

Appendix C: Peer Review
Vermont's Alternative Licensure Program
Professional Attributes and Dispositions Verification

This candidate is seeking educator licensure via Peer Review, which is an alternate route to licensure in Vermont.

Candidate's Name: Jennifer Austgen

Endorsement Sought: Multilingual Learner PK-12

Supervisor's Name: Beth McGeorge

Supervisor's School: MAUSD -

Supervisor's Signature: Beth McGeorge: Director of Student Support Services
By signing, the supervisor attests to adhering to the Mentor Responsibilities, as outlined, in the Peer Review Mentor Handbook.

Supervisor's License/Endorsement(s): Administrator License

*Supervisor is defined as U.S. licensed educator or U.S. licensed administrator.

Administrator Signature Beth McGeorge

Dates of Teaching Experience: 03/29/24

Proficiency Based Rubric

1-Unsatisfactory	2- Approaching	3-Meets	4-Exceeds
Candidate has rudimentary knowledge of performance criterion and does not apply or demonstrate in their teaching practice.	Candidate appears to comprehend the performance criterion and attempts (sometimes successfully) at implementation in their teaching practice.	Candidate has intermediate knowledge of performance criterion and successfully implements in their teaching practice.	Candidates has advanced knowledge of performance criterion and demonstrates a degree of complexity (beyond novice) in their teaching practice.

If candidate scores "1's" in any performance criterion should be addressed and a plan of action created to help the candidate develop the necessary attributes and/or dispositions to improve their practice. This form is intended as a summative assessment of Peer Review candidate's practice. This form should be completed prior to submission of the candidate's Peer Review portfolio. Most candidates will fall in the "2-3" range, with a few scores of "4's" for areas of strengths. Peer Review Panelists determine whether the candidate's field experience meets the 13-week requirement. See Peer Review Handbook pp. 5-6.

Part A. Candidate Dispositions. Please circle the column that best describes the candidate's achievement for each professional disposition listed below.

Professional Dispositions	1-Unsatisfactory	2-Approaching	3-Meets	4-Exceeds
Community/Relationship Building Skills (students, colleagues, parents, and community stakeholders) (P.C. 3.2 & P.C. 10.1)	Candidate demonstrates a <u>misunderstanding, or lacks knowledge of how collaborate or engage</u> learners, families, colleagues, other school professionals, and/or community members in a positive and respectful manner.	Candidate demonstrates the <u>ability to converse</u> in a positive, respectful, and collaborative dialog with learners, families, colleagues, other school professionals, and/or community members <u>regarding topics related to student learning.</u>	Candidate <u>successfully demonstrates the ability and knowledge of how to engage in positive, respectful collaboration</u> with learners, families, colleagues, other school professionals, and/or community members to ensure student learning.	Candidate demonstrates <u>exemplary ability and knowledge of how to engage in positive, respectful collaboration</u> with learners, families, colleagues, other school professionals, and/or community members to ensure student learning.
Communication Skills (students, colleagues, parents, and community stakeholders) (VT Licensure General Requirement #4)	Candidate demonstrates <u>deficiency</u> in the ability and/or knowledge to effectively express themselves verbally, in writing or other forms of creative expression by professional standards.	Candidate demonstrates the ability and/or knowledge to <u>express themselves</u> , with frequency, effectively verbally, in writing or other forms of creative expression by professional standards.	Candidate <u>successfully demonstrates their ability and knowledge to effectively express themselves verbally</u> , in writing or other forms of creative expression by professional standards.	Candidate demonstrates <u>exemplary ability and knowledge to effectively express themselves verbally</u> , in writing or other forms of creative expression by professional standards.
Life Long Learner/Intellectual Curiosity (P.C. 9.1)	Candidate demonstrates <u>misunderstanding of self-directed</u> professional learning and the <u>connection</u> to their professional growth as an educator.	Candidate demonstrates the ability to <u>identify options for professional learning</u> and understands the <u>benefits</u> to professional growth as an educator.	Candidate demonstrates the ability to <u>devise and enact opportunities for self-directed learning</u> ; and understands the <u>connection</u> to their professional growth as an educator.	Candidate demonstrates an <u>exemplary ability</u> to devise and enact opportunities for self-directed learning; and the <u>connection</u> to their professional growth as an educator.
Diversity (P.C. 2.2)	Candidate demonstrates <u>misunderstanding</u> and/or knowledge of how <u>learning experiences should be altered to accommodate culture and community.</u>	Candidate demonstrates the ability to <u>acknowledge cultural or community features to select and apply learning experiences.</u>	Candidate demonstrates the ability to use an <u>understanding of diverse cultures and communities to design and assess inclusive learning experiences.</u>	Candidate demonstrates <u>exemplary ability</u> to use an <u>understanding of diverse cultures and communities to design and assess inclusive learning experiences.</u>

Part B. Candidate Teaching Practice Attributes. Please circle the column that best describes the candidate's achievement for each professional attribute, listed below, referencing the candidate's teaching practice.

Teaching Practice Attributes	1-Unsatisfactory	2-Approaching	3-Meets	4-Exceeds
Instructional Strategies (Standard 8: P.C. 8.1 & P.C. 8.2)	Candidate demonstrates <u>misunderstanding and/or lack of knowledge</u> to use a variety of instructional strategies for effective instruction of diverse learners or the ability to discuss different instructional strategies.	Candidate <u>frequently</u> demonstrates the ability to use <u>different instructional approaches</u> , and the ability to <u>discuss different instructional strategies</u> .	Candidate demonstrates the ability to use a variety of instructional strategies to make the discipline <u>accessible for diverse learners</u> , and the knowledge to encourage learners to build skills to <u>apply knowledge in meaningful ways</u> .	Candidate demonstrates <u>exemplary</u> ability to use a variety of instructional strategies to make the discipline <u>accessible for diverse learners</u> , and to encourage learners to build skills to <u>apply knowledge in meaningful ways</u> .
Learner and Learning - Developmentally Appropriate Practice (P.C. 1.2 & P.C. 1.2)	Candidate demonstrates <u>misunderstanding and/or knowledge</u> of learning theory and/or development theory, and the <u>inability to provide developmentally appropriate learning experiences in two or more</u> of the following areas: cognitive, linguistic, social, emotional or physical.	Candidate demonstrates the ability to <u>reference</u> learning theory or development theory to select and <u>apply learning experiences in two or more of the following areas</u> : cognitive, linguistic, social, emotional or physical.	Candidate demonstrates <u>intermediate knowledge</u> and ability to use an understanding of both learning and development theory to design and assess appropriate learning experiences in <u>three or more</u> of the following areas: cognitive, linguistic, social, emotional or physical.	Candidate demonstrates <u>advanced knowledge</u> and ability to use an understanding of learning theory and development theory to design and assess appropriate learning experiences, <u>in the following areas</u> : cognitive, linguistic, social, emotional or physical.
Planning Instruction (Standard 7: P.C. 7.1 & P.C. 7.2)	Candidate demonstrates a <u>misunderstanding and/or lack of knowledge</u> to plan instruction using content area standards, and/or to plan instruction based upon knowledge of learners, to provide rigorous learning goals.	Candidate demonstrates the ability to <u>frequently</u> plan instruction using content standards, based on learner interest, to provide rigorous learning goals.	Candidate demonstrates the ability to plan instruction using knowledge of content area, and knowledge of learners to achieve rigorous learning goals.	Candidate demonstrates the <u>exemplary</u> ability to plan instruction using <u>thorough</u> knowledge of content and a <u>broad</u> knowledge of learner to achieve rigorous learning goals.
Content & Pedagogical Knowledge	Candidate demonstrates <u>misunderstanding and/or lack of knowledge</u> of the central concepts, tools of	Candidate <u>frequently</u> demonstrates the ability to select and implement the central concepts,	Candidate demonstrates ability to select and implement the central concepts,	Candidate demonstrates <u>exemplary</u> ability to <u>communicate original and detailed</u>

Classroom Management	Candidate does not have established classroom expectations and/or strategies to effectively manage a classroom.	Candidate attempts to establish classroom expectations and/or uses strategies to effectively manage a classroom.	Candidate has defined and established classroom expectations which are known to the students. Candidate uses strategies to effectively manage their classroom effectively.	Candidate has defined and established classroom expectations which are known to the students. Candidate uses strategies to effectively manage their classroom effectively and to create a positive learning environment.
Professional Ethics and Demeanor (P.C. 9.2). Reference: CODE OF PROFESSIONAL ETHICS AND RULES OF PROFESSIONAL CONDUCT FOR VERMONT EDUCATORS (VSBPE)	The candidate demonstrates a <u>misunderstanding, or lacks knowledge</u> , of legal or ethical principles of the profession, as outlined, in the VT Educators Code of Ethics (VSBPE).	The candidate demonstrates the ability to use the professional codes or legal statutes to <u>discuss professional situations</u> as outlined, in the VT Educators Code of Ethics (VSBPE).	The candidate demonstrates the ability to <u>deliberate and judge</u> professional dilemmas using ethical perspectives, legal standings, and standards of practice as outlined in the VT Educators Code of Ethics (VSBPE).	The candidate demonstrates <u>exemplary</u> ability to <u>deliberate and judge</u> professional dilemmas using ethical perspectives, legal standings, and standards of practice as outlined in the VT Educators Code of Ethics (VSBPE).
Attendance and Punctuality	Candidate is <u>frequently</u> absent and/or often arrives late and/or is not prepared.	Candidate is <u>occasionally</u> absent and/or arrives late but is prepared.	Candidate is present and/or <u>always on time, and prepared.</u>	Candidate is present, and <u>frequently arrives early.</u> Is always prepared and <u>provides additional personal time.</u>

Mentor Comments:(please attach an additional page if needed)

<p>(Standard 4: P.C. 4.1 & P.C. 4.2)</p>	<p>inquiry, and structures of the discipline, and how to identify or manage misconceptions of the discipline.</p>	<p>tools of inquiry, and structures of the discipline.</p> <p>Candidate has knowledge to identify and correct misconceptions from the discipline.</p>	<p>tools of inquiry, and structures of the discipline.</p> <p>Candidate has intermediate knowledge to identify and correct misconceptions of the discipline.</p>	<p>conceptions of the central concepts, tools of inquiry, and structures of the discipline.</p> <p>Candidate has <u>advanced knowledge to anticipate or uncover misconceptions and redirect understanding with models</u> from the discipline.</p>
<p>Assessment (Standard 6: P.C. 6.1 & P.C. 6.2)</p>	<p>Candidate demonstrates <u>misunderstanding and/or lack of knowledge</u> to use multiple methods of assessment and assessment strategies, as tools to inform and adjust instructional practice.</p>	<p>Candidate <u>frequently</u> demonstrates the ability and/or knowledge to use multiple methods of assessment and assessment strategies, as tools to inform and adjust instructional practice</p>	<p>Candidate <u>successfully</u> demonstrates the ability and knowledge, to use multiple methods of assessment, and assessment strategies, as tools to inform and adjust instructional practice.</p>	<p>Candidate demonstrates <u>exemplary</u> ability, and <u>advanced knowledge</u>, to implement multiple methods of assessment to monitor learner progress to inform and adjust instructional practice.</p>
<p>Inclusive Learning (P.C. 2.1)</p>	<p>Candidate demonstrates <u>misunderstanding and/or knowledge</u> of how <u>learning experiences</u> should be altered to <u>accommodate learner differences</u>.</p>	<p>Candidate <u>frequently</u> demonstrates the ability to <u>acknowledge general learner difference</u> to <u>select and apply learning experiences</u>.</p>	<p>Candidate <u>successfully</u> demonstrates the ability to use an understanding of learner <u>differences</u> to <u>design and assess inclusive learning experiences</u>.</p>	<p>Candidate demonstrates <u>exemplary</u> ability to use an understanding of <u>particular individual differences</u> to <u>design and assess inclusive learning experiences</u>.</p>
<p>Self- Reflection of Practice</p>	<p>Candidate is rarely reflective of their practice and misunderstands the importance of self-reflection for improving their teaching practice.</p>	<p>Candidate is sometimes reflective of their practice and attempts to use self- reflection to improve their practice.</p>	<p>Candidate is often self- reflective of practice and uses knowledge to adjust and improve their teaching practice.</p>	<p>Candidate is always self-reflective of practice. Candidate adjusts and implements new knowledge to improve teaching practice and student learning outcomes.</p>

Mentor Comments:(please attach an additional page if needed)

CODE OF PROFESSIONAL ETHICS AND RULES OF PROFESSIONAL CONDUCT FOR VERMONT EDUCATORS (5500)

Peer Review Portfolio Evidence for Performance Criterion 9.2: Candidates are prepared to practice in a legal and ethical manner. Please review the Code of Ethics for Vermont Educators in the following: VSBPE Rules Governing the Licensing of Educators and the Preparation of Educational Professionals, 2018, 36-45).

Directions: After signing, please scan and upload to your evidence chart.

By signing, I pledge to uphold the Vermont Code of Ethics set forth by the Vermont State Board for Professional Educators.



Signature of Student Teacher

Date:

3/27/24

I have reviewed the Code of Ethics with my mentee and have observed them practicing Performance Criterion 9.2: Candidates are prepared to practice in a legal and ethical manner.



Mentor Signature

Date:

3/30/24