

TO: Members of the Higher Education Committee

SUBMITTED BY: Mary Beth McNulty, Vermont Department of Education ROPA Consultant

ITEM FOR ACTION: Two-Year Report: Peer Review

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators vote to accept Peer Review's Two-Year Report and grant approval in accordance with the Higher Education Committee's recommendations.

MOTION:

I, _____, that the VSBPE accept Peer Review's Two-Year Report. I further move that, based on the Report and its accompanying documentation, the VSBPE grant Peer Review continued full approval as an alternate route to licensure.

BACKGROUND INFORMATION:

On November 1 – 3, 2006, a Program Review Team conducted a ROPA-R review of Peer Review. The review was conducted in accordance with Vermont's ROPA-R program approval standards and process. Members of the Program Review Team were: Harry Chaucer, Castleton State College; Kathy Jelly, VT College of Union Institute; Linda Metzke, Lyndon State College; Nancy Reid, Randolph Elementary and Terry Vest, Twinfield Union. The team was chaired by Maria Davoodi, University of CT. Marilyn Richardson and Mary Beth McNulty from the Vermont Department of Education assisted the team

The Report and Recommendations of the Program Review Team were approved by the VSBPE on June 21, 2007. A One-Year report was reviewed and approved by the VSBPE on September 22, 2008.

STAFF AVAILABLE: Mary Beth McNulty, ROPA Education Consultant and Marilyn Richardson, Higher Education Liaison.

Peer Review - ROPA - Two Year Report

I. Program Overview

Program	Delivery Model	Number Who Submitted Portfolios in the Last 3 Years	Number of Completers in the Last 3 Years	Notes
<i>Administrator</i>		2008: 3 2007: 1 2006: 1	2008: 3 2007: 0 2006: 1	1 Inactive
<i>Art</i>		2008: 3 2007: 1 2006: 6	2008: 2 2007: 1 2006: 6	1 Pending
<i>Business Education</i>		2008: 0 2007: 3 2006: 2	2008: 0 2007: 3 2006: 2	
<i>Coop Career & Tech Educ</i>		2008: 1 2007: 0 2006: 1	2008: 1 2007: 0 2006: 1	
<i>Dance</i>		2008: 1 2007: 0 2006: 0	2008: 1 2007: 0 2006: 0	
<i>Design & Technology</i>		2008: 0 2007: 1 2006: 1	2008: 0 2007: 1 2006: 1	
<i>Early Childhood Education</i>		2008: 5 2007: 7 2006: 2	2008: 4 2007: 6 2006: 1	1 Pending 1 Pending 1 Inactive
<i>Early Childhood Special Education</i>		2008: 1 2007: 1 2006: 1	2008: 1 2007: 1 2006: 1	
<i>Educational Technology Specialist</i>		2008: 5 2007: 5 2006: 2	2008: 4 2007: 4 2006: 2	1 Pending 1 Inactive
<i>Elementary</i>		2008: 4 2007: 3 2006: 8	2008: 2 2007: 3 2006: 6	2 Pending 2 Inactive
<i>English</i>		2008: 8 2007: 10 2006: 5	2008: 7 2007: 7 2006: 4	1 Pending 3 Pending 1 Inactive
<i>English as a Second Language</i>		2008: 3 2007: 1 2006: 0	2008: 3 2007: 1 2006: 0	
<i>Foreign Language</i>		2008: 9 2007: 9 2006: 5	2008: 6 2007: 8 2006: 5	3 Pending 1 Inactive
<i>Health Education</i>		2008: 3 2007: 2 2006: 1	2008: 3 2007: 2 2006: 1	
<i>Library Media Specialist</i>		2008: 1 2007: 1 2006: 0	2008: 1 2007: 1 2006: 0	
<i>Marketing & Sales Services</i>		2008: 0 2007: 0 2006: 1	2008: 0 2007: 0 2006: 1	
<i>Math</i>		2008: 3 2007: 7 2006: 6	2008: 3 2007: 7 2006: 6	

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Program	Delivery Model	Number Who Submitted Portfolios in the Last 3 Years	Number of Completers in the Last 3 Years	Notes
<i>Middle Level</i>		2008: 12 2007: 8 2006: 8	2008: 10 2007: 6 2006: 8	2 Pending 2 Inactive
<i>Music</i>		2008: 5 2007: 1 2006: 1	2008: 4 2007: 0 2006: 1	1 Pending 1 Inactive
<i>Physical Education</i>		2008: 4 2007: 4 2006: 2	2008: 2 2007: 4 2006: 2	2 Pending
<i>Reading/ELA Specialist</i>		2008: 0 2007: 1 2006: 0	2008: 0 2007: 1 2006: 0	
<i>School Counseling</i>		2008: 2 2007: 3 2006: 1	2008: 2 2007: 2 2006: 0	1 Pending 1 Inactive
<i>Science</i>		2008: 6 2007: 3 2006: 7	2008: 4 2007: 2 2006: 7	2 Pending 1 Inactive
<i>Theater Arts</i>		2008: 1 2007: 0 2006: 0	2008: 1 2007: 0 2006: 0	
<i>Social Studies 7-12</i>		2008: 3 2007: 3 2006: 6	2008: 3 2007: 3 2006: 6	
<i>Special Educator</i>		2008: 5 2007: 4 2006: 6	2008: 5 2007: 4 2006: 5	1 Inactive

II. Introduction: Program Update

1. Are there any major changes at the institution that have impacted or may impact the program? **No**
2. Are you anticipating any substantive changes to your programs? **No**
3. What's happening in your program that's interesting? **We have had a very productive two years addressing the concerns of the ROPA team. Please see below.**

III. Program Stipulations

Program	Stipulation	Update	Evidence
None			

IV. Progress Address Program Approval Standards

	ROPA Standards	Indicators	How would rank yourself overall on this standard now?	Brief Rationale for this ranking (3-5 sentences)
1	Standards-Based Preparation <i>Emergent</i>	1.01 AS 1.02 E 1.03 E 1.04 E 1.05 E 1.06 NO E. 1.07 E 1.08 E	MEETS STANDARD	Peer Review is not a preparation program so we interpret this standard to mean that the peer review program verifies that the candidate has had standards based preparation. Since the ROPA evaluation, we have developed several tools to assure we do this on a consistent basis and that it is well documented. See progress addressing concerns below.
2	Collaboration with preK-12 Schools <i>Approaching Standard</i>	2.01 AS 2.02 NA 2.03 E 2.04 NA	MEETS STANDARD	In the past two years we have developed and implemented several policies in order to meet the standard indicators concerning collaboration with PK-12 schools. See progress addressing concerns below.
3	System of Assessment <i>Approaching Standard</i>	3.01 AS 3.02 E 3.03 AS 3.04 NA 3.05 MS 3.06 AS 3.07 NO E. 3.08 MS	MEETS STANDARD	We have designed a system of assessment to meet the concerns of the ROPA evaluation. See progress addressing concerns below.
4	Candidate Knowledge, Skills and Dispositions <i>Approaching Standard</i>	4.01 AS	MEETS STANDARD	Realizing that we ask the candidate to prove their knowledge, skills, and disposition, we have developed better ways to document this. See progress addressing concerns below.
5	Commitment to Diversity <i>Approaching Standard</i>	5.01 NA 5.02 MS 5.03 AS 5.04 E	MEETS STANDARD	We have added diversity to several of our new guidelines and documentation. See progress addressing concerns below.
6	Resources <i>Meets Standard</i>	6.01 NA 6.02 MS 6.03 AS 6.04 MS 6.05 MS 6.06 MS	MEETS STANDARD	We feel we have continued to meet this standard. See progress addressing concerns below.

	ROPA Standards	Indicators	How would rank yourself overall on this standard now?	Brief Rationale for this ranking (3-5 sentences)
7	Institution and Program Renewal <i>Emergent</i>	7.01 NO E. 7.02 AS 7.03 E 7.04 AS 7.05 NO E. 7.06 E	MEET STANDARD	<p>In February 2008 a Peer Review Advisory Committee (PRAC) was formed and the committee developed a five year plan for the peer review program based on the recommendations of the ROPA team (attached). The goals of this plan include:</p> <ul style="list-style-type: none"> • Establish a Peer Review Advisory Committee • Develop a Mission Statement • Develop guidelines/rubrics (for candidates and panelists) to determine adequate student teaching documentation (initial licensure, general requirement #3) • Establish/improve guidelines in order to provide consistency when reviewing portfolio documentation but continue to allow for individuality • Develop guidelines/rubrics (for candidates and panelists) to determine what does or does not meet the additional requirements (major; minor) <p>The PRAC has developed a follow-up procedure for candidates. Statistics will be compiled to help inform the Peer Review Process. See progress addressing concerns below.</p>

IV. Progress Addressing Concerns

	ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
1	Opportunities for Standards-Based Preparation	1. Candidates are not required to have a major in the endorsement area sought but are expected to have the equivalent. It is unclear how this is being assessed consistently.	<p>The PRAC has developed a template for panelists to use to determine if the evidence a candidate is presenting is equivalent to a major in the endorsement area. The following steps were outlined for panelists to make this determination.</p> <ul style="list-style-type: none"> • Number of credits in the content area • Years of experience teaching the content area • Formal Training without college credit • Praxis Test - Passing scores in the content area without courses • Flexible Credits - Journalism classes are not English classes. Class description of the actual course and the reflection on how that class fulfills the standard is necessary. • If less than a major or minor, the panels need to fill out the chart to determine the "equivalency." • Major or Minor in the content 	MAJOR/MINOR TEMPLATE PRAC INFORMATION

ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
		area <ul style="list-style-type: none"> • Personal Life Experience 	
	2. There are significant variations among portfolios in the quality of reflection.	We now require peer review clinic attendance where candidates are taught about reflection. We will be editing the Peer Review Handbook to give more examples of good reflection. We have made exemplary portfolios available for candidates to view.	CLINIC POWERPOINT HANDBOOK CHANGES EXAMPLE OF EXEMPLARY PORTFOLIOS
	3. Candidates may not have enough knowledge of education to know how to appropriately “fill in the holes” of their knowledge and/or experiences.	At the required peer review clinic we inform candidates of available resources (TAP, consultation with peer review staff, sample evaluations).	CLINIC POWERPOINT
	4. Documentation for Principles 8&13 is often weak or lacking.	We will provide a list in the Handbook and provide information at required clinics to assist candidates to understand appropriate evidence for Principles 8 (Integrating students with disabilities) and 13 (Educational Law) <ul style="list-style-type: none"> • Accommodations and/or modifications embedded in lesson/unit plans • Experience working with students on IEPs, 504s, 230s in the regular classroom setting • Attendance at IEP/EST/504 Meetings • Transcripts • In-service Training • Outside Workshops and Conferences • Staff Meetings • Relevant work experience Letters from licensed educators/ professionals documenting competence	CLINIC POWERPOINT HANDBOOK CHANGES

ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
	5. Candidates do not consistently demonstrate knowledge of human development.	We will provide a list in the Handbook to assist candidates to understand appropriate evidence for this standard. <ul style="list-style-type: none"> • Lessons plans/units demonstrate developmentally appropriate learning experiences • Reflections in portfolio highlight understanding of how developmental issues affect practice • Transcripts • Outside workshops/conferences • Parent training • Documented outside reading with reflection • Relevant work experience • Letters from licensed educators/ professionals documenting your competence 	CLINIC POWERPOINT HANDBOOK CHANGES
2 Collaboration with preK-12 Schools	1. There is no system to assure that candidates have field experiences with diverse populations of students.	Diverse Cultures was added to the student teaching rubric and is being addressed at required clinics. List of examples will be included in the Handbook for panelist's portfolio to demonstrate competency: <ul style="list-style-type: none"> • Unit/Lesson Plans show and understanding of diverse cultures • Transcripts • Workshops/Training • Letters from licensed educators/ professionals documenting your competence • Reflection • Work experience with diverse cultures • Volunteer experience with diverse cultures 	STUDENT TEACHING RUBRIC CLINIC POWERPOINT HANDBOOK CHANGES

ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
	<p>2. Portfolios do not consistently provide documentation that “candidates complete purposeful and developmentally sequenced field experiences” learning “to integrate content, pedagogical, professional, and general knowledge into their practice.” The variation of candidates’ experiences made it impossible to discern that all candidates have completed appropriate field experiences, student teaching, or the equivalent of student teaching.</p>	<p>A student teaching rubric was created to address the equivalency of the field placement. This is filled out by panelists as they review the candidate’s portfolio. Interview questions were developed to better document field experiences.</p>	<p>STUDENT TEACHING RUBRIC INTERVIEW QUESTIONS</p>
<p>3 System of Assessment</p>	<p>1. The PR assessment system does not provide for consistent evaluation of candidate knowledge, skills, dispositions and performance.</p>	<p>We have developed a tracking system to monitor candidates’ progression through the program. This organizational sheet will be a part of every peer review candidate’s file in order to assure that all steps are taken and supporting documentation is included in each candidate’s file. The following documentation will be included in each candidates file (see attachment):</p> <ul style="list-style-type: none"> • Candidate’s Application • Letter of Acceptance • Praxis Test Scores • Portfolio • Evaluation Rubrics • Panel’s Summary • Additional Evidence (post interview) • Recommendation for Licensure • Plan of Action • Acceptance of Plan Forms • Plan of Action Documentation Evidence • File Completion Date <p>A student teaching rubric was created to address the equivalency of the field placement. This is filled out by panelists as they review the candidate’s portfolio. A dispositions checklist was created to be filled out by educational professionals and sent to the peer review consultant for review.</p>	<p>DISPOSITION CHECKLIST STUDENT TEACHING RUBRIC INTERVIEW QUESTIONS TRACKING SYSTEM CHECK LIST</p>

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ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
	<p>2. Design of the PR portfolio does not provide for consistent documentation of candidate knowledge, skills, dispositions and performance.</p>	<p>A dispositions checklist was added to the portfolio to be filled out by educational professionals and sent to the peer review consultant for review.</p> <p>A student teaching rubric was added to the portfolio to address the equivalency of the field placement. This is filled out by panelists as they review the candidate's portfolio.</p> <p>Evidence of successful completion of Praxis testing must now be included in the portfolio.</p> <p>Student work is now required in the portfolio.</p> <p>Interview questions were developed to provide consistency at every interview.</p> <p>Every candidate is required to attend a clinic to help them better prepare their portfolio and familiarize the candidate with the portfolio required format and requirements.</p>	<p>DISPOSITONS CHECK LIST STUDENT TEACHING RUBRIC PRAXIS CLINIC POWERPOINT</p>

ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
<p>4 Candidate Knowledge, Skills and Dispositions</p>	<p>1. Not all candidates demonstrate the required knowledge, skills and dispositions in their portfolios.</p>	<p>We have developed a tracking system monitoring candidates' progression through the program. This organizational sheet will be a part of every peer review candidates file in order to assure that all steps are taken and supporting documentation is included in each candidate's file. The following documentation will be included in each candidates file. (see attachments)</p> <ul style="list-style-type: none"> • Candidate's Application • Letter of Acceptance • Praxis Scores • Portfolio • Evaluation Rubrics • Panel's Summary • Recommendation for Licensure • Plan of Action • Acceptance of Plan Forms • Plan of Action Documentation Evidence • File Completion Date <p>A dispositions checklist was added to the portfolio to be filled out by educational professionals and sent to the peer review consultant for review.</p> <p>A student teaching rubric was added to the portfolio to address the equivalency of the field placement. This is filled out by panelists as they review the candidate's portfolio.</p> <p>Successful completion of Praxis testing must now be included in the portfolio.</p> <p>Student work is now required in the portfolio.</p> <p>Interview questions were developed to provide consistency at every interview.</p> <p>Every candidate is required to attend a clinic to help them better prepare their portfolio and familiarize the candidate with the portfolio required format and requirements.</p>	<p>ORGANIZATIONAL SHEET DISPOSITIONS CHECKLIST STUDENT TEACHING RUBRIC HANDBOOK CHANGES INTERVIEW QUESTIONS</p>
	<p>2. Student work and reflection on evidence are missing from most portfolios.</p>	<p>Student work in the portfolio is now required. At required clinics, candidates are instructed on what should be in their reflections as well as given examples of well written reflections to review.</p>	<p>HANDBOOK CHANGES</p>

ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
<p>5 Commitment to Diversity</p>	<p>1. The assessment system in place does not assure that candidates have knowledge of diverse cultures.</p>	<p>Diverse Cultures was added to the student teaching rubric. A list of examples will be included in the handbook for panelist's portfolio to demonstrate competency:</p> <ul style="list-style-type: none"> • Unit/Lesson Plans show an understanding of diverse cultures • Transcripts • Workshops/Training • Letters from licensed educators/professionals documenting competence • Reflection • Work experience with diverse cultures • Volunteer experience with diverse cultures 	<p>HANDBOOK CHANGES STUDENT TEACHING RUBRIC</p>
	<p>2. There is limited evidence of critical examination of schooling in relation to diversity and discrimination in education.</p>	<p>Diverse Cultures was added to the student teaching rubric. A list of examples will be included in the handbook for panelist's portfolio to demonstrate competency:</p> <ul style="list-style-type: none"> • Unit/Lesson Plans show and understanding of diverse cultures • Transcripts • Workshops/Training • Letters from licensed educators/professionals documenting your competence • Reflection • Work experience with diverse cultures • Volunteer experience with diverse cultures 	<p>HANDBOOK CHANGES STUDENT TEACHING RUBRIC</p>
<p>6 Resources</p>	<p>1. There do not appear to be resources sufficient to move Peer Review forward to becoming a more systematic and rigorous program.</p>	<p>A Peer Review Advisory Committee was created to support the peer review process. This is funded by the Department of Education. The Department of Education is supporting training for both candidates and panelists. The Department of Education supports the consultant's professional development.</p>	<p>PRAC INFORMATION</p>
<p>7 Institution and Program Renewal</p>	<p>1. Peer Review is only beginning to assess itself in relationship to each of the Program Approval Standards as this was the first ROPA review.</p>	<p>In order to assess the peer review program, the PRAC has developed a follow-up procedure for candidates and their employers. Statistics will be compiled to help inform the Peer Review Process. Each fall surveys will be sent out to successful candidates who were recommend for licensure in the previous year.</p>	<p>FALL SURVEYS</p>

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ROPA Standards	Concerns from ROPA Visit	Steps Taken to Address Concern	Evidence
	2. Funds and resources have not been allocated for data collection and completer follow-up. Nor are there plans in place to survey employers on the performance of completers.	The PRAC has developed a simple survey to be sent to candidates and employers. Statistics will be compiled to help inform the Peer Review Process. This will be funded through the Vermont Department of Education.	FALL SURVEYS
	3. There is no detailed Five-Year Plan.	A Five Year Plan has been developed and adopted	FIVE YEAR PLAN