ROPA Standards for Teacher Preparation Programs

Standard 1: Content Knowledge, Pedagogy, and Professional Dispositions

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

Program ensures that:

1.1 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.

1.2 Technology
   1.2.1 Candidates demonstrate the use of technology to instruct and assess learners and to improve student outcomes.
   1.2.2 Candidates demonstrate the ability to guide learners to use technology in safe, appropriate, and effective ways.

1.3 Candidates demonstrate the ability to engage students and involved adults in the planning, assessment, and reflection required to identify developmentally appropriate personalized learning goals.

1.4 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

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.

2.1 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.

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2.2 Programs ensure that candidates are knowledgeable about the program's assessment system, including its policies and criteria for entrance to the program, continuing in the program, entrance to student teaching, and successful completion of the program. Candidates should be knowledgeable about the Core Teaching Standards, Education Quality Standards, and all licensure requirements.

2.3 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.

2.4 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 teaching and take responsibility for student learning.

3.1 Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates develop effective teaching practices that support every student in meeting rigorous learning goals.

3.2 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.

3.3 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.

3.4 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

Program 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.

4.1 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.

4.2 Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.

4.3 Provider and programs recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.

4.4 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

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

Programs ensure that:

5.1 Candidates create welcoming learning environments that are inclusive of all students.

5.2 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.

5.3 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 for marginalized groups of people.

5.4 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.

5.5 Candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches.

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ROPA Standards for Educational 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:

1.1 Candidates demonstrate the content knowledge, skills, and dispositions of effective school administrators as detailed in Vermont's Core Leadership Standards.

1.2 Candidates demonstrate the ability to understand, respond to, and influence the political, social, economic, legal, and cultural context of their educational community.

1.3 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.

1.4 Candidates demonstrate the dispositions of successful educational leaders, for example, responsiveness, self-reflection, and the commitment to personal life-long learning.

1.5 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.

1.6 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.

1.7 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.

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2.1 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.

2.2 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.

2.3 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.

2.4 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.

3.1 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.

3.2 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.

3.3 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.

4.1 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.

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4.2 Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.

4.3 Provider and programs recruit, admit, support, and retain candidates, faculty and field mentors from diverse backgrounds.

4.4 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

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

Programs ensure that:

5.1 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.

5.2 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.

5.3 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.

5.4 Candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches.

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