

PORTFOLIO GUIDE

Incorporating the Level I Licensure Portfolio
for Candidates in
Elementary, Special Education, and Secondary
Licensure Programs

Introduction: Why Do A Portfolio?

The State of Vermont requires that all students in teacher preparation programs develop and maintain a portfolio throughout their entire college program. As specified by the State, the Portfolio is to document how you are meeting State and College of St. Joseph competencies and requirements for teacher licensure as stated in the *Five Standards for Vermont Educators*, the *16 Principles*, the *Requirements For All Candidates For Professional License, Competency Requirements*, and *Subject Area Endorsement Competencies* for your specific area(s) of endorsement.

The development of your portfolio is an ongoing process. It will commence in your first education course and culminate with the completion of your licensure program. At different stages of preparation, your portfolio will be reviewed by College faculty to determine how successfully you are meeting licensure requirements. At the end of your teacher preparation program, your portfolio and other achievements will be evaluated to determine whether you can be recommended for teacher licensure.

Your portfolio is to be developed, maintained, completed, and ultimately submitted in **electronic form**. For instructions and guidance in regard to the **Electronic Portfolio**, consult the **Electronic Portfolio Instructions** (which you will find in **Appendix IV** of this document, and on the **Education Division** and **Secondary Education** pages on the **Extranet**) and the **Electronic Portfolio Template** (available on the **Education Division** and **Secondary Education** pages on the **Extranet**).

While a portfolio that meets standard is a pre-requisite for program completion and for initial licensure, your portfolio is distinct from letter grades and test scores. It is a personal documentation of performance. Just as an artist puts together a collection of his or her best work to demonstrate proficiencies and special abilities, you also will create a portfolio which shows how you, as an individual, developed and achieved your goals through your experiences at the College of St. Joseph. The portfolio you create during your education program is an integral part of the portfolio you will be expected to keep as a professional teacher to document your maintenance of the standards and competencies your State requires of its teachers. Thus, the portfolio you begin now is a long term endeavor to demonstrate your values, your achievements, and your talents.

Putting Together Your Portfolio

Portfolio assembly involves both on-going and culminating evaluations of a prospective teacher's performance over time and in different school and learning environments and contexts. In assembling the portfolio, you should provide appropriate and sufficient documentation consistent with the Program Theme and which shows how you have met the requirements stated in the documents *Requirements For all Candidates For Professional License*, *Subject Area Endorsement Competencies*, the *Five Standards for Vermont Educators*, and the *16 Principles*.

At the completion of your licensure program, your completed portfolio needs to be submitted in both hard copy (loose-leaf binder) and electronic (CD) form. In both forms, your portfolio must be well organized, with entries and items clearly labeled.

Section I. Introduction

Purpose: For the licensure candidate to introduce him or herself, identify the purpose of the portfolio, and document that he or she has met or exceeded all *Requirements For All Candidates For Professional License* and *Subject Area Endorsement Competencies* for his or her specific endorsement area(s).

To be completed primarily through:

Undergraduate Elementary	Graduate Elementary	Graduate Special Education	Undergraduate Secondary	Graduate Secondary	Post-Baccalaureate Secondary
Undergraduate major and core; PRAXIS	Undergraduate major and core; PRAXIS; Comprehensive Exams	Undergraduate major and core; PRAXIS; Comprehensive Exams	Undergraduate major and core; PRAXIS	Undergraduate major and core; PRAXIS; Comprehensive Exams	Undergraduate major and core; PRAXIS

Section I. cont'd: Introduction

Purpose	Required Documentation and Essential Elements	Principles Addressed
<p>For the licensure candidate to introduce him or herself, identify the purpose of the portfolio, and document that he or she has met or exceeded all <i>Requirements For All Candidates For Professional License and Subject Area Endorsement Competencies</i> for his or her specific endorsement area(s).</p>	<ol style="list-style-type: none"> 1. Title Page which identifies the candidate and states the specific purpose of the portfolio (e.g., <i>A Portfolio Documenting Jane Doe's Qualifications for Level I Licensure as a Secondary English Teacher</i>) 2. Preface which briefly expands on the title page and which may further introduce the candidate and include acknowledgements 3. Resume 4. Transcripts 5. Scores for Appropriate PRAXIS Exams 6. Letter confirming that Comprehensive Exam has been passed, If available (required of Graduate Students only) 7. Philosophy of Education 8. A copy of the <i>Code of Ethics for Vermont Educators: A Statement of Beliefs</i>, signed by the candidate 	<p>Principle #1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i>.</p> <p>Principle #3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.</p> <p>Principle #5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.</p> <p>Principle #10: The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.</p> <p>Principle #13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.</p>

Section II

Pre-Student Teaching

Purpose: For the licensure candidate to demonstrate that he or she has met or exceeded the standards required to be admitted into student teaching.

Entry 1

Analyzing the Learning Environment

To be completed primarily through:*

Undergraduate Elementary	Graduate Elementary	Graduate Special Education	Undergraduate Secondary	Graduate Secondary	Post-Baccalaureate Secondary
EDU 100; EDU 101; EDU312; EDU 315; EDU 412 A&B; SPE 201; SPE 202; EDU 420	GED 506; GED520 GED 520A	GED 506; GSP 520 GSP 520A	EDU 101; SEE 301; SEE 308; SEE 310; SEE 401 A or B; SEE 420	GSE 520; GSE 521	GSE 520; GSE 521

* Work on this entry needs to begin prior to student teaching, but needs to be completed during student teaching.

Entry 1

Analyzing the Learning Environment

Purpose	Required Documentation and Essential Elements	Directions	Principles Addressed
<p>Candidates analyze the learning environment using knowledge of human development and individual differences to provide learning opportunities for all students.</p>	<ol style="list-style-type: none"> 1. Dated field notes 2. Analysis of the learning environment 3. Reflection 	<p>A) Observe a classroom over time and engage in a conversation with the classroom teacher. Describe the classroom context including:</p> <ol style="list-style-type: none"> 1. demographics; 2. number of students; 3. variety and types of learners including abilities; 4. physical space/room arrangement; 5. classroom management systems (rules, homework policies, etc); 6. classroom structure (looped, multi-age, departmentalized, other); 7. types of instruction and activities; 8. scope and sequence/standards for content area(s) (curricular maps, textbooks, etc.); 9. resources available (technology and human resources); 10. students' responses to instruction; 11. student-student interactions; 12. student-teacher interactions; and 13. teacher-parent interactions. <p>B) Describe the school context including:</p> <ol style="list-style-type: none"> 1. physical plant; 2. philosophy, climate, and culture; 3. behavior management system; and 4. connections with the community. <p>C) Analyze the information gathered from your observations, research and conversation with the teacher. Discuss these relevant factors and how they affect the teaching/learning process. Include any supports and challenges that affect instruction and student learning. Within the context of your analysis, consider the following:</p> <ol style="list-style-type: none"> 1. What factors in the school impact the classroom context? 2. How does what you learned relate to your understanding of learning theory and human development (emotional, social, physical, and intellectual)? 3. How are the needs of all students being met? 4. What is conducive to student learning and what interferes? <p>D) Reflect on your experiences. Within the context of your self-reflection, consider the following:</p> <ol style="list-style-type: none"> 1. How have your initial impressions of this learning environment changed or stayed the same over the period of time you have spent in the classroom? 2. What have you learned about the process of creating an effective learning environment? 3. As a teacher, what actions would you take to address issues of discrimination in your classroom? 4. What proactive steps would you take to provide equitable learning opportunities in your classroom? 5. What would be your strengths and challenges in creating such learning opportunities for all students? 	<p>Principle # 2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.</p> <p>Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.</p> <p>Principle # 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety.</p> <p>Principle # 10: The educator understands conditions and actions, which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.</p>

Entry 2

Accommodating Students Identified as Having Special Needs

To be completed primarily through:

Undergraduate Elementary	Graduate Elementary	Graduate Special Education	Undergraduate Secondary	Graduate Secondary	Post-Baccalaureate Secondary
SPE 201; SPE 202; SPE 403; EDU420	GED 506; GSP 503; GED 520A; GED520	GED 506; GSP 503; GSP 520A GSP 520; GRE 513; GSP 504; GSP 505; GSP 506; GSP 508; GSP 520	SEE 301	GSP 503	GSP 503

Entry 2

Accommodating Students Identified as Having Special Needs

Purpose	Required Documentation and Essential Elements	Directions	Principles Addressed
<p>Candidates demonstrate an understanding of how to identify and accommodate students with special needs in an equitable learning environment. This includes an understanding of applicable laws, policies, and procedures.</p>	<ol style="list-style-type: none"> 1. Summary of needs and accommodations (IEP, 504, etc.) 2. Notes from conference with classroom and/or special education teacher 3. Analysis of the information gathered 4. Reflection 	<p>Select one student who has an IEP and a second student who may be eligible or who is eligible for special services (e.g., a student on a 504 plan, an English language learner, a student identified as gifted, or a student who is in the early stages of the referral process). Gather information from multiple settings over time.</p> <p><i>For each student describe:</i></p> <ol style="list-style-type: none"> 1. The history of services provided; 2. The identification/referral process (including assessments); 3. The classroom setting including climate; 4. The instruction being provided including materials and any modifications; 5. Any human and/or technical support services provided; and 6. Information gathered from a conference with the classroom and/or special education teachers. <p>Analyze the information gathered discussing how the policies, procedures, and supports work to serve each of the two students. Within the context of your analysis, consider the following questions:</p> <ol style="list-style-type: none"> 1. Given your knowledge of law, policies, and procedures for students with special needs, how effectively are the needs of each of these two students being met? 2. What impact does the learning environment have on the learning for the two students as well as for all of the students in the classroom? <p>Reflect on your experiences with the two students. Within the context of your reflection, consider the following questions:</p> <ol style="list-style-type: none"> 1. What are the implications for teaching students with special needs within your endorsement area? 2. What would be your strengths and challenges in accommodating students with special needs? 	<p>Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.</p> <p>Principle # 8: The educator integrates students with disabilities into appropriate learning situations.</p> <p>Principle # 13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.</p>

Entry 3 Colleagueship and Advocacy

To be completed primarily through:*

Undergraduate Elementary	Graduate Elementary	Graduate Special Education	Undergraduate Secondary	Graduate Secondary	Post-Baccalaureate Secondary
All courses with field experience; Extra curricular colleagueship and advocacy; EDU 420	GED 520A; GED 520; GED 506; Extra curricular colleagueship and advocacy	GED 520A; GED 520; GED 506; Extra curricular colleagueship and advocacy	All courses with field experience; Extra curricular and curricular colleagueship and advocacy; EDU 420	GSE 520; GED 506; Extra curricular and curricular colleagueship and advocacy	GSE 520; GED 506; Extra curricular and curricular colleagueship and advocacy

*Work on this entry needs to begin prior to student teaching, but needs to be completed during student teaching.

Entry 3

Colleagueship and Advocacy

Purpose	Required Documentation and Essential Elements	Directions	Principles Addressed
<p>Candidates demonstrate the ability to work as a team member and advocate for students and families.</p>	<ol style="list-style-type: none"> 1. Documentation of participation (e.g., award certificate, program note, letter of recommendation etc.) 2. Description and analysis of experiences 3. Reflection 	<p>Colleagueship Describe your experiences where you have worked collaboratively to support students' learning and well-being. This may include work with colleagues in a higher education, school, work or volunteer setting (e.g., teaming with Para-educators, participating in IEP meetings, teaming with school personnel to implement a unit of study, creating and presenting a project with colleagues, working with a team of camp counselors, collaborating within a professional organization, service learning, etc.). Analyze your various experiences identifying the critical elements of effective collaboration. Within the context of your analysis, consider the following questions: <ol style="list-style-type: none"> 1. What skills and knowledge have you gained from working in collaborative relationships? 2. How have your experiences supported students' learning and well-being? Reflect on your experiences. Within the context of your reflection consider the following: <ol style="list-style-type: none"> 1. How will you work in collaborative relationships to promote the well-being of students and families in your classroom? 2. What do you see as your strengths and challenges working as a member of a collaborative team to support students' learning and well-being? Advocacy Describe your experiences in relationships where you advocated for students and their families (e.g. communications with parents, working with students outside of school, planning and facilitating community and family events, tutoring or mentoring, seeing a family or student in trouble and working to better things, volunteering, etc.) Describe possible resources available to support students and families (e.g., Boys and Girls Club, Washington West Family Child Center, a mentoring program, etc.). Analyze your experiences as an advocate identifying the multiple influences that may affect the ability of students to learn in the classroom. Within the context of your analysis, consider the following questions. <ol style="list-style-type: none"> 1. What skills and knowledge have you gained in advocating for students and families? 2. What do your experiences reveal about the multiple influences on students inside and outside of school? 3. What challenges have you confronted working as an advocate for students and families? 4. What resources were most effective in supporting students and families? Reflect on your experiences. Within the context of your reflection, consider each of the following questions. <ol style="list-style-type: none"> 1. What is the importance of your role as an educator and advocate in promoting the well-being of students? 2. What are your strengths and challenges as an advocate for students and families? </p>	<p>Principle #11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.</p> <p>Principle #12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.</p>

Entry 4 Teaching Episodes

To be completed primarily through:*

Undergraduate Elementary	Graduate Elementary	Graduate Special Education	Undergraduate Secondary	Graduate Secondary	Post-Baccalaureate Secondary
EDU 312; EDU315; EDU 305; EDU 321; EDU 322; EDU 323; SPE 403 EDU 412 A&B; EDU 420	GED503; GED 509; GED 510; GED 507; GED 527; GRE 512; GED 520A; GED 520	GED 509; GSP 520A; GSP 520	SEE 401 A or B; SEE 420	GSE 520; GSE 521	GSE 520; GSE 521

* Students will have the opportunity to practice lesson writing in methods courses. Entry will be completed in courses with field experience.

Entry 4 Teaching Episodes

Purpose	Required Documentation and Essential Elements	Directions	Principles Addressed
<p>Candidates demonstrate the ability to plan and teach two in-depth, standards-based lessons in the endorsement sought. Candidates reflect on student learning, and their teaching and growth over time.</p>	<ol style="list-style-type: none"> 1. Lesson plans. 2. Samples of student work with analysis 3. Video tape, transcription or detailed supervisor's notes of lessons taught 4. Evaluation of lesson by supervisor and/or cooperating teacher 5. Analysis of teaching and learning 6. Reflection 	<p>Select two lessons taught at two different times during your field experiences. Describe each lesson and the classroom context including:</p> <ol style="list-style-type: none"> 1. Grade level and curricular materials; 2. Classroom; 3. Number and ability levels of students; 4. Point in the teaching sequence the lesson takes place; 5. Rationale for lesson plan; and 6. Summary of lesson, assessment(s), and student work. <p>For each of the two lessons, analyze the effectiveness of your teaching and the level of student learning. Use the evidence from the video, transcription, or detailed supervisor's notes and your analysis of the students' work when considering the following questions:</p> <ol style="list-style-type: none"> 1. How appropriate were the standards/grade equivalents you selected for each lesson? 2. How did your goals, assessments, activities and teaching materials align with the standards/grade equivalents? 3. What information did your assessments provide about student learning? 4. In what ways were your teaching and management strategies effective or not effective in helping students meet or exceed the expectations for each lesson? 5. How did you create a positive learning environment? 6. How did your planning and preparation impact your teaching and student participation? 7. How did this lesson demonstrate strength in your endorsement area? <p>Reflect on each lesson. Within the context of your reflection, consider the following questions.</p> <ol style="list-style-type: none"> 1. If you taught this lesson again what changes would you make to improve the effectiveness of your teaching? 2. How did your knowledge and skills in your content area enable your students to meet the standards or <i>Grade Expectations</i>? 3. What are your strengths and challenges in providing opportunities for all students to meet or exceed the standards or grade equivalents? <p>Reflect on the two lessons together. Within the context of your reflection, address the following questions:</p> <ol style="list-style-type: none"> 1. What changes did you make in your teaching between the two lessons and what impact did those changes have on student learning? 2. What are your strengths and challenges in providing opportunities for all students to meet or exceed the standards or grade equivalents? 	<p>Principle #1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i>.</p> <p>Principle #4: The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i>.</p> <p>Principle #5: The educator creates a classroom climate that encourages respect for self and others positive social interaction, and personal health and safety.</p> <p>Principle #7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.</p>

Section III Student Teaching

Purpose: For the candidate to demonstrate that he or she has met or exceeded all of the standards requirements for a Level I Teaching License in his or her endorsement area(s).

Entry 5 Teaching Over Time

To be completed primarily through:*

Undergraduate Elementary	Graduate Elementary	Graduate Special Education	Undergraduate Secondary	Graduate Secondary	Post-Baccalaureate Secondary
EDU 420	GED 520	GSP 520	SEE 420	GSE 521	GSE 521

* Students will have the opportunity to practice developing units in methods courses. Entry will be completed during student teaching.

Entry 5 Teaching Over Time

Purpose	Required Documentation and Essential Elements	Directions	Principles Addressed
<p>Through a unit (or units) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.</p>	<ol style="list-style-type: none"> 1. Unit plan of study in endorsement area(s) which is researched, designed, and implemented 2. At least five lessons from the unit that capture the essence of student learning and the impact of your teaching 3. Analyzed samples of student work and other evidence of student learning 4. A video tape, transcription or detailed supervisor's notes of one lesson taught 5. Sample record keeping 6. Analysis of teaching 7. Reflection 	<ol style="list-style-type: none"> 1. Select a unit of instruction from your student teaching that you have researched, designed and implemented. (Whenever possible refrain from using packaged materials and commercial worksheets). 2. From the unit select at least five lessons that capture the essence of student learning and the impact of your teaching. 3. Describe both the classroom and academic context for the unit. 4. Analyze your teaching and student work in relation to the <i>16 Principles for Vermont Educators</i> as indicated in the rubric for this entry. 5. Reflect on your strengths and challenges in relation to researching, designing, and implementing future units of instruction. 	<p>All principles addressed.</p>

Entry 6 Self-Reflection and Vision

To be completed primarily through:*

Undergraduate Elementary	Graduate Elementary	Graduate Special Education	Undergraduate Secondary	Graduate Secondary	Post-Baccalaureate Secondary
EDU 420	GED 520	GSP 520	SEE 420	GSE 521	GSE 521

* Students will have the opportunity for reflection in several courses in each licensure program prior to student teaching. This entry will be completed during student teaching.

Entry 6 Self-Reflection and Vision

Purpose	Required Documentation and Essential Elements	Directions	Principles Addressed
<p>Candidates analyze and reflect upon their teaching and plan for their development as teachers.</p>	<p>Reflective Piece</p>	<p>Use this entry to express who you are as a teacher at this time. Your entry must include a written narrative in which you refer to particular experiences and theoretical constructs that have shaped your understandings. Evaluate the extent to which your experiences are congruent with your beliefs about teaching and student learning.</p> <p>Use your reflections and analyses from entries one through five, evaluations from your supervisor(s) and cooperating teacher(s), teaching experiences, and theoretical understandings, to identify areas for continued professional growth to improve your teaching and student learning.</p>	<p>Principle # 14: The educator grows professionally through a variety of approaches, to improve professional practice and student learning.</p>

APPENDIX I

DOCUMENTS

1. *Five Standards for Vermont Educators (with 16 Principles)*
http://education.vermont.gov/new/pdfdoc/pgm_prostandards/vsbpe/five_standards_03.pdf
2. *Requirements for All Candidates for Professional Licensure*
<http://education.vermont.gov/new/pdfdoc/board/rules/5100.pdf>
3. *Subject Area Endorsement Competencies*
http://education.vermont.gov/new/html/licensing/regulations_endorsements.html#teachers

APPENDIX II

LICENSURE PROGRAM PORTFOLIO GRIDS

Successful completion of the Level I Licensure Portfolio is a requirement for program completion and recommendation for licensure. The grids below align the required six portfolio entries with the courses and experiences in each program in which you will have the **most** opportunity to work on the requirements for each portfolio entry.

Elementary Education – Undergraduate Level I Licensure Portfolio Grid

	Entry 1 Analyzing the Learning Environment	Entry 2 Accommodating Students Identified as Having Special Needs	Entry 3 Colleagueship and Advocacy	Entry 4 Teaching Episodes	Entry 5 Teaching Over Time	Entry 6 Self-Reflection and Vision
EDU 100 The Teaching Profession	X		X			
EDU 101 Intro to Education	X		X			
EDU 305 Children’s Literature				X		
EDU 312 Teac Elem Reading	X		X	X	X	
EDU 315 Teach Elem Social Studies	X		X	X	X	
EDU 312 Teach Language Arts				X	X	
EDU 321 PE for Educators				X		
EDU 322 Art for Educators				X		

Elementary Education – Undergraduate Level I Licensure Portfolio Grid (cont.)

	Entry 1 Analyzing the Learning Environment	Entry 2 Accommodating Students Identified as Having Special Needs	Entry 3 Colleagueship and Advocacy	Entry 4 Teaching Episodes	Entry 5 Teaching Over Time	Entry 6 Self-Reflection and Vision
EDU 323 Music for Educators				X		
EDU 401 Classroom Management						
EDU 412A Teaching Mathematics	X		X	X	X	
EDU 412B Teaching Science	X		X	X	X	
PSY 101 Dev Psych						
PSY 350 ED Psych						
SPE 201 Intro to SPED I	X	X	X			
SPE 202 Intro to SPED II	X	X	X			

Elementary Education – Undergraduate Level I Licensure Portfolio Grid (cont.)

SPE 403 Diagnostic Reading		X		X		
EDU 420 Student Teaching	X	X	X	X	X	X

Elementary Education – Graduate Level I Licensure Portfolio Grid

	Entry 1 Analyzing the Learning Environment	Entry 2 Accommodating Students Identified as Having Special Needs	Entry 3 Colleagueship and Advocacy	Entry 4 Teaching Episodes	Entry 5 Teaching Over Time	Entry 6 Self-Reflection and Vision
GED 506 Fundamentals of Ed	X	X	X			
GED 503 Curriculum Development				X	X	
GED 500 Ed Research	Varies					
GSP 503 Children w Sp Needs		X	X			
GED 509 Math Methods				X	X	
GED 510 Elem Science				X		
GED 527 Elem Soc St				X	X	
GRE 507 Child Lit				X	X	
GRE 512 Dev Rdg				X		
Reading Elective	Varies					
GED 520A Practicum - Elem	X	X	X	X		
GSE 520 Student Teaching	X	X	X	X	X	X

Special Education – Graduate Level I Licensure Portfolio Grid

	Entry 1 Analyzing the Learning Environment	Entry 2 Accommodating Students Identified as Having Special Needs	Entry 3 Colleagueship and Advocacy	Entry 4 Teaching Episodes	Entry 5 Teaching Over Time	Entry 6 Self-Reflection and Vision
GED 506 Fundamentals of Ed			X			
GED 505 Ed Psych						
GED 500 Ed Research	Varies					
GED 509 Math Methods				X	X	
GRE 513 Rdg Diag & Remediation		X				
GSP 503 Children w Sp Needs		X				
GSP 504 Assess in SPED		X				
GSP 505 Instr & Curr In SPED		X		X		
GSP 506 Prog Dev SPED		X				

Special Education – Graduate Level I Licensure Portfolio Grid (cont.)

	Entry 1 Analyzing the Learning Environment	Entry 2 Accommodating Students Identified as Having Special Needs	Entry 3 Colleagueship and Advocacy	Entry 4 Teaching Episodes	Entry 5 Teaching Over Time	Entry 6 Self-Reflection and Vision
GRE 508 SPED Law		X				
GSP 520A Practicum -SPED	X	X	X	X		
GSP 520 Student Teaching	X	X	X	X	X	X

Secondary Education - Undergraduate Level I Licensure Portfolio Grid

	Entry 1 Analyzing the Learning Environment	Entry 2 Accommodating Students Identified as Having Special Needs	Entry 3 Colleagueship and Advocacy	Entry 4 Teaching Episodes	Entry 5 Teaching Over Time	Entry 6 Self-Reflection and Vision
EDU 101 Intro to Education	X		X			
SEE 301 Intro to Sp Ed - Sec	X	X	X			
SEE 308 Reading in Content Area - Sec	X		X			
SEE 310 Teaching for Class Mgt	X		X			
SEE 401 A or B Sec Meth&Tech -Eng or SS	X		X	X		
SEE 420 Stu Teach - Sec	X		X	X	X	X

Secondary Education – Graduate and Post-Baccalaureate Level I Licensure Portfolio Grid

	Entry 1 Analyzing the Learning Environment	Entry 2 Accommodating Students Identified as Having Special Needs	Entry 3 Colleagueship and Advocacy	Entry 4 Teaching Episodes	Entry 5 Teaching Over Time	Entry 6 Self-Reflection and Vision
GED 506 Fundamentals of Ed			X			
GSP 503 Children w Sp Needs		X	X			
GSE 510 Teaching for Class Mgt			X			
GSE 514 Reading in Content Area - Sec			X			
GSE 518 A or B Sec Meth&Tech Eng or SS			X	X	X	
GSE 520 Practicum - Sec	X		X	X		
GSE 521 Stu Teach - Sec	X		X	X	X	X

APPENDIX III

SCORING RUBRICS

SCORING RUBRIC – ENTRY 1: Candidates analyze the learning environment using knowledge of human development and individual differences to provide learning opportunities for all students.					
	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Description		The candidate offers a limited description of the classroom and school context.	The candidate offers a clear description of the classroom and school context.	The candidate offers a thorough description of the classroom and school context.	
Principle #2		The candidate’s analysis and reflection demonstrate a limited understanding of how students learn and grow.	The candidate’s analysis and reflection demonstrate a clear understanding of how students learn and grow.	The candidate’s analysis and reflection demonstrate a thorough understanding of how students learn and grow.	
		The candidate’s analysis and reflection demonstrate a limited understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development.	The candidate’s analysis and reflection demonstrate a clear understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development.	The candidate’s analysis and reflection demonstrate a thorough understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development.	
Principle #3		The candidate’s analysis and reflection demonstrate a limited understanding of how individuals and groups differ.	The candidate’s analysis and reflection demonstrate a clear understanding of how individuals and groups differ.	The candidate’s analysis and reflection demonstrate a thorough understanding of how individuals and groups differ.	
		The candidate’s analysis and reflection demonstrate a limited understanding of how to create equitable instructional opportunities for all students.	The candidate’s analysis and reflection demonstrate a clear understanding of how to create equitable instructional opportunities for all students.	The candidate’s analysis and reflection demonstrate a thorough understanding of how to create equitable instructional opportunities for all students.	

SCORING RUBRIC -- ENTRY 1: Candidates analyze the learning environment using knowledge of human development and individual differences to provide learning opportunities for all students.					
	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Principle #5		The candidate's analysis and reflection demonstrate a limited understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety.	The candidate's analysis and reflection demonstrate a clear understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety.	The candidate's analysis and reflection demonstrate a thorough understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety.	
Principle #10		The candidate's analysis and reflection demonstrate a limited understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin.	The candidate's analysis and reflection demonstrate a clear understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin.	The candidate's analysis and reflection demonstrate a thorough understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin.	
Reflection		Through reflection on Entry 1 the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 1 the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 1 the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

SCORING RUBRIC – Entry 2: Candidates demonstrate an understanding of how to identify students with special needs and accommodate them in inclusive and equitable learning environments. This includes an understanding of applicable laws, policies, and procedures.					
	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Description		The candidate offers a limited description of the two students.	Candidate offers a clear description of the two students.	Candidate offers a thorough description of the two students.	
Principle #3		The candidate’s analysis and reflection demonstrate a limited understanding of how individuals and groups differ.	The candidate’s analysis and reflection demonstrate a clear understanding of how individuals and groups differ.	The candidate’s analysis and reflection demonstrate a thorough understanding of how individuals and groups differ.	
		The candidate’s analysis and reflection demonstrate a limited understanding of how to create equitable instructional opportunities to respond to the needs of students.	The candidate’s analysis and reflection demonstrate a clear understanding of how to create equitable instructional opportunities to respond to the needs of students.	The candidate’s analysis and reflection demonstrate a thorough understanding of how to create equitable instructional opportunities to respond to the needs of students.	
Principle #8		The candidate’s analysis and reflection demonstrate a limited understanding of how to integrate students with disabilities into appropriate learning situations.	The candidate’s analysis and reflection demonstrate a clear understanding of how to integrate students with disabilities into appropriate learning situations.	The candidate’s analysis and reflection demonstrate a thorough understanding of how to integrate students with disabilities into appropriate learning situations.	
Principle # 13		The candidate’s analysis and reflection demonstrate a limited understanding of laws related to student and educator rights and responsibilities.	The candidate’s analysis and reflection demonstrate a clear understanding of laws related to student and educator rights and responsibilities.	The candidate’s analysis and reflection demonstrate a thorough understanding of laws related to student and educator rights and responsibilities.	

SCORING RUBRIC – Entry 2: Candidates demonstrate an understanding of how to identify students with special needs and accommodate them in inclusive and equitable learning environments. This includes an understanding of applicable laws, policies, and procedures.					
	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Principle #13		The candidate’s analysis and reflection demonstrate a limited understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	The candidate’s analysis and reflection demonstrate a clear understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	The candidate’s analysis and reflection demonstrate a thorough understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	
Reflection		Through reflection on Entry 2, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 2, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 2, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

SCORING RUBRIC – Entry 3: Candidates demonstrate the ability to work as a team member and advocate for students and families.					
Description	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Description <i>Colleagueship</i>		The candidate offers a limited description of work with colleagues.	The candidate offers a clear description of work with colleagues.	The candidate offers a thorough description of work with colleagues.	
Principle # 11		The candidate’s analysis and reflection demonstrate limited work as a team member to support student learning and well-being.	The candidate’s analysis and reflection demonstrate some work as a team member to support student learning and wellbeing.	The candidate’s analysis and reflection demonstrate appropriate work as a team member to support student learning and well-being.	
Description <i>Advocacy</i>		The candidate offers a limited description of experiences advocating for students and families.	The candidate offers a clear description of experiences advocating for students and families.	The candidate offers a thorough description of experiences advocating for students and families.	
		The candidate offers a limited description of resources available to students and families.	The candidate offers a clear description of resources available to students and families.	The candidate offers a thorough description of resources available to students and families.	
Principle # 12		The candidate’s analysis and reflection demonstrate a limited understanding of the multiple influences on students inside and outside of school.	The candidate’s analysis and reflection demonstrate a clear understanding of the multiple influences on students inside and outside of school.	The candidate’s analysis and reflection demonstrate a thorough understanding of the multiple influences on students inside and outside of school.	
		The candidate’s analysis and reflection demonstrate a limited understanding of appropriate systems of support for students.	The candidate’s analysis and reflection demonstrate a clear understanding of appropriate systems of support for students.	The candidate’s analysis and reflection demonstrate a thorough understanding of appropriate systems of support for students.	
Reflection		Through reflection on Entry 3, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 3, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 3, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

SCORING RUBRIC – Entry 4: Candidates demonstrate the ability to plan and teach two in-depth, standards-based lessons in the endorsement sought. Candidates reflect on student learning and their teaching and growth over time.					
Description	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
			The candidate offers a limited description of each lesson and classroom context.	The candidate offers a clear description of each lesson and classroom context.	
Principle # 1		The candidate’s analysis and reflection demonstrate limited knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	The candidate’s analysis and reflection demonstrate some knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	The candidate’s analysis and reflection demonstrate thorough knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	
Principle # 4		The candidate’s analysis and reflection demonstrate a limited understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	The candidate’s analysis and reflection demonstrate some understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	The candidate’s analysis and reflection demonstrate a thorough understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	
		The candidate’s analysis and reflection demonstrate limited ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	The candidate’s analysis and reflection demonstrate some ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	The candidate’s analysis and reflection demonstrate the ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Frameworks of Standards and Learning Opportunities</i> and <i>Grade Expectations</i> .	

SCORING RUBRIC -- Entry 4: Candidates demonstrate the ability to plan and teach two in-depth, standards-based lessons in the endorsement sought. Candidates reflect on student learning and their teaching and growth over time.					
	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Principle #5		The candidate's analysis and reflection demonstrate limited ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	The candidate's analysis and reflection demonstrate some ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	The candidate's analysis and reflection demonstrate the ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	
Principle #7		The candidate's analysis and reflection demonstrate limited ability to use multiple assessment strategies to evaluate student learning.	The candidate's analysis and reflection demonstrate some ability to use multiple assessment strategies to evaluate student learning.	The candidate's analysis and reflection demonstrate the ability to use multiple assessment strategies to evaluate student learning.	
Reflection		Through reflection on Entry 4, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 4, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 4, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	

SCORING RUBRIC – Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
#1		There is limited evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont’s Framework of Standards and Learning Opportunities</i> .	There is some evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont’s Framework of Standards and Learning Opportunities</i> .	There is appropriate evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont’s Framework of Standards and Learning Opportunities</i> .	
#2		There is limited evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	There is some evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	There is appropriate evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	
#3		There is limited evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	There is some evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	There is appropriate evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	

SCORING RUBRIC – Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
#4		There is limited evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Framework of Standards and Learning Opportunities and Grade Expectations</i> .	There is some evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Framework of Standards and Learning Opportunities and Grade Expectations</i> .	There is appropriate evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont’s Framework of Standards and Learning Opportunities and Grade Expectations</i> .	
#5		There is limited evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	There is some evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	There is appropriate evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	
#6		There is limited evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests.	There is some evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests.	There is appropriate evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests.	

SCORING RUBRIC – Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
#7		There is limited evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	There is some evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	There is appropriate evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	
#8		There is limited evidence that the candidate integrates students with disabilities into appropriate learning situations.	There is some evidence that the candidate integrates students with disabilities into appropriate learning situations.	There is appropriate evidence that the candidate integrates students with disabilities into appropriate learning situations.	
#9		There is limited evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	There is some evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	There is appropriate evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	
#10		There is limited evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	There is some evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	There is appropriate evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	

SCORING RUBRIC – Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
#11		There is limited evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students’ learning and wellbeing, and to implement the school’s goals and articulated curriculum.	There is some evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students’ learning and wellbeing, and to implement the school’s goals and articulated curriculum.	There is appropriate evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students’ learning and wellbeing, and to implement the school’s goals and articulated curriculum.	
#12		There is limited evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	There is some evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	There is appropriate evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	
#13		There is limited evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	There is some evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	There is appropriate evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	

SCORING RUBRIC – Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.					
Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
#14		There is limited evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	There is some evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	There is appropriate evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	
#15		There is limited evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	There is some evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	There is appropriate evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	
#16		There is limited evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	There is some evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	There is appropriate evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	

SCORING RUBRIC – Entry 6: Candidates analyze and reflect upon their teaching and plan for their development as teachers.					
Principle # 14	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
		The candidate demonstrates limited connections between her/his experiences and appropriate theoretical constructs.	The candidate demonstrates some connections between her/his experiences and appropriate theoretical constructs.	The candidate demonstrates clear connections between her/his experiences and appropriate theoretical constructs.	
		The candidate demonstrates limited evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	The candidate demonstrates some evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	The candidate demonstrates clear evidence of the extent to which her/his experiences are congruent with her/his beliefs about teaching and student learning.	
		There is limited evidence that the candidate uses his/her experiences and theoretical understandings to identify areas for professional growth to improve teaching and student learning.	There is some evidence that the candidate uses his/her experiences and theoretical understandings to identify areas for professional growth to improve teaching and student learning.	There is clear evidence that the candidate uses his/her experiences and theoretical understandings to identify areas professional growth to improve teaching and student learning.	

Sample Prompts for Level I Licensure Portfolio, Entry 6

(Brainstormed at the February 4, 2007 VCTE meeting.)

1. If your favorite theorist (Dewey, Palmer, etc.) were in the room now, what would he/she say about your teaching? Five years later, what else would he/she see?
2. Create a construct and then write a reflective piece describing the reasoning behind the construct and how it demonstrates your growth as a teacher.
3. Use images and artifacts from your college experience and create a video voice-over telling your story.
4. Tell the story of how you've evolved as a teacher and where you are going.
5. Have a dialogue between you now, and you later. Talk about the part of you during student teaching and part of who you were in college.
6. What are your biases/prejudices? How have these influenced your practice? Tell a story of how you plan to address them.
7. Highlight in your first five entries where you were reflective. What patterns occur? (To do this, you might cut and paste your reflections; create a collage of them: make a portrait of you as an educator.)
8. Evaluate the extent to which your experiences are congruent with your theory and practice.
9. How have you met the Education Department's theme and how has that theme helped you evolve as a teacher?
10. What experiences have had the greatest impact on your growth as a teacher?
11. Use one metaphor to reveal your evolution as an educator.
12. Hold a dialogue with yourself and a favorite theorist regarding your philosophy and pedagogical practices.

APPENDIX IV

ELECTRONIC PORTFOLIO INSTRUCTIONS

Instructions for Developing and Completing the Electronic Level I Teaching Licensure Portfolio

Over the course of your licensure program, you will be developing a **Level I Teaching Licensure Portfolio**. For a more detailed description of the stages of development for your portfolio, consult the **Portfolio Guide** which is available on the **Education** and **Secondary Education** pages on the **Extranet**. Although you will occasionally be required to submit hard copy versions of portions of your portfolio, your portfolio is to be developed, maintained, completed, and ultimately submitted, in electronic form.

In developing your portfolio, you are required to employ the **Electronic Portfolio Template** which is available on the **Education** and **Secondary Education** pages on the **Extranet**. You will receive guidance along the way in how to develop your portfolio and employ this template, but following are some general guidelines which you should keep in mind:

1. Personalize the **title page** of the portfolio template by inserting your name and the name of your specific licensure program.
2. Insert documents, scans, or internet links in the appropriate places in the template.
3. Make sure all items are inserted in the **appropriate places** and are **clearly labeled**.
4. As you insert items in each section, remove the brief instructions that are included in parentheses in those sections.
5. Keep your **Table of Contents** up to date by adding the appropriate page numbers as you develop your portfolio. When your portfolio is complete, make sure that the page numbers in the Table of Contents is entirely accurate.
6. As you develop your portfolio, **do not** significantly alter the basic structure of the template.

If you have **questions** in regard to the development and maintenance of your Electronic Portfolio, consult with your instructor or with the personnel of the **Education Division** or the **Secondary Education Program**.