

VSBPE

Date: April 4, 2019

Item: Update on ROPA Standards Revision for VSBPE

Background

The ROPA Standards were last revised in Sept. 2013. Since that time, there have been changes which have affected the ROPA process. Those changes include the use of the Initial Licensure Portfolio as a requirement for all licensure candidates and the passage of Act 77, the Flexible Pathways Initiative. Also, the Core Leadership Standards have recently been revised (2018) so the ROPA Standards for Leader Preparation Programs should be revised to reflect them.

Work to Date

For the last several months, the ROPA Consultant has been researching the processes that other states use to grant approval to their EPPs to recommend candidates for educator licensure. The focus has been on states that generally rank at the top of the annual review done by the National Council for Teacher Quality (NCTQ), as well as the standards used by the Council for Accreditation of Educator Preparation (CAEP) and the newer Association for Advancing Quality in Educator Preparation (AAQEP). The office has compiled a comprehensive list of resources. We have found that much of what we are already doing is consistent with current best practices, though of course we do have room for improvement.

Next Steps

1. Convene a ROPA Revision Team. The team should be no more than ten people, with a suggested make-up of four representatives from EPPs, three from school districts, two from the AOE, and one PAC member.
2. ROPA Consultant to disseminate research, resources, and a suggested prototype of the revised standards to team members for review prior to work sessions.
3. Schedule a series of eight-ten bi-weekly work sessions.
4. Present the proposed standards to AOE leadership, the VSBPE, and the EPPs for review. Possible public comment period.
5. Make any needed revisions.
6. Once approved by the VSBPE, implement the new process/standards. Any EPPs that have their ROPA review scheduled within six months of the approval of the new standards will have the option of using the old or new standards.

Overview of Revision Ideas

From AAQEP:

- Cohort grouping for increased collaboration and support
- Size of team based on size of program
- Teams include a local practitioner (adjunct, local school consulting teacher)
- Last 30 minutes of initial off-site training/review includes member of EPP being reviewed

From Deans for Impact and other resources:

- Make data collection more consistent among EPPs. This would include use of a common tool for observing student teachers (Deans for Impact use CLASS) as well as development and use of a consistent survey tool. It is currently in Rule (5922.2, 5923.2) that programs must conduct “follow-up studies of graduates and those who have hired recent graduates” but this has not been done consistently.
- Make sure the data is actually used for program improvement. This is currently in the ROPA standards but can and should be more clearly defined and rigorous. This is the “Results” in Results-Oriented Program Approval that ROPA is all about.

From previous ROPA reviews in 2018:

- Add an indicator on classroom management. This was mentioned as a need in almost every review conducted, and has also been a theme running through previous ROPA reports.

From new education policy:

- Add an indicator related to Act 77 (personalized learning) to ensure teachers are being prepared adequately in this area.

Other:

- Alignment with local school districts re: assessment and evaluation measures