

Checklist and Criteria for Portfolio Review

Teacher _____ Date _____

LSB Reviewer _____

Checklist:

The portfolio contains the following components required by VSBPE:

- _____ Personal information – name, school, teaching or administrative context, year (optional: resume)
- _____ Completed State Department of Education License Renewal Form
- _____ Table of Contents
- _____ Copy of current license and, if applicable, copies of any valid licenses or credentials required by the endorsement
- _____ Completed IPDP and amendments
- _____ Evidence of a minimum of nine re-licensing credits per endorsement in subject areas related to the competencies for each endorsement and the IPDP goals
- _____ Descriptions and reflections upon the goals in IPDP
- _____ New IPDP for the next re-licensure period

Quality indicators for each of the Five Standards and Sixteen Principles for Vermont Educators are listed in the booklet Five Standards for Vermont Educators: A Vision For Schooling. The educator compiling the portfolio, as well as the L/RSB reviewer, should be familiar with the quality indicators for each principle.

Criteria for the documentation or evidence of new learning that shows how each of the Five Standards and Sixteen principles for Vermont Educators and the IPDP goals have been met follows:

1. Learning (expertise in the endorsement area)

Each Vermont educator is knowledgeable about the standards for his/her endorsement(s). Each educator continues to acquire new learning in the content of his/her endorsement(s), and reflects this new learning in professional practice.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

2. Professional Knowledge (methodology and pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve Learning Opportunities for all students.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

3. Collegueship

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national professional standards, Vermont's Framework of Standards and Learning Opportunities, district goals, and school goals and/or action plans.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

4. Advocacy

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

5. Accountability

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators through a professional portfolio that includes evidence of rigorous professional development...

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

...reflective practice, and adaptation of practice to improve student learning...

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

...A portion of each educator's IPDP and professional portfolio is connected to his/her school's initiatives for improving student learning.

Little or No Evidence	Some Evidence	Clear Evidence

Notes:

6. A reflective narrative accompanies each piece of supporting documentation which addresses IPDP goals. The narrative describes the activity and connects it to goals, action plans and student achievement.

Little or No Evidence	Some Evidence	Clear Evidence
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Notes:

7. IPDP goals for the new licensure period are written based upon the reflection and analysis made during the portfolio process.

Little or No Evidence	Some Evidence	Clear Evidence
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Notes:

8. The reflective process includes the impact of new learning upon professional practice and any resulting changes in student learning.

Little or No Evidence	Some Evidence	Clear Evidence
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