Key:
Original changes proposed by revision team
AOE PBL team proposed changes
Updates made per PAC suggestions on 1-16-20

ROPA Standards for Teacher Preparation Programs

Standard 1: Content Knowledge, Pedagogy, and Professional Dispositions

Provider ensures that candidates ~~have the necessary content and pedagogical knowledge to help all students learn and to create learning experiences that make the discipline accessible and meaningful for learners.~~ *demonstrate content knowledge, pedagogy, and professional dispositions as well as an understanding of learner differences and development.*

~~Indicators~~Provider 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.
~~1.1 Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they are planning to teach.~~

~~1.2 Candidates demonstrate the use of technology to instruct and assess learners and to improve student outcomes.~~

~~1.3 Candidates demonstrate the ability to guide learners to use technology in safe, appropriate, and effective ways.~~

~~1.1.1~~ 1.2.1 Candidates demonstrate the use of technology to instruct and assess learners and to improve student outcomes.
~~1.1.2~~ 1.2.2 Candidates demonstrate the ability to guide learners to use technology in safe, appropriate, and effective ways.

~~1.2~~1.4 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 ~~in~~ consistent with a proficiency-based system with flexible pathways.

1.3 ~~Candidates have the necessary pedagogical knowledge in their endorsement area to design and implement learning experiences that are research-based and promote each learner's achievement of content.~~

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.

1.4 ~~Candidates understand and use multiple methods of assessment to measure student learning and use results to adjust their instruction to meet learners' needs.~~

1.5 ~~Candidates understand how learners grow and develop; recognize learner differences in cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and relevant learning experiences.~~

1.6 ~~Candidates understand individual differences, diverse cultures and communities, and create inclusive learning environments enabling all students to learn.~~

1.7 ~~Candidates understand and demonstrate professional responsibility that is guided by legal and ethical principles, and engage in ongoing professional learning.~~

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.

2.1 Programs use reliable, valid, and continuous assessment measures to evaluate candidates' knowledge and performance competencies in relation to the Vermont Core Teaching and/or Core Leadership Standards as well as to the endorsement requirements.

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, Educator Quality Standards, and all licensure requirements.~~and exit from the program.~~

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~~significant~~ progress toward meeting a majority of the goals ~~implementing their Five-Year Plan~~ from their Continuous Improvement Plan, ~~and~~ 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.

Indicators

3.1 Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates develop~~demonstrate~~ effective teaching practices that~~and~~ support every student in meeting rigorous learning goals ~~in a personalized, proficiency-based system~~.

3.2 Programs collaborate with their field partners to ensure that candidates ~~understand~~ 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.~~(e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.)~~

3.3 Programs~~, collaborate~~ with their field partners, ~~to~~ ensure that candidates participate in systemic collaboration with special educators, related service providers, and specialists to assume shared responsibility for supporting all students.~~know when and how to access resources (e.g., special educators, related service providers and specialists) to address students' needs.~~

~~3.4~~ 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.~~represent the range of grade levels, content, and requirements of the endorsement.~~

~~3.5 Programs provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.~~

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.

Indicators

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.
~~4.4 Provider demonstrates an overall effort to address community, local, regional, state and national needs for hard-to-staff schools and fields of teacher shortage.~~

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:
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.

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.

ROPA Standards for Leader Preparation Programs

Standard 1: Content Knowledge, ~~Pedagogy~~Leadership Skills, and Professional Dispositions

Provider ensures that candidates ~~demonstrate~~have the ~~necessary~~ content ~~and pedagogical~~ knowledge, leadership skills, and professional disposition ~~as detailed in Vermont's Core Leadership Standards.~~ of effective school administrators.

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~~Indicators~~Provider ensures that:

1.1 Candidates demonstrate the content knowledge, skills, and dispositions of effective school administrators as detailed in Vermont's Core Leadership Standards.
~~1.1 An education leader promotes the success of every learner by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.~~

1.2 Candidates demonstrate the ability to understand, respond to, and influence the political, social, economic, legal, and cultural context of their educational community.
~~1.2 An education leader promotes the success of every learner by advocating, nurturing, and sustaining a school culture and instructional program conducive to learning and staff professional growth.~~

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.
~~1.3 An education leader promotes the success of every learner by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.~~

1.4 Candidates demonstrate the dispositions of successful educational leaders, for example, responsiveness, self-reflection, and the commitment to personal life-long learning.
~~1.4 An education leader promotes the success of every learner by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.~~

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.

1.5 An education leader promotes the success of every learner by acting with integrity, fairness, and in an ethical manner.

1.6 An education leader promotes the success of every learner by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

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.

2.1 Programs use reliable, valid and continuous assessment measures to evaluate candidates' knowledge and performance competencies in relation to the Vermont Core Teaching and/or Core Leadership Standards as well as to the endorsement requirements.

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.
entrance to student teaching, and exit from the program.

2.2

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.

Programs have made significant progress toward implementing their Five-Year Plan and addressing the concerns noted in previous ROPA evaluations.

Standard 3: Field Experiences

Provider and its PreK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective leadership. 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 learn from effective mentors and demonstrate effective leadership.
demonstrate effective leadership and 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, including those related to flexible pathways, personalized learning plans, and proficiency-based learning. understand the expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.)

3.4 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 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 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
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:

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.

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