Peer Review

VSBPE Presentation 10/23/2019

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Peer Review Mission Statement

Peer review provides a non-traditional licensure process for candidates who demonstrate proficiency in meeting the standards for Vermont educators. Peer Review guides prospective candidates through this unique and rigorous process of licensure by evaluating and ultimately recommending licensure to qualified candidates.

The peer review process recognizes that rich life experiences and diverse backgrounds, gained outside of formal teacher education programs, can be used to demonstrate the requirements for Vermont educators. This process encourages highly qualified and passionate individuals to pursue licensure to benefit all Vermont students.

PR Panelist Manual p. 4

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What is a Peer Review Portfolio? **Excerpt from the Peer Review Handbook*

A professional portfolio is a purposeful and reflective collection of documents and artifacts that provide evidence of one's knowledge, skills, accomplishments, and learning.

The purpose of a Peer Review Portfolio is to provide evidence of knowledge and accomplishments as they relate to the Vermont Core Teaching Standards (initial licensure) and/or the endorsement competencies.

The portfolio is more than a record of activities and experiences; it indicates specifically **how** the candidate met the competency and what **evidence** exists to verify a candidate has done so.

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Peer Review Two Routes to Licensure

Initial Licensure Portfolio

- Vermont Core Teaching Standards/New VLP format (9/1/2017)
- Endorsement Competencies
- Field Experience (Teaching)

Additional Endorsement Portfolio

- Endorsement Competencies
- 60 hour practicum

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Interview Format

1. **Pre-Interview Meeting: Calibration***

2. **Interview –clarifying questions**

3. **Post Interview Meeting: Calibration & determination.***

4. **PR Coordinator notifies candidate of panel determination.**

*Inter-Rater Reliability Sheet
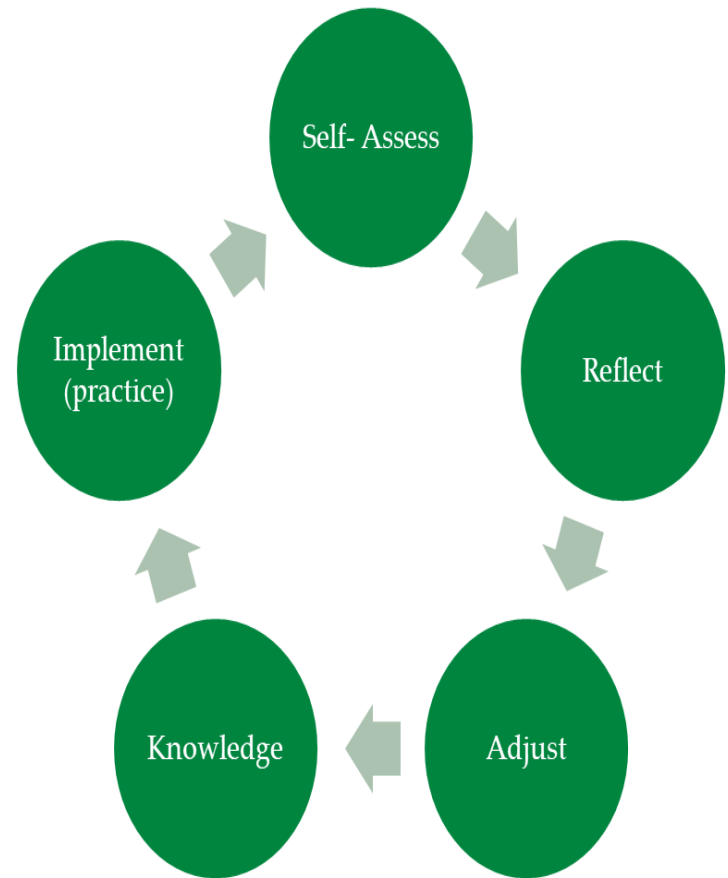
PR Panelist Manual Interview Process p. 23-24

3 Possible outcomes for candidate:

1. Letter of determination/recommendation

2. 30 day additional evidence.

3. Plan of Action.

The Peer Review process concludes when the letter of recommendation is issued.

Vermont Licensing Portfolio (VLP) & Peer Review

- Implemented 9/1/2017

- Challenges-PR not an EPP.

- Positives-Narrative format.

Self- Assess → Reflect → Adjust → Knowledge → Implement (practice) → Self- Assess

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Peer Review & VSBPE Approved VLP

- Use the new score sheets (Panelists/Candidates).

- Write rationales for scores(Panelists).

- Use inter-rater reliability for scoring portfolios and interview process (Panelists/Coordinator).

- Calibrate our process (Trainings & Interview).

- Annually submit a Part II narrative with panelist score sheets to EPIC for review (Coordinator).

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Same Portfolio, Different Approach

Previously:

- Peer Review portfolio was evidence-based.
- Peer Review uses standardized score sheets.
- Peer Review required (DAR) <mark>Description, Analysis, Reflection</mark> (DAR) per entry.

New VLP:

- VLP adopted evidence-based portfolios.
- VLP adopted standardized rubrics and scoresheets for reviewers. Peer Review Inter-rater reliability form.
- VLP utilizes DAR in narrative format.
- Evidence Charts

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VLP + Endorsement =Portfolio

**Description + Analysis+ Reflection = Portfolio**

- Ability to self- assess
- Ability to reflect on practice
- Ability to revise practice based on self assessment & reflection

Peer Review & ROPA Report Status

ROPA Report-"Conditional Approval"

- Stipulation: Program Assessment System for Continuous Improvement

"An assessment system should be put in place to provide continuous review and improvement of the PR program within the next two years. We recommend that the Peer Review Advisory Committee be a part of this process." (ROPA Report)

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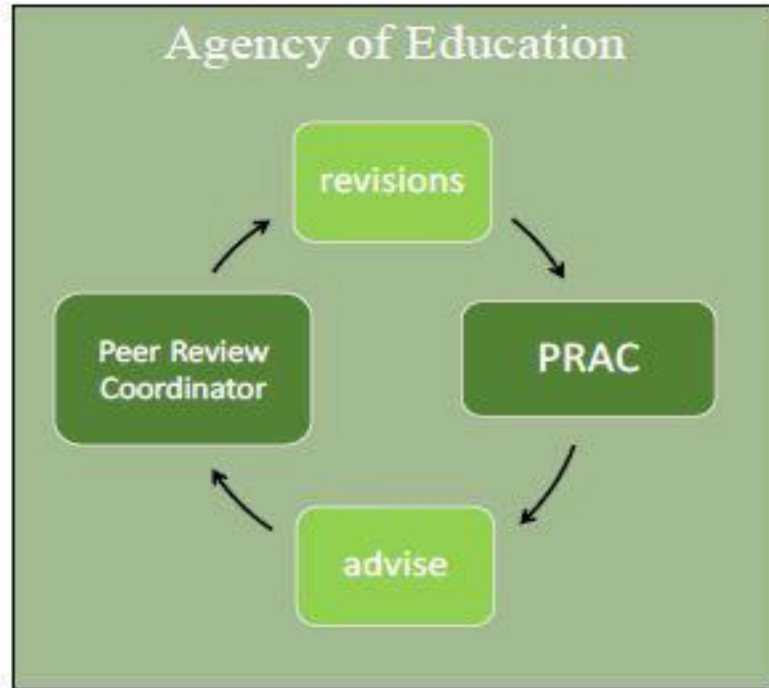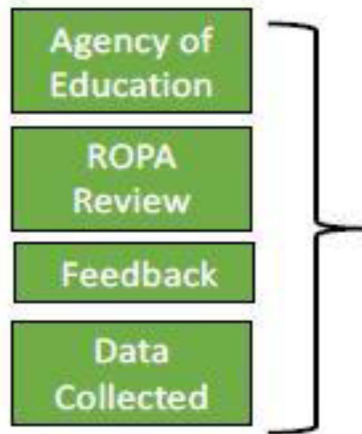
Peer Review Programmatic Change Process

Peer Review Data (ROPA)

Goal #1 Increase diversity of candidates applying to PR (Title II data).

Goal #2 Increase percentage of PR candidates for teacher shortage areas (math, science, ELL, special educator, Title II data).

Goal #3 Panelists scoring portfolios (percentage of rationales given and number of Additional Evidence or Plan of Actions)

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Peer Review Programmatic Changes

- **New Panelists Training Sessions** (Calibration/inter-rater reliability/subjectivity vs. objectivity) (ROPA)

- **New 3 Point Endorsement Rubric** (1=Below, 2=Meets, 3=Exceeds) (ROPA/PRAC).

- **New Peer Review Mentor Handbook.** (PRAC)
  - Mentor Observation Form (formative)
  - Candidate Self Assessment of Practice Form

- **New Field Experience Forms** (Professional Attributes & Dispositions (Mentor -summative). (ROPA/PRAC)

Peer Review Programmatic Changes

- **New Technology Required Evidence for the VLP (Part II & III)** (ROPA/PRAC)

- **New Student Teaching Action Plan Policy** (ROPA/PRAC)

- **Cross-training of Cathy Wilkins, Licensing Specialist.** (ROPA)

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ROPA Standard 1- Concern #1

Content Knowledge, Pedagogy, Professional Dispositions
"The "Peer Review Attributes and Dispositions Verification" is used inconsistently. It can be a mechanism for checking off boxes in the process rather than ensuring that candidates are meeting all of the items on the document. Training is needed to ensure that the form is being used rigorously and consistently. Mentor teachers should be provided with examples of evidence that they might look for in determining whether a candidate has adequately met each item on the form. No policy for when candidates are scored low by their mentor.

- **New Peer Review Mentor Handbook.** (ROPA/PRAC)
  - Mentor Observation Form (formative)
  - Candidate Self Assessment of Practice Form

- **New Field Experience Forms** (Professional Attributes & Dispositions; Mentor - summative). (ROPA/PRAC)

- **New Student Teaching Action Plan Policy** (ROPA/PRAC) Implemented 7/1/2019

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ROPA Standard 3- Concern #1

Field Experiences
"There is not a process for ensuring that student teachers have received observations and feedback. The Team understands that PR does not have any responsibility for the Student Teaching experience, but is concerned that there is not enough information for a panelist to evaluate if the field experiences were effective."

- **New Peer Review Mentor Handbook.** (ROPA/PRAC)
  - Mentor Observation Form (formative)
  - Candidate Self Assessment of Practice Form

- **New Field Experience Forms** (Professional Attributes & Dispositions; Mentor -summative). (ROPA/PRAC)

- **New Student Teaching Action Plan Policy** (ROPA/PRAC) Implemented 7/1/2019

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ROPA Standard 1- Concern #2

"Panelists have not been trained on the use of the VLP to score candidate work; the inconsistent scoring is a concern and was also noted as a concern in the 2013 ROPA report. In addition, panelists should be required to write comments when scoring a candidate portfolio. Some panelists consistently wrote in justifications, some wrote little to nothing. <u>This would then be information that could be gathered for programmatic assessment and improvement."</u>

- **New Panelists Training Sessions (Calibration/inter-rater reliability/subjectivity vs. objectivity)** (ROPA)
  - 98% of panelists were trained in July & August, 2019

- **New 3 Point Endorsement Rubric (Consistency and inter-rater reliability. 1=Below, 2=Meets, 3=Exceeds)** (ROPA/PRAC).

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ROPA Standard 1- Concern #3

"There is no process to ensure that candidates know how to guide learners to use technology in a safe and effective way."

- **New Technology Required Evidence for the VLP (Part II & Part III) (ROPA/PRAC) Implemented 9/1/2019.**

    - **Part II Content Knowledge & Instructional Practice Theme Required Evidence for Peer Review.**

        - At least one lesson plan demonstrating how the use of technology improved student learning (include assessment) and accessibility for all learners. For example: cameras, video (Peer Review)

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ROPA Standard 1- Concern #3

"There is no process to ensure that candidates know how to guide learners to use technology in a safe and effective way."

Peer Review Required Evidence for Part III Professional Responsibility:

(1) Read and sign the Vermont Code of Ethics for Vermont Educators form included in your acceptance packet (upload as evidence).

(2) Answering the question: "What does ethical teaching practice look like in the classroom/school?" Evidence suggestions: observation of mentor teacher, IEP meetings, curriculum meetings. Discuss what happened, roles of people, what role did you play, what are your legal and ethical responsibilities as a teacher.

(3) Answer the question: "How do you model (professional resource), teach, or guide learners to <u>use technology in a safe, legal and ethical way</u>?" Evidence suggestions: assistive technology, classroom rules &/or school social media policy, classroom/school technology usage rules/policies, citation of sources, lesson plans incorporating age appropriate technology.

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ROPA Standard 4- Concern #1

Resources & Practices:

"A plan should be developed for sustaining the program and continuing to work towards the goals in the 7-Year Plan even if there is staff turnover."

- To address this concern the Peer Review progress on the 7-year plan will be updated annually and included in annual update of the Peer Review Coordinator Manual (SOP).

- The Agency will cross-train an additional staff member in the Peer Review process in case of staff turnover.
    - Cathy Wilkins, Licensing Specialist, cross-trained into Peer Review (July, 2019)
    - Pre-Service Coordinator and EQ Director

Networked Improvement Community (NIC)

Networked Improvement Community (NIC) work. This work, facilitated by AOE staff, brings stakeholders together to solve a common program. In the case of Peer Review, the common problem or issue is addressing mentoring so that it helps Peer Review candidates on provisional licenses in school districts state-wide. School districts regularly utilize the provisional license. It is intended that those on a provisional license attain the Level I license. This does not always happen. EQ staff, through the NIC process, will begin working with districts to try to improve the mentoring of Peer Review candidates on a provisional license.

Questions?

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Peer Review Coordinator

Vermont Agency of Education