/document/d/1IG91Cid8cP9MKzhCplyH6sRtXNWwObVgWiND1XLfPn8/edit)‬‬‬‬ and results 2. Portfolio |
|  |  | 1. Syllabi ‬‬‬‬ 2. [Observation methodology](https://docs.google.com/a/vcfa.edu/document/d/1IG91Cid8cP9MKzhCplyH6sRtXNWwObVgWiND1XLfPn8/edit)‬‬‬‬ and results 3. Portfolio ‬‬‬‬ |
|  |  | 1. [Syllabi](https://sites.google.com/a/vcfa.edu/vcfa-mat/home/files)‬‬‬‬ 2. [Portfolio description](https://docs.google.com/a/vcfa.edu/document/d/1bGCEUXEc9yBlVFiPbLeP5_SZvOF9Lhbi-DKrL9qI1Vs/edit)s‬‬‬‬ 3. [Portfolio checklist](https://docs.google.com/a/vcfa.edu/document/d/1s7hFYq7GcKy644W67YIin53PXe16r32CE3EWvm9nCwQ/edit)‬‬‬‬s 4. [Student dispositions](https://docs.google.com/a/vcfa.edu/document/d/1pGiuF0eX5ek-qlyW8wEkupt-yxYrkLMtI3L--bVBiCA/edit)‬‬‬‬ |
|  |  | 1. [Portfolio description](https://docs.google.com/a/vcfa.edu/document/d/1bGCEUXEc9yBlVFiPbLeP5_SZvOF9Lhbi-DKrL9qI1Vs/edit)s‬‬‬‬ 2. [Program Statement of Philosophy](https://docs.google.com/a/vcfa.edu/document/d/1LqtvNaryiqtPDJJK8uledtP68yry23mgJebGfkI5vrM/edit)‬‬‬‬ 3. [Capstone-Thesis documents](https://sites.google.com/a/vcfa.edu/vcfa-mat/home/files)‬‬‬‬ |
|  |  | |
|  |  | |
|  |  | |
| Program Goals |  | |

## Appendix B - Sample Continuous Improvement Plan

Indicate any specific stipulations and recommendations from your ROPA Review as well as your institutional goals.

| Indicator | Goal | Actions and Improvement Areas | Assessment | Responsible Party | Time Frame | Status |
| --- | --- | --- | --- | --- | --- | --- |
| 1.3 | Show evidence of how pedagogy (relating to assessment, instruction, etc.) is being comprehensively addressed in coursework | 1. Revise syllabi to reflect content inclusive of pedagogy related to assessment, instruction, curriculum development, etc.  2. Collect and compile student assignments and responses specific to this standard | 1. Notes from faculty meetings where curriculum around pedagogy is discussed    2. Evidence from student portfolios will be reviewed and evaluated.    3. Syllabi review | Name of Faculty Chair    Names of faculty members  Names of other responsible parties | Dates for completion of goal; can be broken into steps with separate dates |  |
| 1, 2, 3 | Finalize and publish a program handbook and student teaching section of student handbook in particular, as well as showing evidence of compliance with regulation 5923.4. | 1. Complete Program, Faculty and Student Handbooks | 1. Full Faculty review of handbooks    2. Academic Dean and Academic Council review of handbooks |  |  |  |
| 1.7 | Show evidence of how legal and ethical principles of teaching are addressed | 1. Revise syllabi to reflect content inclusive of legal and ethical principles of teaching  2. Collect and compile student assignments and responses specific to this standard | 1. Notes from faculty meetings where including curriculum around legal and ethical principles of teaching are discussed    2. Revised syllabi    3. Evidence from student portfolios will be reviewed and evaluated. |  |  |  |
| 2.2 | Finalize the detailed admissions policy and outline of the program of study, including “milestones.” | 1. Update/clarify admissions language  2. Update website with revised admissions language  3. Complete Program, Faculty and Student Handbooks, which will include both admissions and milestone information | 1.Admission documents  2. Program web site, admissions pages  3. Program, Student and Faculty handbooks |  |  |  |
| 1.1 | Finalize Human Development curriculum/  syllabus | Hire Human Development Faculty and develop/finalize syllabus | Hire new faculty |  |  |  |
| 1.1 | Create, explain and realize workshops that directly address specific content needs. | Include language in Student and Program handbooks that outline the role of Workshop offerings, and add information to their descriptions outlining content needs relationships | Student and Program handbook reviews by faculty, Dean and Academic Council |  |  |  |
| 2.1 | Develop and publish clear guidelines for portfolio review during admissions, and before student teaching placement. | Include language in admissions documents, program and student handbooks, etc., that explicitly state entrance portfolio requirements and assessment and plan if there is an area of need | web site, admissions materials, program and student handbooks |  |  |  |
| 1.3 | Revise syllabi and if necessary expand curriculum to include more pedagogy into practice focus. | Review and revision of syllabi by full faculty team | 1. Revised syllabi  2. Sample assignments  3. Student work |  |  |  |
| 1.4 | Revise syllabi and if necessary the curriculum to carefully and intentionally include assessment. | Review and revision of syllabi by full faculty team | 1. Revised syllabi  2. Sample assignments  3. Student work |  |  |  |
| 1.7 | Review and revise, if necessary, the curriculum to include ethics and ethics of the teaching profession. A code of ethics should also be included in handbook. | 1. Ensure that legal and ethical principles of teaching is included in syllabi and coursework.    2. include a professional code of ethics in student handbook | 1. Revised syllabi and or workshop descriptions and schedules    2. Student work    3. Student handbook |  |  |  |
| 2.1 | Clarify language surrounding observations, develop protocols for interim student review and milestones, gather relevant data on post graduates. | 1.Fieldwork/Observation course language and syllabus    2. Include language in student and program handbooks that explicitly lay out content proficiency requirements and VCFA assessment of these proficiencies    3. Revise post grad data surveys | 1. Revised syllabi and language. Plan for digital observation forums taking ROPA review concerns into account.    2. Compiled student and program handbooks    3. Develop grad data collection with Alumni Department |  |  |  |
| 2.2 | Have very clear admissions language and procedures. | 1. Revise admissions language  2. Compile and complete program and student handbooks | 1. Web site and admissions documents  2. Review of program and student handbook by faculty, Dean and academic council |  |  |  |
| 2.1 | Explore the possibilities of a 3rd supervisor/advisor to work with student teachers, mentor teacher and faculty advisors. Explore options and research best practices across the country. | Examine, assess and possibly revise Student Teaching protocols and structure | 1. Revised language in Program and Student Handbooks  2. Fully articulate process for student teaching evaluation and supervision |  |  |  |
| 3 | Revise student teaching guidelines and syllabi to reflect ROPA concerns | Revise student teaching guidelines and syllabi to reflect ROPA concerns | 1. Revised Syllabi and guidelines  2. Revised documents surrounding student teaching  3.  Completed student and program handbooks |  |  |  |

## Appendix C – VSBPE Policy on ROPA team composition

**Policy on the Selection and Training of Members** o**f Visiting Teams for Educator Preparation Programs and Alternate Route Approval Visits**

It is the policy of the Vermont Standards Board for Professional Educators (hereinafter “Standards Board”) to attract the most qualified individuals to serve on Results Oriented Program Approval (ROPA) review teams for educator preparation and alternate route programs. At the same time, it is essential to the operations and credibility of the ROPA process that a visiting team be independent and impartial and that its recommendations be made solely on the merits of the institution visited. Public confidence in the integrity of the Standards Board and the ROPA process may be lessened whenever a conflict, or perceived conflict, exists between private interests of a visiting team member and his or her official responsibilities.

**Review Team Selection Procedures**

* 1. When a visiting team is to be selected, the Professional Standards Office shall develop a proposed list of individuals to serve on the visiting team. The Professional Standards Office shall contact each person on the list and, in addition to inquiring as to the willingness of each person to serve, shall determine whether any actual or perceived conflicts of interest might interfere with the person’s service on a visiting team.
  2. The Professional Standards Office and the VSBPE work to create review teams that are balanced in terms of expertise, content knowledge, and instructional level. The size of the team depends on the number of licensing areas to be evaluated and is comprised of specialists in the endorsement area(s) being sought. The team will include:
* A Chair who will be a member of the professional teacher education community from out-of-state\*
* One member of the VSBPE
* One member of the professional teacher education community from Vermont
* One-Three members at large, preferably including an active teacher or administrator in the endorsement area.

*1.* The number of team members may be modified at the discretion of the VSBPE. An individual team member may fit multiple criteria; e.g. a review team member could be both a VSBPE member and an active administrator, fulfilling two separate commitments. There is a minimum of three Review Team members for all visits.

\*For full program reviews the Chair must be:

1) a *member of the professional teacher-education community from out-of-state whose travel expenses for visits and training will be directly paid by the site under review OR*

*2) a member of the professional teacher-education community from Vermont with visiting experience on a regional or national accrediting body whose travel expenses for visits and training will be directly paid by the AOE.*

C. Upon the Licensing and Professional Standards Office’s satisfaction that the team contains persons who are qualified to serve and would not present any actual or perceived conflict of interest, the institution to be visited shall be notified of the names of proposed visiting team members. The institution will respond in writing that they either

1. Accept the team as suggested OR
2. May request in writing that one or more members be removed from the team and a substitution be made either because of a lack of qualifications, conflict of interest, perceived conflict of interest, or concerns regarding the overall makeup of the team. The underlying reasons for the request shall be included in the written request.

a) Upon receipt of such request, the Office of Professional Standards shall notify the prospective ROPA member or members identified by the institution of the request for removal from the team and of the underlying reasons therefore.

b) The Office of Professional Standards will submit a revised visitation team to the institution. If, after two revised submissions, consensus between Professional Standards and the institution is not achieved, the matter will be presented to the Standards Board for adjudication.

D. The Office of Professional Standards shall present the final visitation team to the Program Approval Committee of the Standards Board for Review and Approval. The Program Approval Committee will then submit the team proposal to the full Board for approval.

## Appendix D – Two Year Report Template

I. Program Stipulations (if any)

|  |  |  |  |
| --- | --- | --- | --- |
| **Program** | **Stipulation(s) from ROPA visit** | **Action Steps Taken** | **Evidence** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

IV. Progress Addressing Concerns (if any)

| Concerns from ROPA Visit  Note: Text should come directly from last ROPA report. | Action Steps Taken | Evidence  Note: This section should consist of links to documentation. Please include any narrative in “action steps taken”. |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Appendix E – Policy N1 VSBPE Policy on Low Performing Institutions

## 

1) PROGRAM COMPLETERS’ ACADEMIC BACKGROUND

a) Program Completers’ licensure portfolios meet all performance standards.

b) The majority of program completers (>80%) in the cohort meets state passing scores on the Praxis I.

c) The majority of program completers (>60%) in the cohort meets state passing scores on any required Praxis II tests as applicable.

d) All candidates for licensure as secondary teachers have a major or

equivalent in their endorsement area.

e) All program completers have an overall average of B or better in the major of their endorsement area or equivalent, and in student teaching.

2) PROGRAM’S STATE APPROVAL STATUS

a) The program shows progress towards meeting the Results-Oriented Program Approval (ROPA) standards and the goals of its ROPA Five Year Plan at the time of its full-program review.

b) Program has addressed the concerns and stipulations of the ROPA review team as indicated in the Visiting Team Report in the Two-Year Report following a full-program review.

The necessary data for this assessment is generated by the state's Title II Institutional Reports (e.g., program completer test scores) or as part of the Results-Oriented Program Approval process.

According to the Vermont plan for this effort, the Agency of Education, in collaboration with the Vermont Standards Board for Professional Educators (VSBPE), identifies any program that does not meet the criteria. Such a program is identified as "at risk." The Agency will work with "at risk" institutions to develop a Technical Assistance Plan that specifies goals and action steps for improvement of the "at risk" program. The Department will provide support to assist the program in meeting its goals.

The VSBPE will monitor the progress of the institution and program and determine on an annual basis whether to continue the program's "at risk" designation. The maximum number of years a program can be designated "at risk" is three years. After three years the VSBPE will designate the program as "low performing" and withdraw state approval.

## Appendix F - VSBPE Teach-Out Policy

**Policy on Closing an Approved Educator Preparation Program**

**Part A**

Letter of Intent to Close

Institutions of higher education and alternate routes to licensure shall notify the Department of Education (DOE) and the Vermont Standards Board for Professional Educators (VSBPE) when they have decided to close an approved program by submitting a letter of intent to close. The letter of intent to close must include the name of the program that is being closed, the number of candidates enrolled in the program, and identify an administrator who will be responsible for managing the closing process on behalf of the institution or alternate route to licensure program. The letter must be on the program provider’s letterhead and signed by the program provider’s Director of Education.

The letter of intent to close must convey that the program provider understands the following:

* once it has submitted a letter of intent to close it will no longer enroll students into the program,
* it must submit a Teach-Out Plan if candidates are enrolled in the program at the time the letter of intent to close is submitted, prior to reopening the program it must be approved through either the ROPA process or a national accreditation process that is approved by the VSBPE, and
* a program provider is obligated to adhere to any Title II HEA reporting responsibilities that may linger after the program has closed.

**Part B**

Teach-Out Plan

Institutions of higher education and alternate routes to licensure must design and submit a Teach-Out Plan if one or more candidates are enrolled in an approved program prior to its closing. The Teach-Out Plan must include:

* the name of the program that is being closed,
* the number of candidates included in the Plan,
* the name of the program provider’s Licensing Officer and an administrator who will be responsible for managing the Plan on behalf of the program provider,
* a timeline for informing candidates of the closing of the program,
* plans to provide candidates with timely and accurate information regarding their opportunities to meet all licensure requirements,
* each candidate’s individual plan with a timeline detailing when they are
* expected to complete all licensure requirements including the Praxis and Level I Licensure Portfolio (evaluated by two faculty members),
* plans to redirect candidates who are not able to complete all licensure requirements within the timeframe, and
* the date the program provider will cease recommending candidates for licensure.

**Part C**

Acknowledgements

In order to safeguard program providers and the candidates included in a Teach-Out Plan, both must provide signatures confirming the following:

· each candidate reviewed and agreed to their individual plan in collaboration with

their program provider, and

· both understand that if a candidate is not able to complete the Plan, all licensure requirements including the Praxis, and the Level 1 Licensure Portfolio (evaluated by two faculty members) within the designated timeframe, then they will not be eligible for a recommendation for licensure from the program provider.

A complete Teach-Out Plan will include all of the above referenced requirements and be submitted to the VSBPE. The VSBPE has the authority to accept or deny a Teach-Out Plan based on its merit. A favorable review of a Teach-Out Plan by the VSBPE enables the DOE to honor recommendations for licensure for candidates who have proceeded through a Plan, and completed all licensure requirements as it equates to the completion of an approved program.

## Appendix G – New Program Application

**Application for New Program Review**

Directions: Applicants seeking a new program review must submit the following to the AOE:

1. A completed application
2. A formal letter requesting a review visit from the president or head of the institution
3. New Program Application fee of $2000

|  |  |
| --- | --- |
| Program Name |  |
| Address |  |
| Contact Name |  |
| Phone |  |
| Email |  |

|  |  |
| --- | --- |
| Endorsement Area(s) Sought |  |
| Rationale |  |
| Program Delivery Model |  |
| Timeline |  |

Please provide a 3-5 sentence summary of your existing programs and concerns, if applicable. Attach additional supporting documentation as needed.

|  |  |
| --- | --- |
| Existing Approved Programs and Delivery Models |  |
| Programs under Conditional Approval |  |
| Progress toward Addressing Identified Program Concerns |  |
| Potential Impact of Proposed Program on Existing Programs |  |

Please provide a brief overview of the proposed program(s). Attach a curriculum map detailing the program’s alignment with the *Core Teaching and Leadership Standards* and endorsement knowledge and performance standards and additional documentation, as needed.

|  |  |
| --- | --- |
| Program Overview |  |
| Describe criteria for admission |  |
| Curriculum Overview (course titles and descriptions) |  |
| Endorsement Overview |  |
| Desired impact of program |  |

Please provide a brief overview of the proposed program(s) assessment system including how the program anticipates using its assessments as part of its overall evaluation system. Attach additional documentation, as needed.

|  |  |
| --- | --- |
| Assessment System Overview |  |
| Key Assessments |  |
| Essential Data to be collected |  |
| Proposed Evaluation System |  |

## Appendix H – Licensure Portfolio Instructions

**Overview**

The Vermont Licensure Portfolio (VLP) consists of three parts that align with the Vermont Core Teaching Standards (CTS), which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progressions 1.0.

***Part One Theme: The Learner and Learning -*** Candidates demonstrate their ability to thoughtfully examine, critically analyze, and insightfully reflect upon their readiness to use an understanding of learning theory, learner development, and learner differences for the design of effective learning experiences in a variety of settings with diverse learners.

**Standard 1: Learner Development –** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance Criterion 1.1: Candidates use an understanding of learning theory (in areas such as cognitive, linguistic, social emotional or physical) to design appropriate learning experiences.

Performance Criterion 1.2: Candidates use an understanding of developmental theory (in areas such as cognitive, linguistic, social emotional or physical) to design appropriate learning experiences.

**Standard 2: Learning Differences –** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance Criterion 2.1: Candidates use an understanding of individual differences to design inclusive learning experiences.

Performance Criterion 2.2: Candidates use an understanding of diverse cultures and communities to design inclusive learning experiences.

**Standard 3: Learning Environments –** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance Criterion 3.1: Candidates design learning environments that support individual learning marked by active engagement.

Performance Criterion 3.2: Candidates design learning environments that support collaborative learning marked by positive social interaction.

***Part Two Theme: Content Knowledge and Instructional Practice -*** Candidates demonstrate the ability to thoughtfully examine, critically analyze, and insightfully reflect upon the use of content knowledge and assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning.

**Standard 4: Content Knowledge and Pedagogical Content Knowledge –** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Performance Criterion 4.1: Candidates accurately communicate central concepts of the discipline.

Performance Criterion 4.2: Candidates accurately address common misconceptions of the discipline.

**Standard 5: Application of Content for Transferable Skills –** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance Criterion 5.1: Candidates engage learners in applying perspectives from varied disciplines in authentic contexts (such as local and global issues).

Performance Criterion 5.2: Candidates integrate cross-disciplinary skills (such as critical thinking, creativity, and collaborative problem solving) to help learners demonstrate their learning in unique ways.

**Standard 6: Assessment –** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher’s and learner’s decision making.

Performance Criterion 6.1: Candidates implement multiple methods of assessment to monitor learner progress to inform instructional practice.

Performance Criterion 6.2: Candidates analyze an individual student’s work over time using multiple methods of assessment to adjust instruction.

**Standard 7: Planning for Instruction –** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance Criterion 7.1: Candidates plan instruction by drawing upon knowledge of content areas to meet rigorous learning goals.

Performance Criterion 7.2: Candidates plan instruction by drawing upon knowledge of learners to meet rigorous learning goals.

**Standard 8: Instructional Strategies –** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance Criterion 8.1: Candidates use a variety of instructional strategies to make the discipline accessible for diverse learners.

Performance Criterion 8.2: Candidates use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways.

***Part Three Theme: Professional Responsibility -*** Candidates demonstrate their ability to thoughtfully examine, critically analyze, and insightfully reflect upon their readiness for professional responsibility.

**Standard 9: Professional Learning and Ethical Practice –** The teacher engages in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance Criterion 9.1: Candidates are prepared for self-directed, continuous professional learning.

Performance Criterion 9.2:  Candidates are prepared to practice in a legal and ethical manner.

**Standard 10: Leadership and Collaboration –** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Performance Criterion 10.1: Candidates are prepared to collaborate with stakeholders (such as learners, families, colleagues, other school professionals, or community members) to ensure student learning.

Performance Criterion 10.2: Candidates are prepared to advance the profession through advocacy, leadership and/or action research.

**Components**

Each part includes an **Evidence Chart** and a **Narrative**.

**Evidence**

See the Evidence Chart at the end of this section for directions on identifying evidence and connecting this evidence to the Performance Criteria listed above. Parts I and III do not have specific required evidence.

Part II has required evidence. Each piece of required evidence must be aligned with a Performance Criterion. However, the required evidence does not have to be the evidence selected for analysis in the Narrative. Educator Preparation Programs (EPPs) may align this required evidence with Performance Criteria in their individual programs.

The required evidence for Part II includes:

1. A unit of study that contains at least five lessons and is representative of a candidate’s endorsement area(s), with an indication of how instruction will accommodate a range of learners and students with special needs;
2. 12-15 minutes of video (continuous or in clips) of the candidate providing instruction during the Student Teaching or Internship phase of the program, with accompanying annotations regarding the candidate’s teaching practice;
3. A supervisor’s observation or evaluation of the candidate’s teaching practice;
4. An analysis of samples of one student's work over time (multiple samples of one student) or analysis of samples of multiple students’ work over time drawn from the unit of study. (Student work means original products instead of teacher-generated tests, worksheets, etc., or standardized assessment tools.)

**Narrative**

For the Narrative for each Part, you are to demonstrate your ability to use three types of writing: description, analysis, and reflection. In a formally written and structured report, concisely address the three components listed below. Your Narrative must adhere to common standards for academic writing including grammar, usage, and mechanics (see the VT State Rubric for Writing Conventions), format (headings, spacing, pagination, etc.), and style (citations, quotes, and references). As a report of your professional performance, it is acceptable to use first person and active voice. Use pseudonyms throughout.

***Describe***

In the Description, candidates consider the Theme of the Part and illuminate their understanding of it. They can choose to do so by using literary devices such as story, metaphor, or image. If a program has candidates construct Part I across separate assignments, then they should refer to the Theme in each Description, which would provide more practice with descriptive writing.

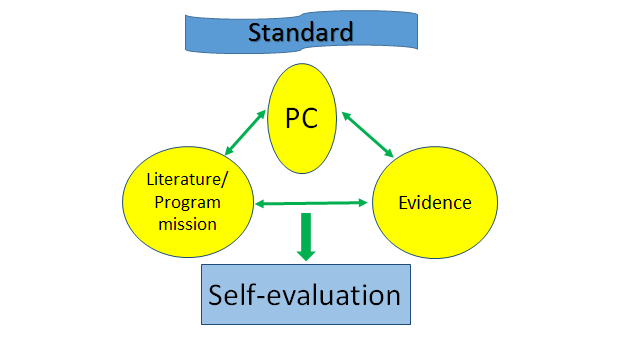
Directions: The purpose of the Description is to use descriptive writing to introduce the narrative. Write a short essay/paragraph that:

1. **Sets the context** in which the evidence was collected. and
2. Holistically **illuminates the meaning of the theme**.

***Analyze***

The purpose of the Analysis is to demonstrate your ability to critically evaluate your performance as an emerging professional. Todo so, you willconstruct a critical evaluation of your achievement of one Performance Criterion for each Standard. You will write 10 analyses in total (3 for Part I, 5 for Part II, and 2 for Part III). Each analysis should use four elements:

1. **Performance Criterion** – Explicitly interpret the features of the Performance Criterion.
2. **Literature/Theoretical Framework** – Use educational literature or program mission/theoretical framework to support your interpretation of the Performance Criterion. The *program mission or theoretical framework* can also include the mission or theoretical framework of the institution in which you completed fieldwork.
3. **Salient Evidence** – Select 1-2 pieces of salient evidence from the Evidence Chart for the chosen Performance Criterion. Articulate how your evidence connects to the Performance Criterion and the literature/program mission/theoretical framework. Throughout your analysis you should make explicit/direct connections to your evidence.
4. **Critical Self-Evaluation** – Use the Performance Criterion, literature, and salient evidence to evaluate how well you achieved the Performance Criterion: In what ways does your performance (based on evidence & literature) demonstrate your attainment of the PC, and in what ways does it not? Base your self-evaluation on the correspondence between the Performance Criterion, the educational literature (or program mission/theoretical framework) and your evidence (see diagram below).



***Reflect***

The purpose of the Reflection is to review your learning and identify areas for continued growth. The Reflection is an opportunity to practice reflective writing, in complement to descriptive and analytic writing. The intent of the Reflection is to have candidates employ reflective writing about the Theme of the Part. If a program has candidates construct Part I across separate assignments, then they should refer to the Theme in each Reflection, which would provide more practice with reflective writing.

The Reflection includes two elements:

1. **Review of your personal learning** – Examine specific incidents and points of learning related to the Theme of the Part (e.g. Part I Theme: The Learner and Learning), reconsider long-standing perceptions that were challenged or affirmed.
2. **Plan for ongoing learning** – Conceptualize ideas for ongoing growth in this area.

**Scoring**

Each Part will be assessed using the rubric and Score Report for that Part. A whole number (1, 2, or 3) is required for the *Descriptions, Analyses and Reflections*. Reviewers must make a judgement and briefly remark on their decision in the Comment section. In order to earn a PASS on any Part, the majority of items must achieve a score of 3 and none can be a score of 1.

Two qualified reviewers will score each Part of the portfolio independently. Reviewers will discuss split outcomes and determine the need for a third reviewer. In order to pass the portfolio, candidates must pass each Part in a reasonable amount of time, as determined by the Educator Preparation Program.

### Evidence Chart for Vermont Licensure Portfolio

Over the span of a teacher preparation program, as candidates complete course and fieldwork assignments they will collect evidence of their performance and align the evidence to Performance Criteria of the Core Teaching Standards for Vermont Educators. The evidence demonstrates performance of a specific Performance Criterion. Potential evidence (e.g. lesson plans, videos of teaching performance) for each Performance Criterion may be identified through the Educator Preparation Program materials or course syllabi.

This Evidence Chart is a mechanism for a candidate to collect and curate evidence that aligns with specific Performance Criterion. It is recommended that an electronic platform is used for the evidence chart. The candidate will collect evidence by title, which is hyperlinked to the evidence, and linked or tagged to a specific Performance Criterion. Each Performance Criterion must have at least one piece of evidence but may have many. One piece of evidence may address multiple Performance Criteria. Collate and organize all evidence cited in the evidence chart. For each piece of evidence, a rationale must be written to explain how the evidence demonstrates the Performance Criterion (2 or 3 sentences).

When a Narrative is submitted for Part I, II, or III, the reviewer will be given access to all of the collected evidence for the Performance Criteria of that specific Narrative. The Evidence Chart should be used as a cover page. The reviewer will check the Evidence Chart to observe the connection between the evidence and a specific Performance Criterion. A clear rationale makes this review more efficient.

Part II has required evidence (listed below). **Each piece of required evidence must be aligned with a Performance Criterion**. However, the required evidence does not have to be the evidence selected for analysis in the Narrative. Educator Preparation Programs (EPPs) may align this required evidence with Performance Criteria in their individual programs.

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate: |  | Submission Date: |  |
| Program: |  | Advisor: |  |
| Reviewer 1: |  | Review Date: |  |
| Reviewer 2: |  | Review Date: |  |

|  |  |  |
| --- | --- | --- |
| **Part I: The Learner and Learning** | | |
| Standard | Performance Criterion | Evidence & Rationale |
| **Standard I: Learner Development**  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | PC 1.1 Candidates use an understanding of learning theory (in areas such as cognitive, linguistic, social emotional or physical) to design appropriate learning experiences. |  |
| PC 1.2 Candidates use an understanding of developmental theory (in areas such as cognitive, linguistic, social emotional or  physical) to design appropriate learning experiences. |  |
| **Standard 2: Learning Differences**  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | PC 2.1 Candidates use an understanding of individual differences to design inclusive learning experiences. |  |
| PC 2.2 Candidates use an understanding of diverse cultures and communities to design inclusive learning experiences. |  |
| **Standard 3: Learning Environments**  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | PC 3.1 Candidates design learning environments that support individual learning marked by active engagement. |  |
| PC 3.2 Candidates design learning environments that support collaborative learning marked by positive social interaction. |  |
| **Part II: Content Knowledge and Instructional Practice** | | |
| ***Required Evidence to be linked in the Evidence Chart below***   * A unit of study that contains at least five lessons and is representative of a candidate’s endorsement area(s), with an indication of how instruction will accommodate a range of learners and students with special needs; * 12-15 minutes of video (continuous or in clips) of the candidate providing instruction during the Student Teaching or Internship phase of the program, with accompanying annotations regarding the candidate’s teaching practice; * A supervisor’s observation or evaluation of the candidate’s teaching practice; * An analysis of samples of one student's work over time (multiple samples of one student) or analysis of samples of multiple students’ work over time drawn from the unit of study. (Student work means original products instead of teacher-generated tests, worksheets, etc., or standardized assessment tools.) | | |
| Standard | Performance Criterion | Evidence & Rationale |
| **Standard 4: Content Knowledge**  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | PC 4.1 Candidates accurately communicate central concepts of the discipline. |  |
| PC 4.2 Candidates accurately address common misconceptions of the discipline. |  |
| **Standard 5: Application of Content**  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | PC 5.1 Candidates engage learners in applying perspectives from varied disciplines in authentic contexts (such as local and global issues). |  |
| PC 5.2 Candidates integrate cross-disciplinary skills (such as critical thinking, creativity, and collaborative problem solving) to help learners demonstrate their learning in unique ways. |  |
| **Standard 6: Assessment**  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. | PC 6.1 Candidates implement multiple methods of assessment to monitor learner progress to inform instructional practice. |  |
| PC 6.2 Candidates analyze an individual student’s work over time using multiple methods of assessment to adjust instruction. |  |
| **Standard 7: Planning for Instruction**  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | PC 7.1 Candidates plan instruction by drawing upon knowledge of content areas to meet rigorous learning goals. |  |
| PC 7.2 Candidates plan instruction by drawing upon knowledge of learners to meet rigorous learning goals. |  |
| **Standard 8: Instructional Strategies**  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | PC 8.1 Candidates use a variety of instructional strategies to make the discipline accessible for diverse learners |  |
| PC 8.2 Candidates use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways. |  |
| **Part III: Professional Responsibility** | | |
| Standard | Performance Criterion | Evidence & Rationale |
| **Standard 9: Professional Learning and Ethical Practice**  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | PC 9.1 Candidates are prepared for self-directed, continuous professional learning. |  |
| PC 9.2 Candidates are prepared to practice in a legal and ethical manner. |  |
| **Standard 10: Leadership and Collaboration**  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | PC 10.1: Candidates are prepared to collaborate with stakeholders (such as learners, families, colleagues, other school professionals, or community members) to ensure student learning. |  |
| PC 10.2 Candidates are prepared to advance the profession through advocacy, leadership and/or action research. |  |