



**AGENCY OF EDUCATION
EDUCATOR QUALITY DIVISION**

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ROPA Standards for Teaching and Leadership Programs

The original seven ROPA standards have been revised into four standards in an effort to align the ROPA process with the new Core Teaching Standards and to remove redundancy. The revised standards also reflect the Common Core State Standards and the Vermont Core Teaching and Leadership Standards.

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.

Indicators

- 1.1 Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they are planning to teach.
- 1.2 Candidates use technologies within their discipline(s), apply them appropriately, and guide learners to use technology in a safe and effective way.
- 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 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.

Indicators

- 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 exit from the program.
- 2.3 Programs regularly and systematically use data from assessment measures to inform programmatic decisions.
- 2.4 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 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 demonstrate effective teaching and support every student in meeting rigorous learning goals.
- 3.2 Programs collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies (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 know when and how to access resources (e.g., special educators, related service providers and specialists) to address students' needs.
- 3.4 Candidates complete a sequence of high-quality field experiences that 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 an overall effort to address community, local, regional, state and national needs for hard-to-staff schools and fields of teacher shortage.

ROPA Standards for Leader Preparation Programs

Standard 1: CONTENT KNOWLEDGE, PEDAGOGY, AND PROFESSIONAL DISPOSITIONS

Provider ensures that candidates have the necessary content and pedagogical knowledge as detailed in Vermont's Core Leadership Standards.

Indicators

- 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 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 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 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 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.

Indicators

- 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 exit from the program.
- 2.3 Programs regularly and systematically use data from assessment measures to inform programmatic decisions.
- 2.4 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.

Indicators

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

3.2 Programs collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.)

3.3 Programs provide candidates with a variety of high-quality field experiences in accordance with Vermont internship requirements for administrators.

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 field mentors from diverse backgrounds.