

## Appendix E: Sample ROPA Documents

What follows are excerpts from ROPA documents generously volunteered by institutions. Multiple samples have been included wherever possible. Programs are encouraged to use the sample documents as a starting point for formatting their own work.

Sample Institutional Portfolios (VC, LSC and SMC)

Sample Five-Year Plans (GC, VC, and UVM)

Sample Visit Schedule (PR)

Sample Factual Corrections (JSC)

Sample Rejoinders (CSC, BC, and SIT)

Sample One Year Update or Focused Report (CC)

Sample Two-Year Report (GC)

Sample Substantive Changes (CSJ)

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### SAMPLE INSTITUTIONAL PORTFOLIO

*Excerpt thanks to Vermont College of Union Institute and University*

**STANDARD III: System of Assessment** – The institution uses rigorous performance assessments to evaluate candidates’ growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure have met the standards of performance for beginning educators as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling* and the *16 Principles for Vermont Educators*.

#### Indicators

**3.01** – The institution establishes and maintains performance criteria for entrance to and exit from its educator preparation programs.

#### Narrative

The M.Ed. Program evaluates applicants’ transcripts for the background needed or their endorsement area. Criteria for admission are published in program materials and include a major in the liberal arts or sciences, a strong academic record, clearly formed purposes in education, and competence in the use of information and communication technologies. Students must pass PRAXIS I, and, where required, PRAXIS II in order to be admitted. Our criteria for evaluation of the portfolio are clearly articulated, on both our Portfolio Evaluation form and our Portfolio Scoring Rubrics; and the principles required for all educator licensure candidates, the competencies required for each endorsement area competency, the *Five Standards for Vermont Educators*, and the degree criteria are published in the *M.Ed. Student Handbook for Licensure Options*. In addition, term evaluations and grade equivalency forms indicate to students criteria for their continuance in licensure.

#### Suggested Supporting Documentation

M.Ed. Program admissions brochure

*M.Ed. Student Handbook for Licensure Options*

*M.Ed. Student Handbook*

Portfolio Evaluation form  
Portfolio Scoring Rubrics  
Grade equivalency forms

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## **SAMPLE INSTITUTIONAL PORTFOLIO**

*Excerpt thanks to Lyndon State College*

### **ANALYSIS AND REFLECTIVE SUMMARY - STANDARD IV: CANDIDATE KNOWLEDGE, SKILLS AND DISPOSITIONS**

#### **ALL LICENSURE PROGRAMS**

All education programs at Lyndon State College require students to meet the standards delineated in *Vermont's Five Standards for Educators: A Vision for Schooling* and the *16 Principles for Vermont Educators*. These standards are introduced early in the education programs, and the core of the program is built around these standards.

Data indicate that candidates for licensure all our education programs are knowledgeable in the content area of their endorsements and have strong pedagogical skills. The programs have clear criteria for determining candidates' readiness for licensure. The education programs have fully implemented the requirement for a B average prior to student teaching; a few rare exemptions to this rule have been allowed by the Dean of Academic and Student Affairs. Praxis I and II are required in all licensure programs. All education programs at Lyndon State College have integrated the licensure portfolio into the assessment system. All programs have agreed to use the same portfolio assessment format and a consistent process for portfolio review. While the development of an assessment format and review process is not yet fully complete, working together on these tasks has created a culture of improvement over the long term, including more specific standards, an increase in the rigor of the portfolio assessment, and a method of collecting data concerning program assessment.

Informally, the education licensure programs are known across campus as rigorous programs. This is supported by responses to student surveys which indicate that students feel they receive a good preparation for teaching. Surveys of cooperating teachers, administered each semester, indicate that most cooperating teachers believe that our students are well prepared for teaching.

Major goals for the near future include finalizing the portfolio assessment format and review process. In addition, faculty will assist students in limiting the volume of material in their licensure portfolios. Students have not been subject to a deadline for submitting the Level I Licensure Portfolio. Thus, some students who complete student teaching are not immediately recommended for licensure. Many complete the portfolio months after graduation. The Education Council's common portfolio process should alleviate this problem.

At the present time, we have not developed a curriculum map for the teaching of professional dispositions and attributes. This mapping will be facilitated through the development of a method of assessing these dispositions and attributes.

#### **ELEMENTARY EDUCATION**

##### **Strengths**

- The new format for final and mid term evaluations of student teachers and junior apprentices reflect licensure competencies.

##### **Relative Weaknesses**

- Despite the decrease of pedagogical credits allowed due to adding a liberal studies major, faculty continues to require students to be fully prepared to teach. This frequently creates stress and anxiety in students.
- While the catalog indicates that the Early Childhood Concentration deals with children from infancy to age 8, the emphasis is on preK-3.

#### Possible Improvements

- The new program will address the stress created by requiring four or five mini-methods courses in each of two semesters.
- The Early Childhood Concentration should reflect a preK-3 licensure program only.

## SECONDARY EDUCATION

### Strengths

- The first round of portfolio assessments using the new criteria found our students well prepared to meet the requirements of the new portfolio.

### Relative Weaknesses

- Some need for revision of the Portfolio Organizer (see evidence room) is necessary based on analysis of data from the first round.

### Possible Improvements

- The SEP will make the necessary revisions to the Portfolio Organizer and provide instruction relating to the new portfolio criteria.

## PHYSICAL EDUCATION

### Strengths

- The clinical teaching component for junior methods classes provides students with teaching opportunities prior to student teaching. PETE students are ready to accept full responsibility for planning and teaching at student teaching sites after only one week of observation.

### Relative weaknesses

- The attainment of physical education content knowledge is limited to 6 required credits in the secondary core.

### Possible Improvements

- The expansion of opportunities to take more classes would assist students in developing in-depth understanding of physical activities.

**SAMPLE INSTITUTIONAL PORTFOLIO**  
*Excerpt thanks to Saint Michael's College*

**STANDARD VI: Resources**

The institution provides its educator preparation programs with the funding, personnel, resources and authority necessary to prepare quality educators as described in Vermont's Program Approval Standards.

Indicators

[6.01](#)   [6.02](#)   [6.03](#)   [6.04](#)   [6.05](#)   [6.06](#)

**Indicator 6.01 NEASC: The program is part of a higher education institution that is accredited by the New England Association of Schools and Colleges (NEASC).**

**Narrative:**

St. Michael's College is accredited by the New England Association of Schools and Colleges. NEASC approval was confirmed on November 10, 2000. The Self-Study Report generated for this purpose contains a self-study of both the undergraduate and graduate programs. The report is available in the exhibit room and is entitled *Education Department Self-Study Report* (April, 1999), and the [approval certificate](#) is available online.

**SAMPLE FIVE-YEAR PLAN**  
*Excerpt thanks to Goddard College*

Standard	Improvement	Action Steps	Time Line	Persons Responsible
Opportunities for Standards-based Preparation	I.1.01 Assure strong liberal arts studies with major	a. Implement workshops with Goddard BA program faculty b. Incorporate transcript review worksheet with BA student workshop c. Continue work with admissions review process	a. Complete 1/03 b. Complete 6/05 c. Major revisions complete 11/05	a. Program Director b. Licensure Coordinator c. PD and LC
	I.1.02 Assure alignment of Goddard competencies with state endorsement standards	a. Review and revise competencies in light of state standard	Complete 6/05	a. Licensure Coordinator
	I.1.03 Strengthen learning opportunities for child development	a. Identify additional resources in the area of child development b. Introduce Child focus study as a means for understanding development	Ongoing	a. Program Faculty b. Program Director

Standard	Improvement	Action Steps	Time Line	Persons Responsible
	I.1.04 Strengthen our literacy component, through attention to current policy in reading instruction, review of research	Convene a work session with reading specialists and faculty to enhance endorsement competency standards and resources in literacy	Ongoing/ Design meetings 5/06	Program Director, Faculty and Consultants
	I.1.05 Enhance college's technology resources and services Increase licensure students' capacity to integrate technology into to curriculum that will support student learning	Implement the college's library and technology strategic planning committee objectives Identify and provide technological resources that support learning in endorsement area	Complete 11/05 Ongoing Workshops	a. College Administration and committee b. Licensure Coordinator with consultant

**SAMPLE FIVE-YEAR PLAN**

*Excerpt thanks to Vermont College of Union Institute and University*

**Standard I – Opportunities for Standards-Based Preparation**

**Goal 1: Enhance opportunities for candidates to develop technological competence and use in instruction. (1.04)**

**Strategies**

Decide how to incorporate ISTE National Education Technology Standards into the program.

**Timeline, evidence**

Fall, 2003 (completed)  
Teacher Education Committee minutes

Design and offer workshops on the ISTE standards

**Timeline, evidence**

Design of workshops, Fall, 2003, Spring 2004 (completed)  
Offer workshops to students, Fall, 2004 (completed, ongoing)  
Workshop syllabi

Require demonstration of educational technological competence as part of principle 14 in the Portfolio.

**Timeline, evidence**

Effective with portfolios of students beginning immediately (Fall 2003, completed, ongoing)  
Demonstration in the portfolio of entry-level competence in educational technology  
Qualifying Portfolio entries, Licensure Portfolio entries demonstrating use of technology in lessons and units

Evaluate new portfolio entries and refine requirements

**Timeline, evidence**

Fall 2006  
Education Committee minutes

Introduce e-portfolios for both Qualifying and Licensure portfolios

**Timeline, evidence**

Work with Foliotek on developing templates (Spring 2006, ongoing)  
Conference call notes and email correspondence

Pilot e-portfolios with student work

**Timeline, evidence**

**SAMPLE FIVE- YEAR PLAN**  
*Excerpt thanks to the University of Vermont*

Status	Goals	Human Resources	Products	Support
	<b>Spring 2005</b>			
postponed	Plenary (TBD)	AD, AS, GTA, & DAS	itinerary	
NCATE complete ROPA in progress	Review of 2002 NCATE/ROPA Recommendations	AD, AS	Annual Report-NCATE Bi-Annual - ROPA	
complete	Articulation with CESS Strategic Plan	AD & AS	Strategic Plan	
In progress	Revisit/Revise Conceptual Framework	Dean, AD,AS, Chairs, Coordinators	document	
80 % complete	SPA/ROPA Identify Assessments	AS & Coordinators	Scoring criteria for program assessments	
	<b>Fall 2005</b>			
TBD	Review UCTE Purpose and Members of Leadership Team	Dean, AD, & AS	Agenda	
Complete Work sample dropped	Unit Assessment Committee <ul style="list-style-type: none"> <li>Blending in SPA (complete)</li> <li>Measuring effects on student learning (Moved to A5 taskforce)</li> <li>Synthesizing Data</li> <li>Work Samples (Candidate)</li> </ul>	AS, AD, & UAC	Minutes, Decision, & Unit Assessment Plan	Monthly meetings and retreats
Complete	Diversity [Unit Diversity Committee] <ul style="list-style-type: none"> <li>Program Dialogue</li> <li>Assessment Tool Development</li> <li>Review of 2002 NCATE/ROPA Recommendations (Complete)</li> </ul>	Diversity Committee Chair, AD, AS, & UDC, GA	Baseline data - Assessment Instrument (fall 2006)	Monthly meetings and retreats
All except Secondary	Develop Scoring Criteria for assessments (SPA/ROPA)	AS, Coordinators, program faculty	Standards based scoring criteria for program assessments	Program meetings
	<b>Spring 2006</b>			
In progress	Fully revised and articulated conceptual framework (NCATE/ROPA)	AD, AS & GA w/Chairs & coordinator	Written document	

## SAMPLE VISIT SCHEDULE

*Excerpt thanks to Peer Review*

### Wednesday, November 1

- 12:00 – 2:00 Orientation of Team Chair
- 2:00 – 2:30 Team Check-in to Hotel
- 3:00 – 4:00 Team Meeting @ South Burlington HS (Rm.201)
- 4:00 – 6:00 Team Observes Peer Review Clinic – SBHS (Rm.226) (PR)
- 6:30 – 8:00 Dinner with Wendy, Linda, Panelists and Candidates (PR)

***Vermont Room – Big Conf. Table – 18 people – Country Style Buffet***

***Panelists:***

***Candidates:***

***8:00-8:30- Chatting with dinner guests***

- 8:30 – 8:45 Evidence Room Overview (Burlington Room ) (PR)
- 8:45 – 9:30 Team Prepares for Thursday & Begins to Review PR Portfolios

### Thursday, November 2<sup>nd</sup>

***Breakfast: Order from restaurant or evidence room; bill to overnight room***

- 7:30 – 10:00 Interviews with Candidates  
School Visit - Burlington HS (PR)
- 10:00 – 12:00 Team Conducts Phone Interviews with Candidates' Employers  
Zampieri Building (Room 212) or Wyndham Evidence Room
- 12:00 – 1:00 Lunch with Partners (Catered by Le Petit Gourmet)  
Zampieri Building (Room 212)

***1. Jane Goodman, Teacher Apprenticeship Program (TAP)***

***2. Christine Booth, Maple Street School Apprenticeship Program***

***3. Sherry Carlson, Vermont Early Childhood Educator Licensure (VECEL) Program***

***4. Phyl Newbeck, Vermont Teacher Diversity Scholarship Program***

- 1:15 – 3:30 Team Work Time
- 2:00 – 2:30 Check- in (PR) Maria and Wendy  
***Break Set-up @ 2:00 – Lemon Refresher***
- 2:30 – 3:30 Team Work Time
- 3:30 – 4:30 Interviews with Panelists (PR)
- 4:30 – 6:00 Panel Discussion with Candidates

***In Person:***

***By Phone:***

- 6:00 – 7:00 Working dinner  
***(Order off menu and deliver to Evidence Room)***
- 7:00 – Initial Rating of Standards

### Friday, November 3<sup>rd</sup>

- 8:30 – 11:30 Team Collects Evidence and Writes, Administration Interview (PR)  
***8:30 - Marta Cambra, Director, Educator Quality***

**SAMPLE FACTUAL CORRECTIONS**  
*Excerpt thanks to Johnson State College*

**Standard 1.02**

Combined Elementary and Secondary – Music (p. 8)

Correction: K-12 licensure is the only option for Music candidates.

**Standard 1.03 (p. 10)**

“Dissimilar outcomes may occur for different sections of the same course number taught by adjunct faculty. This appears particularly true for the human development course.”

Correction: No “human development” course is offered. Rather candidates take either *Child Development* for K-6 licensure, *Young Adolescent Development* for 5-9 licensure or *Adolescent Development* for 7-12 licensure.

**Standard 1.05 (p. 11)**

“Candidates learn classroom management theory through observation and analysis of cooperating teachers’ classrooms.”

Correction: Classroom management theory is addressed in a number of methods classes as noted in course syllabi, and especially in *Educational Psychology*. Please see highlighted areas of the attached syllabus that was available in the evidence room.

**SAMPLE REJOINDER**

*Excerpt thanks to Castleton State College*

Standards I- Opportunities for Standards-Based Preparation

**Rating: Emergent**

DOE Concern	CSC Response
1. Expectations for the PCK course’s ability to fully address candidates’ needs for content specific pedagogy are unrealistic. It is uncertain whether or not candidates will be able to meet the endorsement competencies through this course.	See “Endorsement Tables”. Each endorsement standard relevant to each license will be addressed with a plan that results in evidence. The table will be filled in by the candidate and mentor. Endorsement Standard Tables will be reviewed by the CSC PCK Professor. Progress will be monitored and shared in PCK classes. Experience relevant to each standard will be gained in the minimum 100 hours of PCK and 60 hours of Models field work.
2. In the absence of complete course syllabi, the team did not have sufficient evidence that candidates are assured of meeting endorsement requirements and that coursework is aligned with the <i>Vermont Framework of Standards and Learning Opportunities</i> .	Endorsement requirements: see above and “Endorsement Tables” below VT Framework. The Vermont Portfolio process insures that students demonstrate that they can write and execute Standards-based lessons. The Vermont Framework of Standards and Learning Opportunities is a central subject of the Curriculum, Assessment and Instruction course and of Pedagogical Content Knowledge.
3. Admission procedures were either unclear or missing, indicating that some candidates may not have the necessary content knowledge. Unless particular care is taken with this issue, candidates will graduate the program and fail to be designated Highly Qualified according to NCLB.	The licensure committee includes the CSC ACT II Program Director and Licensure Officer both of whom have been to trainings by Ann Bordonaro within the past year. Content knowledge is assessed carefully via transcript review forms (see attached samples, pg. 17-29 and blank form, pg. 9-11). Field Liaisons contribute their knowledge of HQT. Peter Mello, former principal of the Neshobe School, contributes his knowledge as a former principal. See sample Transcript Review forms.

## SAMPLE REJOINDER

*Excerpt with thanks to the School for International Training*

### MEMORANDUM

**Date:** March 4, 2006  
**To:** Vermont Standards Board for Professional Educators  
**From:** Donald Freeman, Dean and Francis Bailey, ROPA Coordinator,  
School for International Training  
Brattleboro, Vermont  
**Re:** **Response to the Final Report of the Program Review Team**

On behalf of The School for International Training, we would like to thank the Visiting Team, chaired by Fred Wetzel, for their work on the Results Oriented Program Approval (ROPA) for our institution. The team's campus visit of May 8<sup>th</sup>- 11<sup>th</sup> resulted in Full Approval for the Programs in English as a Second Language and the Modern and Classical Languages – in French and Spanish. The Team's evaluation that these programs met all seven ROPA standards was a wonderful validation of these Programs and our nearly forty years of commitment to preparing second language teachers.

We believe the "results oriented" process used in assessing teacher licensure programs played to our strengths. Four decades of involvement in teacher education has resulted in an innovative and vibrant graduate education Program. The SIT Program is actually the largest language teacher preparation program in the country, as measured by the number of graduates. Our graduates are teaching Vermont's second language students English, French and Spanish throughout this state and the feedback received from both graduates and their employers over the years has reflected the fact that we are producing competent and committed teachers.

We acknowledge that SIT's commitment to experiential, whole person education and cross-cultural understanding has placed us somewhat outside the mainstream of teacher educational programs. We were therefore gratified that the Team, in report, clearly understood these unique program qualities and endorsed our vision for teacher education. The list of twelve commendations in the report highlights many of the Program's strengths and SIT's overall commitments.

In this report, we want to address three issues raised in the report's "Areas of Concern." Our intent is to clarify the reasoning for our approach and way of working in each of these instances. We would argue that these concerns need to be understood in the context of the Program's history and educational commitments, which are well represented in the overall report.

[...]

### **Standard III: 3.08: System of Assessment**

3. *The Report raises a concern that SIT does not restrict enrollment to students with undergraduate liberal arts degrees, or their equivalent.*

It is true that we do not have a policy to that effect. However, a review of our records shows that all candidates in the last five years have met this requirement.

**We pursue this issue here in order to seek dialogue with the Board about it. We would like challenge the suitability of this requirement for a graduate program, with a significant representation of international students. We recognize that the intent is to recruit teachers with a broad liberal arts background, and we support that intent as our own graduate admissions processes indicate. However, we see two levels of disconnect with the state requirement as it plays out in our program.**

1) We recruit **international students** from around the world to our program. While we require an undergraduate degree, or its equivalent, from these students, the concept of "liberal arts" can be difficult to evaluate in other countries' educational systems. The goal of student diversity can only be met

if admissions requirements are responsive to the diverse educational backgrounds of these international students.

2) Our programs are exclusively graduate programs. We have the luxury of recruiting students with **life experiences** beyond their undergraduate degrees. Our internal admissions process screens prospective students for cross-cultural experience – typically, extensive travel and living experience outside the U.S. and second language learning. The process is designed to admit only students with a broad knowledge base, based upon their educational history and life experiences.

For these reasons, we believe that the Program meets the spirit of the requirement, although we find its specific implementation not productive to enforce.

**SAMPLE REJOINDER**

*Excerpt thanks to Bennington College*

<b>Standard I – Opportunities for Standards-Based Preparation</b>		
<b>Rating: Approaching Standard</b>		
DOE Concern	Bennington College Response	Timeframe
1. The reliance on the field work term for field placements does not consistently result in intentional, purposeful field experience in classrooms prior to the student teaching year.	Meetings will occur with the Director of FWT in an effort to create a closer collaboration between the CCT and the FWT office. At the same time, we are exploring the possibility of candidates applying earlier to the program which might allow for planning more meaningful experiences prior to the student teaching year.	'06-'07 academic year
2. Vermont regulation 5923.3 requires that candidates complete a “minimum of twelve consecutive weeks of student teaching in an educational setting where the student shall gradually assume <i>the full role and responsibilities of a classroom teacher.</i> ” Secondary education candidates who do not experience teaching a full day of classes do not meet this regulation.	Changes to the student teaching requirement are being considered to address this requirement. For example, student teachers at the high school level will be required to teach full days of classes for two weeks during each term in addition to the current requirement of participating in two courses for the entire year.	'06-'07 academic year
3. The reliance on the full-year student teaching experience does not assure that all candidates have a strong grounding in specific teaching strategies and methodologies, knowledge of resources and materials, and the assessment of learning in their respective discipline.	Candidates’ work during the student teaching year will be structured by using the endorsement-area Performance Standards in order to assure that they do have a strong grounding in the range of strategies and methodologies needed to be a great teacher.	'06-'07 academic year
4. Candidates are not consistently getting the opportunity for knowledge of technology specific to their content area. They do not consistently use technology as a teaching and learning tool.	A plan for how to best integrate technology will be developed. Discipline-specific technology needs will be researched and then the information will be assessed to determine teacher candidate needs.	Research of discipline specific needs - '06-'07 academic year Implementation of the plan '07-'08 academic year

<b>Standard I – Opportunities for Standards-Based Preparation</b>		
<b>Rating: Approaching Standard</b>		
DOE Concern	Bennington College Response	Timeframe
	Most recently, the newly created position of instructional technology manager has been filled to provide support for the integration of technology in classrooms at the College. This person will also serve as a resource to the CCT.	

**SAMPLE ONE YEAR UPDATE**  
*Excerpt thanks to Champlain College*

Standard IV: Candidate Knowledge, Skill and Dispositions  
Rating: **Approaching Standard**

**Concerns:**

1. There is no clear evidence that all arts and sciences faculty are aware of the impact of Praxis II testing and the endorsement competencies on their content areas.

**June 2005**

Faculty from each discipline will complete Praxis II exams and report findings to their departments and the advisory board. An English faculty member is scheduled to take the exam this summer and a faculty member from the social science department has already taken the exam. We were encouraged to discover that our social science curriculum is a very close match and where needed, adjustments are being made to accommodate any gaps.

**June 2006**

- **Full-time faculty from the departments of Social Sciences and English has taken Praxis II exams and are assisting their respective departments in revising curriculum as need. Additional faculty are planning to take the Praxis II exams during this summer and early fall.**
- **Endorsement competencies have been shared with appropriate Department Coordinators/Chairs and will continue to be a focus of attention for faculty teaching students in these programs.**

**SAMPLE TWO-YEAR REPORT**  
*Excerpt thanks to Goddard College*

*Standard VII: Institutional and Program Renewal*

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<i>1. The College did not specify the steps that it will take to implement a formal ongoing process of self-assessment based on the Program Approval Standards after the current ROPA-R review is completed.</i>	In light of the progressive and experimental nature of the college, we see self-assessment as a foundational characteristic of the program and an ideal way to model our philosophy of education. The five-year improvement plan along with an update demonstrating significant progress is included in our evidence. A revised action plan with a time line that allows us to address the concerns of the team as well as the growth and development of the Education and Licensure area is still in process. The feedback was valuable and provides good insight and direction for improvement	<i>Five Year Plan (Revised)</i>

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p><i>2. The Teacher Education Program needs to establish and formalize a regular process for the identification, collection, and analysis of data from various sources.</i></p>	<p>We continue to use our database and plan on extending it to include more data. We recently met with the college Technology Director who will assist us in this task as the transition is made to the virtual campus format. Goddard College has reactivated the position of Alumni Affairs Director. The Education Program has contacted the alumni office regarding more effective response to a survey and this work will continue. The alumni office follows up by e-mail and phone and obtains information about graduates' employment. These connections will be further developed with every program on campus including Education.</p>	<p><i>Licensure Student Data Base Sample Pages (also in Standard IV #2)</i></p>
<p><i>3. The College should explore strategies beyond mailing surveys to graduates in order to increase the response rates of the graduate and employer follow-up surveys.</i></p>	<p>We are planning to solicit alumni follow up by e-mail and phone as well as obtain information about students' employment after they leave the program. In obtaining employer input, school administrators have a work overload that needs to be taken into consideration. The Licensure Coordinator will bring this topic up at the VTCE meeting to learn what other programs do in this area.</p>	<p><i>ROPA-R Timeline</i></p>

*Considerations for further Program Development: This area in particular has shown immense growth since our review. The college wide technology platform, SIS, Apply web, and other platforms are just beginning to be fully engaged at the College. The availability of our library resources have been significantly enhanced since our last visit.*

**SAMPLE TWO YEAR REPORT**

*Excerpt thanks to Norwich University*

**Standard III – System of Assessment**

**Rating: Approaching Standard**

Concern	Response	Evidence
<p>5. Despite the efforts the University is making to inform candidates, the Team found evidence that the communication strategies currently used may not be effective for all candidates. Many candidates do not appear to have a clear idea of the assessment system and how it is implemented.</p>	<p>A more intentional approach to this concern has been taken. The updated student manual is used as part of the ED 101 Foundations of Education I curriculum. The creation of the pre-student teaching portfolio has been incorporated into the courses of study and must be completed as a requirement for ED 368 Curriculum and Methods of the Elementary School Subjects.</p>	<p>See syllabi for documentation.</p>
<p>6. The Team found no evidence that the assessment tools and processes have been evaluated in order to ensure their quality.</p>	<p>Exit interviews have been conducted and will continue to be conducted for all cooperating teachers, student teachers, and principals to evaluate the effectiveness of the student teaching process. A meeting of principals from the local area who provide field experience opportunities will be conducted to evaluate these experiences. In cooperation with Barre Town Elementary and Middle School, a collaboration has been established for creating quality field experience for candidates using Pathwise Framework Induction Program and Charlotte Danielson's Four Domain Evaluation as a basis for evaluation.</p>	<p>Copy of Letter from Principal Crowley, Barre Town Elementary and Middle School. Copies of Exit Interviews. Copy of invitation for area principals.</p>

**SAMPLE SUBSTANTIVE CHANGE**  
*Excerpt thanks to the College of Saint Joseph*

**Revision of Course Description for *GSE520 Practicum in Secondary Education***

That the course description for *GSE520 Practicum in Secondary Education* be revised so that it more clearly reflects field experience requirements.

The current course description for *GSE520* is as follows:

**GSE520 Practicum in Secondary Education**

The purpose of the practicum is to provide the student with additional field experience to develop the competencies required for initial licensure in secondary education.

Students are required to complete at least 60 hours in the field, devote activities to preparation and evaluation, and participate in supervisory meetings. Grade of "B" or better is required. 3 credits.

The revised course description would read as follows:

**GSE520 Practicum in Secondary Education**

The purpose of the practicum is to provide the student with teaching field experience to develop the competencies required for initial licensure in secondary education (grades 7-12).

The practicum experience will be at least 60 hours in an inclusive setting, and will include experience in more than one of the secondary grade levels\*, classroom observations, small group work, and whole class instruction in a developmentally appropriate sequence. A grade of "B" or better is required. 3 credits.

\*If the practicum does not include experience in the middle grades (7-8), the student's subsequent student teaching experience *must* include at least one of the middle grades.

The Guidelines for GSE520 will be amended in order to reflect the new structure for practica (see Appendix.).

**Rationale**

The new practicum course description and revisions to the practicum guidelines and contract will insure a developmentally sequenced, quality field experiences which allows the student the opportunity to develop the competencies required for initial secondary licensure. These changes also address the following ROPA-R concerns:

- The College needs to clearly articulate the purpose and the developmental progression of all field experiences. Field experiences should be monitored to ensure that candidates have the opportunity to participate in quality experiences. (LIC)
- There is little evidence of a clearly articulated purpose, developmental progression or coordination of sequence for all field experiences. [*See also 2004 Report*] (MATH)
- Developmentally sequenced field experiences (MATH Overall)