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**Teacher Education Portfolio Handbook**

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*Guidelines for the Level 1 Licensure Portfolio*

Teacher Education Programs

Education Department

Johnson State College

February 2013

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*JSC Level I Licensure Portfolio*

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*Editor’s Note:*

*This is a draft document. All items are subject to change, including policy-like statements. Watch for revisions and updates indicated by the version date in the footer. Check with your supervisor for clarifications. Pls do not send revision suggestions to my already very-overstuffed e-mail address. Special thanks to Katrina Hardt for assistance compiling and editing this document.*

*David J. McGough*

**16 Principles for Vermont Educators**

*Vermont Standards Board for Professional Educators*

*Revision 2003*

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 Vermont’s Framework of Standards and Learning Opportunities [and/or the Common Core Curriculum].

Principle 2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.

Principle 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.

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 Vermont’s Framework of Standards and Learning Opportunities [and/or the Common Core Curriculum].

Principle 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety.

Principle 6: The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.

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.

Principle 8: The educator integrates students with disabilities into appropriate learning situations.

Principle 9: The educator integrates current technology in instruction, assessment, and professional productivity.

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.

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.

Principle 12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

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.

Principle 14: The educator grows professionally through a variety of approaches, to improve professional practice and student learning.

Principe 15: The educator assesses student progress in relations to standards and modifies curricula and instruction as necessary, to improve student learning.

Principle 16: The educator 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.

**Overview**

*JSC Level I Licensure Portfolio*

There are six entries in the Level I Licensure Portfolio. For each entry, you are to consider a guiding question and complete a related assignment: Thus, there are six assignments. This handbook provides guidelines for completing the assignments and writing a summary report for each entry. Read this Overview first, and then the directions for a particular entry.

You will complete Entries 1-4 as regular course assignments (see page 41). Once you complete an assignment, keep a copy of the original assignment with the instructor’s comments and the scoring rubric to add to your portfolio. You will submit the first half of the portfolio (Entries 1 through 4) during the Midway Interview prior to Student Teaching. You will complete Entries 5 & 6 during Student Teaching. All entries not completed prior to Student Teaching must be completed during Student Teaching. A complete, final draft of the portfolio is due during Student Teaching. Missing the deadline for submission will result in a No Pass for the portfolio: You will not receive a *Recommendation for Licensure* from JSC.

**Goal**

Each assignment begins with a guiding question, a list of principles for VT educators, and a task. Your goal is to complete the task while considering the guiding question and the principles. While completing the task, record notes in a field notebook. After completing the task, write a summary report. The summary report for each assignment with accompanying evidence is an entry for the portfolio.

The directions for each task in this handbook are general. Instructors will adjust them to fit different courses.

**Entry Assignment Process**

Completing an entry assignment is a process. There are six components to the process; they are described below. You will address each component, in a variety of sequences, for each entry.

* **Perception**: Consider the guiding question. What are your initial impressions? What experiences support those impressions? What are the origins of your notions?
* **Interpretation**: Examine the principles. Read them closely. What do you notice? What are the keywords? What do they mean?
* **Investigation**: Read aselection of educational literature related to the guiding question and the task. Select a variety of sources including academic journals (*Educational Researcher*, *American Educational Research Journal*, *Educational Studies*, etc.), professional magazines (*Phi Delta Kappan*, *Education Week*, *Teacher*, *Rethinking Schools*, *American Educator*, *Multicultural Review, etc.)*, and best-practice overviews such as textbooks. Draw on readings provided in coursework.
* **Implementation**: Arrange to complete the task for the entry. Record fieldnotes. Remember, with grounding in the literature, you are collecting evidence for the guiding question.
* **Analysis**: Examine your experience of completing the task. Search for connections between a specific episode, a particular principle, and educational literature. See the section titled *Analytic Framework*.

If you have not experienced an event that depicts a particular principle, (1) talk about the principle with a practitioner and draw notes from that discussion for your analysis; (2) analyze the principle in light of your overall experience; or, (3) analyze the principle in a thoughtful manner with interesting questions.

* **Reflection**: After completing the task and the analysis, reflect on the experience. Ask: ***How has this experience helped me to rethink previous beliefs?*** Record notes in your notebook. Consider these points:
1. New Perspectives: How have your perceptions of the guiding question shifted? Which of your beliefs have been affirmed? Which have been challenged? What new beliefs have emerged?
2. Professional Readiness: In what ways has this experience advanced your readiness to be a professional? As a professional, what might you do to address the guiding question? What areas of content, pedagogy, or management require additional study? What would be your strengths and challenges in constructing a learning environment that provides equitable opportunities for all?
3. What are the implications of this study for the future of education in a democracy?

**Entry Report**

After completing an assignment, write a concise narrative report and attach the appropriate evidence. Edit the report. Get feedback from a peer. Submit the report to the instructor for scoring.

Reports are to be written as formal academic papers. They are to adhere to proper grammar, usage, and mechanics guidelines for academic work. The style guide for these reports is *The Publication Manual of the American Psychological Association, sixth edition.* See also the *VT State Rubric for Writing Conventions* (p. 42 of the *Portfolio Handbook*). Adhere to these style points:

1. Use a formal academic style of writing. Use APA 6th edition for style, citation, and references. Use first-person (“I”) throughout the report when referring to your own actions or intentions. Use active voice. Use present tense when discussing the contents of the report (“In this section of the report, I describe the school and classroom.”). Use past tense when recalling an event (“First, Ms. Smith asked the question, and then she waited ten seconds before calling on a student to reply.”). Use future tense when describing actions you will take in the future as a student or professional.
2. Use 11 or 12-point type and a serif font (e.g. *Times*, *Times New Roman*, *Garamond*) for the entire report, including the title page and the manuscript header.
3. Use 1-inch margins. Use double spacing. Use white paper, single sided. Staple the report when submitting as a draft for review. The final version of the report will be placed in a 3-ring binder for inclusion in the portfolio.
4. Avoid underlining in the report. Use italics only for emphasis or to identify key terms.
5. Place a shortened version of the title in the upper margin, on the left side. (This is called the manuscript heading.) Begin this on the title page.
6. Place the page number in the upper margin, on the right side: Be sure to adjust the font to match the font used in the body of the report. Begin numbering with the title page as page 1.
7. Do not include an abstract.
8. Use pseudonyms for town, school(s), cooperating teacher, students, parents, principals, para-educators, staff members, official documents, etc. Place your name on the title page only.
9. Edit your submission carefully. Adhere to the GUM standards. Reports with extensive or consistent grammatical or usage errors will be returned unscored: They will not pass.
10. **PAGE GUIDELINES**: Be concise. Keep the entry report under 15 pages for Entries 1-4 and under 25 pages for Entry 5. Include a *References* section at the end of each report.
11. Self-assess the report using the scoring rubric.
12. Include the required evidence as an appendix to the report.

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| --- |
| **Analytic Framework***JSC Level I Licensure Portfolio*The *standard format* for conducting an analysis for an entry assignment is given below. Use this format as a guide. You might find it helpful to adjust the format for certain entries: Check with your instructor. It is your responsibility to assure that the reader understands your analysis and findings. While moving through the entry assignment process, you should consider the guiding question, examine the principles, read educational literature, collect evidence by implementing the task, and regularly record fieldnotes. When you are ready to construct the final analysis, consider each principle, one at a time. Use the following four elements to analyze each principle.**Unpack the principle**: Determine your interpretation of the principle. What aspect of the principle do you wish to address in the analysis and what does it means to you?**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.**Ground the principle**: Draw from academic literature covering theory, research, or best practice using scholarly or professional sources that relate to the principle and the episode. What does the literature say about the principle? About such an episode?**Evaluate the outcome**: Gauge the degree and type of correspondence between the principle, the episode, and the literature. How well, or to what degree, was the principle met? To what degree did the episode demonstrate the principle and the recommendations noted in the literature? State your findings and a make a judgment. If you remain unsettled, pose questions for further consideration.Figure 1EpisodeANALYSIS:Gauge Correspondence*Sample Analytic Questions for Entry 1:*Principle 1: What is the dominant educational philosophy at this school regarding how individuals learn and grow? What variations are present? What observations support that conclusion? How well—according to theory, research, and best practice—is that philosophy being implemented?Principle 3: What did your observations reveal about the recognition and treatment of differences in this environment? How well—according to theory, research, and best practice--are differences recognized and managed?Principle 5: What did your observations reveal about the classroom climate? How well—according to theory, research, and best practice--is the classroom climate managed for humanistic and progressive aims?Principle 10: What did your observations reveal about proactive steps to address discrimination? How well—according to theory, research, and best practice—are effective practices being taken to address the conditions and actions that tend to lead to discrimination?PrincipleEducational Literature |

FINDINGS

 **Figure 1**

**Guidelines for Entry 1: Case Study of a Learning Environment**

*JSC Level I Licensure Portfolio*

**Overview:** For this assignment, you will arrange to visit and observe the operations of a learning environment such as a local school. You will observe the community, the institution, the practice of a particular instructor or leader, peer-to-peer interactions in both formal and informal settings, and the support services available to those in the environment. You will collect fieldnotes from your experience and write a report according to the directions given below.

**Task:** Conduct a case study of a learning environment. Analyze the learning environment using knowledge of human development, individual differences, and cultural norms.

**Guiding Question:** To what degree, and in what ways, does this learning environment engender excellence and equity?

**VSBPE Principles to be analyzed in this assignment**:

Principle 2: The educator (a) understands how individuals learn and grow and (b) provides learning opportunities that support intellectual, physical, social, and emotional development.

Principle 3: The educator (a) understands how individuals and groups differ and (b) creates equitable instructional opportunities that respond to the needs of all students.

Principle 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety.

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.

**Directions**

1. **Perception**: Consider the guiding question. What are your initial impressions? What personal beliefs and experiences underlie your reply? Write informal notes to capture your initial impressions.
2. **Interpretation:** Examine the principles.
3. Notice that 2, 3, and 10 are constructed in two parts: (A) a cognitive component (“The educator understands …”), and (B) a performance component (“and provides…”; “and creates”; “and takes proactive steps”).
4. **Principle 2**: What learning theories, research or best practices have you studied that help you to understand “how individuals learn and grow”? What would a learning environment look like if a particular theory, research finding or best practice were used to guide instruction?
5. **Principle 3**: What does educational theory, research or best practice say about why people and groups of people learn differently? What kinds of differences should you expect to encounter? What does “equitable” mean? What would a learning environment look like if “equitable instruction” were in place?
6. **Principle 10**: What does “discrimination” mean? What is the difference between a disrespectful and a discriminatory action? What do educational theory, research, and best practice say about the “conditions and actions” that lead to discrimination? What would a learning environment look like if “proactive steps to address discrimination” were in place?
7. How is Principle 3 different from Principle 10?
8. Principle 5 is constructed as a performance. What knowledge is needed for this performance?
9. **Principle 5**: What does “respect” mean? What does “positive social interaction” mean? What beliefs underlie the conventional interpretation of these ideas? What are some of the different scholarly notions about how these characteristics should be generated in schools? What does educational theory, research, or best practice suggest about how these two elements vary by population groups? What would a learning environment look like if “respect”, “positive social interaction”, and attention to “health and safety” were in place? How are these things demonstrated across various cultural groups? What would a culturally responsive learning environment look like? To what degree and in what ways do students get to use their voice (spoken ideas) to control the learning environment?
10. **Investigation**: Read aselection of scholarly and professional literature related to the guiding question. Write informal notes about how the literature adds to your thinking about the guiding question. Create questions, lists, or points of learning from the literature review to use to inform your fieldwork and your analysis.
11. **Implementation:** Through your instructor, arrange to visit a school or other organization. Consult the instructor to learn of schools to avoid. Contact the principal to schedule a visit. Write a formal request. Seek permission to work with a host teacher to complete this assignment. You will need permission to volunteer in a designated classroom for about 10-15 hours and interview members of the organization. Be prepared to be of assistance in a classroom during your visits. Record fieldnotes. Remember, with grounding in the literature, you are collecting evidence for the guiding question. See the additional questions below.

Collecting Fieldnotes: Obtain a notebook for fieldnotes. Divide it into sections: one for informal and reflective writing, one for observational notes, and one for a list of sources and contacts. To construct fieldnotes,

1. record **events**: interactions, interviews, conversations, lessons, games, tasks, gestures
2. pay careful attention to the details
3. pay attention to time: how long does an event last?
4. organize the events within your fieldnotes: name or number them
5. record what is physically present or happens while avoiding judgments
6. begin with what stands out
7. consider the words you use in recording an event: avoid prejudicial language and set aside your preconceptions, expectations, evaluations, and emotions
8. it might be helpful to use a “double-entry” technique: (a) before you begin, draw a line down each page of the observation section of your notebook splitting the page with 2/3 on one side and 1/3 on the other; (b) record your observations on the 2/3 side; (c) place reactions, questions, or reflections on the 1/3 side
9. use pseudonyms in the fieldnotes; this will help you to observe in an objective fashion

Once a teacher has agreed to host your visit, meet with the teacher to discuss the assignment and arrange a schedule. Begin by participating as a volunteer aid in the classroom.

For this assignment, you are to study a learning environment in the context of an institution and a community. You will learn about the learning environment by participating in it as a volunteer and making observations of structures, interactions, processes, etc.

Here are some questions to consider: Do not attempt to investigate all of them.

1. Community
2. Where do people who attend and work at the school live?
3. What are the demographic, structural, and economic characteristics of the community?
4. What are the official means of connection between the school and the community?
5. How are national, state, and local board policies affecting school practice?
6. School
7. What are the physical characteristics of the school, including physical plant, playground, use of space, technology, library, cafeteria, roadways, recreational facilities, etc.?
8. **What is the mission statement of the school?**
9. What parts of the curriculum are purchased and which were developed locally?
10. What are the demographics of the school: size, count by grade, class size, free and reduced lunch count, ethnic mixture, number of teachers and staff, etc.?
11. What is the disciplinary policy? How is it activated?
12. What approaches are used to accommodate students with special needs: beliefs, practices, personnel, resources, materials, training?
13. What initiatives are currently driving change in the school?
14. What are the characteristics of the teachers in the school: academic backgrounds, longevity with the school, comfort with technology, beliefs about the student body, etc.?
15. What is the mentoring program for novice teachers?
16. Classroom: Construct a simple map of the classroom.
17. What is the classroom type: elementary, middle, secondary, mixed-grade, looped, team-taught, inclusive, remedial, honors, etc.?
18. What are the demographics of the class?
19. What is the classroom layout, including materials, décor, organization, technology, etc.?
20. What multicultural artifacts are on display or present in the curricular materials?
21. What are the characteristics of the teacher’s style?
22. How are social interactions managed in the classroom: How is a tone set? What is the disciplinary system? How are mistakes handled? In what areas do students have freedom of choice, movement, and voice?
23. What is the typical flow of a class session?
24. **How would you characterize the teacher-to-student interactions**?
25. What types of instructional activities are provided?
26. **What types of questions are asked, who is asked, who answers, and how are answers treated?**
27. What are students learning about how *knowledge* works? Where does it come from? Can it be changed? Who establishes it?
28. What are the students learning about how *creativity* works?
29. What differences are present and how are they acknowledged?
30. What differences are not present and how are they acknowledged?
31. How would you characterize the students and the student-to-student interactions?
32. What efforts are made to connect the classroom with parents?
33. What markers of humanistic and progressive approaches are present?
34. How is the current political context of education affecting classroom practice and tone?
35. Teacher and/or Staff Member Interview: Principal, Counselor, Nurse, Special Educator, etc.
36. Tell me about your background.
37. What was your childhood experience in school like?
38. What was your pathway to your current position, from high school to now?
39. Who influenced your decisions along the way?
40. What metaphor would you use to characterize teaching: “For me teaching is like …”
41. What do enjoy the most and least about teaching?
42. What fundamental principles guide your work?
43. What types of individual or group differences do you plan for? How so?
44. Which students do you find hardest to reach? What strategies do you find most useful?
45. How would you characterize an optimal classroom climate?
46. What do you do to foster such an environment?
47. What do *respect,* *positive social interaction,* and *health* mean to you?
48. What is a *good student*?
49. What conditions of this school might tend to lead to discrimination?
50. What proactive steps are taken to mitigate those conditions?
51. How are multicultural concerns addressed here?
52. Which content areas are your strengths? What do you do when teaching in other areas?
53. How do you plan lessons?
54. How do you assess student work?
55. What do you do to manage the flow of a class sessions?
56. How do you use questions?
57. What do you see as the fundamental purpose of public education in the US?
58. How would you characterize this school?
59. In what ways is it a conventional school and in what ways extraordinary?
60. What’s new here? What would you change if you could?
61. What is missing here, that, if present, would improve this school?

Data Treatment: All data is to be confidential; use pseudonyms for people, the school, and the town. Ask permission to ask a person questions. If someone is uncomfortable replying to a question, skip it. Assure everyone that this is a class assignment meant to enhance your professional preparation: it is not a research study. The information you gather will not be published; it will only be used in an analytic and reflective report to fulfill a class assignment. Neither individuals nor the institution will be identified. You may only take photos in accordance with the school’s policy for photography. If you are uncertain, do not take photos that include people. Do not include photos that depict people in your report. You may take photos or make a digital recording in a school setting in accordance with the school’s photo policy.

1. **Analysis**: Conduct an analysis of each principle. The *standard format* for the analysis of a principle is given below. Use this format as a guide. You might find it helpful to adjust the format for certain principles or to combine sections: Check with the instructor. It is your responsibility to assure that the reader understands your analysis and findings.

**Unpack the principle**: Determine your interpretation of the principle. What aspect of the principle do you wish to address in the analysis and what does it means to you?

**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.

**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.

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**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.

**Ground the principle**: Examine academic literature covering theory, research, or best practice from scholarly or professional sources that relate to the principle and the episode. What does the literature say about the principle? About such an episode?

**Evaluate the outcome**: Gauge the degree and type of correspondence between the principle, the episode, and the literature: How well, or to what degree, was the principle met? To what degree did the episode demonstrate the principle and the recommendations noted in the literature? State your findings and a make a judgment. If you remain unsettled, pose questions for further consideration. Be sure to tell the reader *WHY* the event, principle, and literature are connected. (“In this situation, one can see the connection between Principle 8 and the event because \_\_\_.”)

1. **Principle 2a:** What do you know about educational theory, research, or best practices regarding learning and development? How is that depicted in the learning environment? Which event demonstrates that theory, research finding, or best practice? Why?
2. **Principle 2b:** What is done in the school and classroom to support intellectual, physical, social, and emotional development? How is that depicted in one of the given events? To what degree are those steps congruent with theory, research, or best practice? Is this a conventional school? Classroom? How is it extraordinary? Why?
3. **Principle 3a:** What do you know about educational theory, research, or best practices regarding learning variation and how it should be addressed? How is that depicted in one of the events? Why?
4. **Principle 3b:** What is done in the school and classroom to acknowledge and manage individual and group differences? How is that depicted in one of the given events? To what degree are those steps congruent with theory, research, or best practice? To what degree is equitable instruction in place? Why?
5. **Principle 5:** What are the conditions that create the school climate? What does *respect* mean in this environment? What does *positive* mean in this setting? What does *health* mean here? What is considered nonpositive? What discipline or classroom management system is in place? For whom does it work? For whom does it *not* work? What actions are taken to manage the school and classroom climate? To what degree are those actions congruent with theory, research, or best practices?
6. **Principle 10:** How are population group differences (gender, race, ethnicity, class, etc.) recognized and treated in curricular materials, instruction, decorations, etc. To what degree does the school recognize the conditions that cause discrimination? What proactive steps are taken to create an anti-discriminatory climate? To what degree are those steps congruent with theory, research, or best practice? Why?

**6. Reflection**:

1. New Perspectives: How have your perceptions of the guiding question shifted? Which of your beliefs have been affirmed? Which have been challenged? What new beliefs have emerged?
2. Professional Readiness: In what ways has this experience advanced your readiness to be a professional? As a professional, what might you do to address the guiding question? What areas of content, pedagogy, or management require additional study? What would be your strengths and challenges in constructing a learning environment that provides equitable opportunities for all?
3. What are the implications of this study for the future of education in a democracy?

**Report Outline for Entry 1**

*JSC Level I Licensure Portfolio*

*Title Page*:

Title page is Page 1. Add a manuscript header to title page (in the margin, left justified) and the page number (in the margin, right justified).

All items centered

* + Case Study of \_\_(pseudonym)\_\_\_\_ School:\_\_(subtitle describing the school)\_\_\_\_
* Case Study of Williamstown Elementary School: Individualized Education in a Small Rural Community
* Case Study of Kinsburg High School: One School’s Means of Preparing Students for Career and College
	+ Author
	+ Johnson State College, EDU- \_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Date
	+ In partial fulfillment of Requirements for the Level I Licensure Portfolio: Entry 1

*Body:*

The manuscript heading and page numbers should carry over onto all mages in the margin.

Center the title of the report at the top of the page. Begin typing the body on the next line without adding a header such as “Introduction.”

First Section: 1-2 paragraphs. (Do not use a heading for this section.)

In the opening section of the report, provide a brief introduction to the assignment. Describe your initial impressions of the guiding question. Next, briefly describe the task you completed in order to learn more about the guiding question. State the purpose of the assignment.

Second Section: 3-5 pages. (Use this heading, in bold, at the left margin: **Description**)

In the **Description** section, describe your investigation of the topic. First, explain the tasks you completed for the assignment. Then, provide details of *WHAT* occurred, what you observed and heard, who you interviewed and what was said, what materials you examined and what information you gathered. Describe your observations of the community, the school, the classroom, and the interactions: teacher-to-student, student -to-student, teacher-to-teacher, and/or school-to-home. Construct a holistic overview with a few specific examples. Avoid presenting your assumptions. Instead, pose a few thoughtful questions that arose for you. Be concise. The Description should be drawn from and refer to your fieldnotes, but do not reiterate or restate them; instead, provide a summary description. Place copies of excerpts from your fieldnotes in the Evidence section.

Third Section: 1-1.5 pages per principle. (Use this heading, in bold, at the left margin: **Analysis**)

List the first principle to be analyzed: Type the entire principle as a header; left-justified and bold. Write the analysis for that principle. What findings or insights emerged from your study? Refer to the prompts listed under *Guidelines for Entry 1, Analysis, Evaluate the outcome*. Repeat for each principle. In order to strengthen your analysis, strive to include reference(s) to literature under each principle.

Fourth Section: 1-2 pages. (Use this header, in bold, at the left margin: **Reflection**)

For the **Reflection** section, explain how your understanding or practice changed as a result of completing the assignment. Discuss your points of learning, how this experience has altered your initial impressions, and other insights or questions that you plan to investigate in the future. How has this experience prompted you to rethink prior assumptions or beliefs? What notions, ideas, beliefs, practices, etc. have you come to reconsider?

Fifth Section: 1-2 pages. (Use this header, in bold, at the left margin: **Application**)

For the **Application** section, make three statements of commitments to action that you will embrace as a professional—one of these statements should address your readiness to work toward multicultural equity. Elaborate on each statement: consider how you will use your professional position to enhance social justice, reduce discrimination, advance democratic principles, or serve broader social aims while teaching. What actions can you take to apply your learning from this study toward generating more extraordinary practice?

Sixth Section (Use this header, in bold, at the left margin: **References**)

List the sources that you referenced in the report using APA style.

1. See: http://www.apastyle.org/apa-style-help.aspx
2. See: http://owl.english.purdue.edu/

*Evidence:*

The final section of the report is an appendix titled **Evidence**. In this section, place the evidence required for each entry. Typical evidence includes copies of excerpts of fieldnotes, copies of interview notes, copies of student work (with the identifying information removed), photographs of student performances (if permitted by the school) or student work, etc.

* Do not include all fieldnotes, only relevant excerpts.
* Do not include original work in the evidence section, only copies.
* Number these pages.
* Identify each item: label each item with a sticky note or label (hand-written is ok).
* As needed, cite the page number and figure number for a particular piece of evidence in the report.

Evidence for Entry 1:

Copy excerpts from your fieldnotes. Specifically, include copies of fieldnotes that you cited in the report, or that contain particularly important observations, vivid descriptions, or important events. It might be helpful to make notes on the copies in a different color to guide the reviewer to particular elements of the notes.

**Guidelines for Entry 2: Study of a School’s Accommodation Systems for Individuals Identified as Having Special Needs**

*JSC Level I Licensure Portfolio*

**Overview**: By studying the experiences of particular students, you will come to a better understanding of the systems of support available for all students.

**Task**: Construct a study of the systems used within a school or organization to support individuals who require additional assistance, such as special education, ADA: Section 504, the educational support system, Title I, meal programs, enrichment, English language learners, school counseling, etc.

**Guiding Question**: What is the meaning of accommodation, and what are its limits?

**VSBPE Principles to be analyzed in this assignment**:

Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.

Principle # 8: The educator integrates students with disabilities into appropriate learning situations.

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.

**Directions**

1. **Perception**: Consider the guiding question. What are your initial impressions? What personal beliefs and experiences underlie your reply? Write informal notes to capture your initial impressions.
2. **Interpretation:** Examine the principles.
3. **Investigation**: Read aselection of scholarly and professional literature related to the guiding question. Write informal notes about how the literature adds to your thinking about the guiding question. Create questions, lists, or points of learning from the literature review to use to inform your fieldwork and your analysis.

Study the following sources

* 1. Examine VT DOE regulations regarding educational services:

http://education.vermont.gov/new/html/mainprograms.html

* 1. Examine VT regulations for Special Education and Section 504:

<http://www.education.vermont.gov/new/html/pgm_sped/laws.html>

* 1. Examine other relevant legal codes such as Title 1 or meal programs

http://education.vermont.gov/new/html/pgm\_title1.html

http://education.vermont.gov/new/html/pgm\_nutrition/school\_nutrition.html

* 1. Examine the educational literature for models or best practice recommendations for students who require additional assistance across various categories.
	2. Examine best practice protocols for inclusion.
1. **Implementation**: With guidance from the instructor, arrange to visit a school or other formal organization that serves individual with special needs. Consult the instructor to learn of schools to avoid. Contact the principal to arrange a visit. Write a formal request. Seek permission to work with a host teacher and special educator to complete this assignment. You will need permission to volunteer in a designated classroom for about 10-15 hours and interview members of the organization. Be prepared to be of assistance in a classroom during your visits. Record fieldnotes. Remember, with grounding in the literature, you are collecting evidence for the guiding question. See the additional questions below.

Once a teacher has agreed to host your visit, meet with the teacher to discuss the assignment and arrange a schedule. Begin by participating as a volunteer aid in the classroom working with (1) a student who has an IEP and (2) another student who is, or may become, eligible for support services.

For this assignment, you are to study the systems of support available for students who have an IEP **and** students who are eligible for other support services (504 plan, English language learner, gifted student, student in the early stages of the referral process, student at-risk, etc.).

You are to gain an understanding of students’ experiences of the systems of support they encounter. Your objective is to construct an understanding of how the systems of support are implemented in a specific school for students with specific special needs, and then, to compare that implementation to related regulations and educational literature.

Elements of the support systems include the following: the identification/referral process; assessments; how a history of services is recorded and made available; how determinations for accommodations are made, tracked, and reviewed; the setting and climate of students’ primary and additional classrooms; the instruction being provided including materials and modifications; and human and/or technical support services available.

You do not need to read a student’s IEP or to participate in an Educational Support Team meeting for this assignment. (If you complete the assignment during a formal practicum or Student Teaching you may have those opportunities. Consult your instructor, not the classroom teacher, for guidance.) However, you will study the IEP process in your coursework and are expected to use that knowledge to ask specific and detailed questions about the particular IEP process used within the host school. You should be asking detailed questions about generic cases. (“Can you describe the process used in this school to identify the services available to a student identified with ADHD? Can you describe an anecdote from a real case you have encountered using a pseudonym?)

You will gain most of your information by volunteering to work with students, and interviewing the special educator, teachers, and other personnel: school counselor, school nurse, principal, social worker, EST coordinator, home liaison, etc.. You will also observe general interactions in classrooms and informal settings.

If you are not in a position to work with student directly, construct a case study of the support system used to identify and provide accommodations for students with special needs based on conversations and general observations.

Adhere to the school’s protocol for preservice educators under your fieldwork or practicum arrangement.

Keep fieldnotes that describe students’ experiences of the learning environment and systems of support. Record fieldnotes of interviews.

Consider the following questions when working with a particular student:

1. What makes this student unique and how is the school addressing these unique characteristics?
2. What is this student’s particular approach to learning?
3. How do these qualities differ from their peers?
4. How does the student’s particular approach to learning affect him or her?
5. What is an example of the history of services for a student with such needs?
6. What are steps of a referral process for a student with special needs? How long does the process, or steps within the process, take for a typical student with such special needs? Who is involved? What are their roles? How do those roles mesh or contradict?
7. Describe the classroom climate and the extent of the student’s participation in regular education. Consider the amount of time the student is fully involved in regular education, the amount of time being educated separately within the regular classroom, and the amount of time being educated outside of the regular settings.
8. How are instructional materials and instructional strategies being modified? Is this typical for a student identified with such special needs?
9. What human resources are available to each student beyond the classroom teacher?
10. How are social, cultural, or environmental conditions affecting the student, including conventional beliefs and practices, normal arrangements, and established boundaries? Is this typical for a student identified with such special needs?
11. What proactive steps do educators take to prevent possible discrimination for students with special needs?

Collecting Fieldnotes: Obtain a notebook for fieldnotes. Divide it into sections: one for informal and reflective writing, one for observational notes, and one for a list of sources and contacts. To construct fieldnotes:

1. record **events**: interactions, interviews, conversations, lessons, games, tasks, gestures
2. pay careful attention to the details
3. pay attention to time: how long does an event last?
4. organize the events within your fieldnotes: name or number them
5. record what is physically present or happens while avoiding judgments
6. begin with what stands out
7. consider the words you use in recording an event: avoid prejudicial language and set aside your preconceptions, expectations, evaluations, and emotions
8. it might be helpful to use a “double-entry” technique: (a) before you begin, draw a line down each page of the observation section of your notebook splitting the page with 2/3 on one side and 1/3 on the other; (b) record your observations on the 2/3 side; (c) place reactions, questions, or reflections on the 1/3 side.
9. use pseudonyms in the fieldnotes; this will help you to observe in an objective fashion

Data Treatment: All data is to be confidential; use pseudonyms for people, the school, and the town. Ask permission to ask a person questions. If someone is uncomfortable replying to a question, skip it. Assure everyone that this is a class assignment meant to enhance your professional preparation: it is not a research study. The information you gather will not be published; it will only be used in an analytic and reflective report to fulfill a class assignment. Neither individuals nor the institution will be identified. You may only take photos in accordance with the school’s policy for photography. If you are uncertain, do not take photos of people. Do not include photos that depict people in your report.

1. **Analysis**: Conduct an analysis of each principle. The *standard format* for the analysis of a principle is given below. Use this format as a guide. You might find it helpful to adjust the format for certain principles or to combine sections: Check with the instructor. It is your responsibility to assure that the reader understands your analysis and findings.

**Unpack the principle**: Determine your interpretation of the principle. What aspect of the principle do you wish to address in the analysis and what does it means to you?

**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.

**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.

**Ground the principle**: Examine academic literature covering theory, research, or best practice from scholarly or professional sources that relates to the principle and the episode. What does the literature say about the principle? About such an episode?

**Evaluate the outcome**: Gauge the degree and type of correspondence between the principle, the episode, and the literature: How well, or to what degree, was the principle met? To what degree did the episode demonstrate the principle and the recommendations noted in the literature? State your findings and a make a judgment. If you remain unsettled, pose questions for further consideration. Be sure to tell the reader *WHY* the event, principle, and literature are connected. (“In this situation, one can see the connection between Principle 8 and the event because \_\_\_.”)

1. **Principle 3a:** What do you know about educational theory, research, or best practices regarding learning variation and how it should be addressed? How is that depicted in one of the events? Why?
2. **Principle 3b:** What is done in the school and classroom to acknowledge and manage individual and group differences? How is that depicted in one of the given events? To what degree are those steps congruent with theory, research, or best? To what degree is equitable instruction in place? Why?
3. **Principle 8:** What factors need to be addressed to effectively create an inclusive classroom? How well were the unit, lessons, and/or activities adapted so that they integrated students with disabilities and provided them with equitable instructional opportunities? What episodes demonstrated this? (Provide specific examples for 2 or 3 different students.)
4. **Principle 13:** What laws and regulations dictate programs of study for students with special needs and for students who require other additional forms of assistance? To what extent are these laws and regulations being followed? What could the school do differently to be in compliance? What questions or concerns about my rights, students’ rights, and parents’ rights arose for me?
5. **Reflection**
6. New Perspectives: How have your perceptions of the guiding question shifted? Which of your beliefs have been affirmed? Which have been challenged? What new beliefs have emerged?
7. Professional Readiness: In what ways has this experience advanced your readiness to be a professional? As a professional, what might you do to address the guiding question? What areas of content, pedagogy, or management require additional study? What would be your strengths and challenges in constructing a learning environment that provides equitable opportunities for all?
8. What are the implications of this study for the future of education in a democracy?

**Report Outline for Entry 2**

*JSC Level I Licensure Portfolio*

*Title Page*:

Title page is Page 1. Add a manuscript header to title page (in the margin, left justified) and the page number (in the margin, right justified).

All items centered

* + Case Study of \_\_(pseudonym)\_\_\_\_ School:\_\_(subtitle describing the school)\_\_\_\_
* Case Study of Williamstown Elementary School: Diverse Support for All Students
* Case Study of Kinsburg High School: One School’s Quest to Have All Students Excel
	+ Author
	+ Johnson State College, EDU- \_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Date
	+ In partial fulfillment of Requirements for the Level I Licensure Portfolio: Entry 2

*Body:*

The manuscript heading and page numbers should carry over onto all pages in the margin.

Center the title of the report at the top of the page. Begin typing the body on the next line without adding a header such as “Introduction.”

First Section: 1-2 paragraphs. (Do not use a heading for this section.)

In the opening section of the report, provide a brief introduction to the assignment. Describe your initial impressions of the guiding question. Next, briefly describe the task you completed in order to learn more about the guiding question. State the purpose of the assignment.

Second Section: 3-5 pages. (Use this heading, in bold, at the left margin: **Description**)

In the **Description** section, describe your investigation of the topic. First, explain the tasks you completed for the assignment. Then, provide details of *WHAT* occurred, what you observed and heard, who you interviewed and what was said, what materials you examined and what information you gathered. Construct a holistic overview with a few specific examples. Avoid presenting your assumptions. Instead, pose a few thoughtful questions that arose for you. Be concise. The Description should be drawn from and refer to your fieldnotes, but do not reiterate or restate them; instead, provide a summary description. Place copies of excerpts from your fieldnotes in the Evidence section.

Description for Entry 2

1. Describe what you have observed about the experiences of the student identified as having special needs through an IEP (provide a pseudonym). Describe what you have learned about how a student with such needs might be identified, accommodated, and monitored at this school.
2. Describe what you have observed about the experience of the student identified as having special needs *without* an IEP (provide a pseudonym). Describe what you have learned about how a student with such needs might be identified, accommodated, and monitored at this school.

Third Section: 1-1.5 pages per principle. (Use this heading, in bold, at the left margin: **Analysis**)

List the first principle to be analyzed: Type the entire principle as a header; left-justified and bold. Write the analysis for that principle. What findings or insights emerged from your study? Refer to the prompts listed under *Guidelines for Entry 2, Analysis, Evaluate the outcome*. Repeat for each principle. In order to strengthen your analysis, strive to include reference(s) to literature under each principle.

Fourth Section: 1-2 pages. (Use this header, in bold, at the left margin: **Reflection**)

For the **Reflection** section, explain how your understanding or practice changed as a result of completing the assignment: discuss your points of learning, discuss how this experience has altered your initial impressions, discuss other insights or pose questions that you plan to investigate in the future. How has this experience prompted you to rethink prior assumptions or beliefs? What notions, ideas, beliefs, practices, etc. have you come to reconsider?

Fifth Section: 1-2 pages. (Use this header, in bold, at the left margin: **Application**)

For the **Application** section, make three statements of commitments to action that you will embrace as a professional—one of these statements should address your readiness to work toward multicultural equity. Elaborate on each statement: consider how you will use your professional position to enhance social justice, reduce discrimination, advance democratic principles, or serve broader social aims while teaching. What actions can you take to apply your learning from this study toward generating more extraordinary practice?

Sixth Section (Use this header, in bold, at the left margin: **References**)

List the sources that you referenced in the report using APA style.

1. See: http://www.apastyle.org/apa-style-help.aspx
2. See: http://owl.english.purdue.edu/

*Evidence:*

The final section of the report is an appendix titled **Evidence**. In this section, place the evidence required for each entry. Typical evidence includes copies of excerpts of fieldnotes, copies of interview notes, copies of student work (with the identifying information removed), photographs of student performances (if permitted by the school) or student work, etc.

* Do not include all fieldnotes, only relevant excerpts.
* Do not include original work in the evidence section, only copies.
* Number these pages.
* Identify each item: label each item with a sticky note or lable (hand-written is ok).
* As needed, cite the page number and figure number for a particular piece of evidence in the report.

Evidence for Entry 2:

Copy excerpts from your fieldnotes; specifically, include copies of fieldnotes that you cited in the report, or that contain particularly important observations, vivid descriptions, or important events. It might be helpful to make notes on the copies in a different color to guide the reviewer to particular elements of the notes.

* A summary of the needs and accommodations for each of the students with whom you worked.
* Notes from conferences with classroom and/or special education teacher. (You do NOT need to request a written reference of confirmation from Special Ed. teacher.)
* A blank copy of the IEP form used at the school. (Do NOT accept a copy of a student’s IEP if offered and do NOT include a student’s IEP in your report.)

**Guidelines for Entry 3: A Self-Study of Professionalism**

*JSC Level I Licensure Portfolio*

**Overview**: Through an examination of the meaning of critical professionalism in educational settings and your place within a particular professional work-group, you will come to a better understanding of the nature of colleagueship and advocacy, the strengths and limitations of collective versus individual endeavors, and your own strengths and areas for improvement in the realm of professional practice.

**Task**: In partnership with peers and practicing professionals, examine structural, fiscal, political, social, familial, and/or cultural forces that affect the experience of youth in an educational setting. Design and implement a project meant to identify those forces and to enable the affected youth and their families to manage them.

To complete this task you will need to study the nature of professionalism in the field of education with particular attention to an educator’s responsibilities to work as a member of a team in the service of youth and families toward the democratic aims of society. You will be examining your role within a profession that involves colleagueship and advocacy in the public realm..

**Guiding Question:** What is the role of the educator within a democracy?

**VSBPE Principles to be analyzed in this assignment:**

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

Principle 12: The educator (a) recognizes multiple influences on students inside and outside the school and (b) accesses appropriate systems of support for students

**Directions**

1. **Perception**: Consider the guiding question. What are your initial impressions? What personal beliefs and experiences underlie your reply? Write informal notes to capture your initial impressions.
2. **Interpretation:** Examine the principles.
3. **Investigation**: Read aselection of scholarly and professional literature related to the guiding question. Write informal notes about how the literature adds to your thinking about the guiding question. Create questions, lists, or points of learning from the literature review to use to inform your fieldwork and your analysis.
4. **Implementation**: For this assignment, you will work as a member of a team to identify, design, and implement a project meant to address a topic, issue, or problem in a local school, social service agency, youth organization, etc.. The project should be intentionally designed to address issues for families, agencies outside the school, and local community resources.

If completing this assignment for a course:

Form a peer work team with classmates around a topic of common interest. Develop a proposal to discuss with the instructor before beginning the project. The proposal should identify a broad topic area of interest and the steps your team will take. Once you determine a topic area (homeless youth, youth pregnancy, domestic abuse, obesity, English-as-second-language families) you will study the topic through literature, and then approach a school or social service agency to discuss options for a service learning project toward assisting families and youth to ameliorating the conditions surrounding that topic.

Once you have studied the topic, through your instructor, arrange to visit a school or other organization. Consult the instructor to learn of schools to avoid. Contact the principal or agency head to arrange a visit. Write a formal request. Seek permission to work with a host teacher or staff member to complete this assignment. You will need permission to be on-site for about 10-15 hours, and interview members of the organization. Once the organization has agreed to participate in the project, meet with the hosting staff member to discuss the assignment and arrange a schedule. Be prepared to be of assistance during your visits. Record fieldnotes. Remember, with grounding in the literature, you are collecting evidence for the guiding question. See the additional questions below.

If completing this assignment during Student Teaching:

Working with school or preservice colleagues, design a project (such as a resource center or informal informational presentation) around a topic of common interest (such as bullying). Develop a proposal to discuss with the instructor before beginning the project. The project should be designed to address an authentic issue at the school that requires making connections beyond school resources.

Keep fieldnotes that describe your team’s experience. Record fieldnotes of interviews.

Consider the following questions:

1. What is the difference between colleagueship and advocacy? When should you use one or the other? What is a teacher’s duty to society, as a colleague and advocate?
2. What conditions affect children and youth beyond the school? What is a teacher’s duty in helping individuals, families, and society address these conditions?
3. What procedures or mechanisms are in place to facilitate connections between local school and regional social service agencies? How do school personnel become aware of these agencies and seek their services?

Collecting Fieldnotes: Obtain a notebook for fieldnotes. Divide it into sections: one for informal and reflective writing, one for observational notes, and one for a list of sources and contacts. To construct fieldnotes:

1. record **events**: interactions, interviews, conversations, lessons, games, tasks, gestures
2. pay careful attention to the details
3. pay attention to time: how long does an event last?
4. organize the events within your fieldnotes: name or number them
5. record what is physically present or happens while avoiding judgments
6. begin with what stands out
7. consider the words you use in recording an event: avoid prejudicial language and set aside your preconceptions, expectations, evaluations, and emotions
8. it might be helpful to use a “double-entry” technique: (a) before you begin, draw a line down each page of the observation section of your notebook splitting the page with 2/3 on one side and 1/3 on the other; (b) record your observations on the 2/3 side; (c) place reactions, questions, or reflections on the 1/3 side.
9. use pseudonyms in the fieldnotes; this will help you to observe in an objective fashion

Data Treatment: All data is to be confidential; use pseudonyms for people, the school, the agency, and the town. Ask permission to ask a person questions. If someone is uncomfortable replying to a question, skip it. Assure everyone that this is a class assignment meant to enhance your professional preparation: it is not a research study. The information you gather will not be published; it will only be used in an analytic and reflective report to fulfill a class assignment. Neither individuals nor the institution will be identified. You may only take photos in accordance with the school’s or agency’s policy for photography. If you are uncertain, do not take photos that include people. Do not include photos that depict people in your report.

1. **Analysis**: Conduct an analysis of each principle. The *standard format* for the analysis of a principle is given below. Use this format as a guide. You might find it helpful to adjust the format for certain principles or to combine sections: Check with the instructor. It is your responsibility to assure that the reader understands your analysis and findings.

**Unpack the principle**: Determine your interpretation of the principle. What aspect of the principle do you wish to address in the analysis and what does it means to you?

**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.

**Ground the principle**: Examine academic literature covering theory, research, or best practice from scholarly or professional sources that relates to the principle and the episode. What does the literature say about the principle? About such an episode?

**Evaluate the outcome**: Gauge the degree and type of correspondence between the principle, the episode, and the literature: How well, or to what degree, was the principle met? To what degree did the episode demonstrate the principle and the recommendations noted in the literature? State your findings and a make a judgment. If you remain unsettled, pose questions for further consideration. Be sure to tell the reader *WHY* the event, principle, and literature are connected. (“In this situation, one can see the connection between Principle 8 and the event because \_\_\_.”)

1. **Colleagueship**: What is colleagueship? How is this different from other types of interpersonal associations such as friendship, fellowship, membership, etc.? When is a professional interaction an example of colleagueship? What does it feel like to you? When have you initiated colleagueship?
2. **Principle 11**: What does it mean to be a member of a professional team? What are the roles of such a team? What role makes you feel comfortable? Challenged? When have you served as a member of a professional team? How well was your performance considering the aims of the project and the recommendations from literature for teamwork endeavors?
3. **Advocacy**: What is advocacy? How is this different from other approaches to action such as activism, campaigning, crusading, innovating, etc.? When is a professional interaction an example of advocacy? What does it feel like to you? During what part of this assignment did you serve as an advocate in service of families and youth? How well was your performance considering the aims of the action and the recommendations from literature for effective advocacy?
4. **Resources**: What resources available to students and families are available in this region to serve families and youth in and beyond the schools? (Include as an appendix in the Evidence section.)
5. **Principle 12a**: What are some of the micro-systems and meso-systems, and the historical trends and narratives that affect youth development and experience in this region? What aspects of family systems theory seem most at play in this region? How well are the agencies in the region meeting the challenges present?
6. **Principle 12b**: What specific systems of support are present within the school and the region to serve youth and families in need around the topic of your inquiry project? How well were these systems functioning? How did your project contribute to this work?
7. **Reflection**:
8. New Perspectives: How have your perceptions of the guiding question shifted? Which of your beliefs have been affirmed? Which have been challenged? What new beliefs have emerged?
9. Professional Readiness: In what ways has this experience advanced your readiness to be a professional? As a professional, what might you do to address the guiding question? What areas of content, pedagogy, or management require additional study? What would be your strengths and challenges in constructing a learning environment that provides equitable opportunities for all?
10. What are the implications of this study for the future of education in a democracy?

**Report Outline for Entry 3**

*JSC Level I Licensure Portfolio*

*Title Page*:

Title page is Page 1. Add a manuscript header to title page (in the margin, left justified) and the page number (in the margin, right justified).

 All items centered:

* + \_\_\_\_\_(Project Title)\_\_\_\_\_\_\_\_\_\_
	+ Author
	+ Johnson State College, EDU- \_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Date
	+ In partial fulfillment of Requirements for the Level I Licensure Portfolio: Entry 3

*Body:*

The manuscript heading and page numbers should carry over onto all pages in the margin.

Center the title of the report at the top of the page. Begin typing the body on the next line without adding a header such as “Introduction.”

First Section: 1-2 paragraphs. (Do not use a heading for this section.)

In the opening section of the report, provide a brief introduction to the assignment. Describe your initial impressions of the guiding question. Next, briefly describe the task you completed in order to learn more about the guiding question. State the purpose of the assignment.

Second Section: 3-5 pages. (Use this heading, in bold, at the left margin: **Description**)

In the **Description** section, describe your investigation of the topic. First, explain the tasks you completed for the assignment. Then, provide details of *WHAT* occurred, what you observed and heard, who you interviewed and what was said, what materials you examined and what information you gathered. Construct a holistic overview with a few specific examples. Avoid presenting your assumptions. Instead, pose a few thoughtful questions that arose for you. Be concise. The Description should be drawn from and refer to your fieldnotes, but do not reiterate or restate them; instead, provide a summary description. Place copies of excerpts from your fieldnotes in the Evidence section.

There are three descriptive elements to Entry 3:

Colleagueship: Describe your work as a colleague on the topic of this assignment, the agency, the project, and the outcome. Consider the meaning of colleagueship. Describe your particular role in this group project.

Advocacy: Describe your experience as an advocate. Include references to the democratic aims you sought to achieve through this work. Describe the social change you generated through this project (beyond working in the interest of a particular child, how did you change a social, institutional, familial, etc. system?)

Resources: Create an annotated list of resources available to families and youth regarding the topic of study for the project. Include this list as an appendix to the report. Describe the resources your team relied upon for the project.

Third Section: 1-1.5 pages per principle. (Use this heading, in bold, at the left margin: **Analysis**)

List the first principle to be analyzed: Type the entire principle as a header; left-justified and bold. Write the analysis for that principle. What findings or insights emerged from your study? Refer to the prompts listed under *Guidelines for Entry 3, Analysis, Evaluate the outcome*. Repeat for each principle. In order to strengthen your analysis, strive to include reference(s) to literature under each principle.

Fourth Section: 1-2 pages. (Use this header, in bold, at the left margin: **Reflection**)

For the **Reflection** section, explain how your understanding or practice changed as a result of completing the assignment: discuss your points of learning, discuss how this experience has altered your initial impressions, discuss other insights or pose questions that you plan to investigate in the future. How has this experience prompted you to rethink prior assumptions or beliefs? What notions, ideas, beliefs, practices, etc. have you come to reconsider?

Fifth Section: 1-2 pages. (Use this header, in bold, at the left margin: **Application**)

For the **Application** section, make three statements of commitments to action that you will embrace as a professional—one of these statements should address your readiness to work toward multicultural equity. Elaborate on each statement: consider how you will use your professional position to enhance social justice, reduce discrimination, advance democratic principles, or serve broader social aims while teaching. What actions can you take to apply your learning from this study toward generating more extraordinary practice?

Sixth Section (Use this header, in bold, at the left margin: **References**)

List the sources that you referenced in the report using APA style.

1. See: http://www.apastyle.org/apa-style-help.aspx
2. See: http://owl.english.purdue.edu/

*Evidence:*

The final section of the report is an appendix titled **Evidence**. In this section, place the evidence required for each entry. Typical evidence includes copies of excerpts of fieldnotes, copies of interview notes, copies of student work (with the identifying information removed), photographs of student performances (if permitted by the school) or student work, etc.

* Do not include all fieldnotes, only relevant excerpts.
* Do not include original work in the evidence section, only copies.
* Number these pages.
* Identify each item: label each item with a sticky note or label (hand-written is ok).
* As needed, cite the page number and figure number for a particular piece of evidence in the report.

Evidence for Entry 3:

Copy excerpts from your fieldnotes; specifically, include copies of fieldnotes that you cited in the report, or that contain particularly important observations, vivid descriptions, or important events. It might be helpful to make notes on the copies in a different color to guide the reviewer to particular elements of the notes.

* Include the list (brochure) of resources available to families and youth in the region.
* Demonstration of the project (photo, letter of reference, flyer, etc.).

**Guidelines for Entry 4: Practice Lessons with Assessment of Student Work**

*JSC Level I Licensure Portfolio*

**Overview:** To fulfill this assignment you will teach (at least) two standards-based lessons in a classroom and examine the meaning of excellent teaching.

**Task:** Prepare, implement, and reflect upon two standards-based lesson plans that address elements of the Common Core. Examine student work to analyze the effectiveness of the lessons and assessment processes used in the lessons.

**Guiding Question:** How do you plan for learning?

**VSBPE Principles Analyzed in this Assignment**:

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 *Vermont’s Framework of Standards and Learning Opportunities* and that address appropriate elements of the Common Core.

Principle 4: The educator (a) understands and (b) uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont’s Framework of Standards and Learning Opportunities* and that address appropriate elements of the Common Core.

Principle 5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction and personal health and safety.

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.

**Directions**

1. **Perception**: Consider the guiding question. What is your reply? What personal beliefs and experiences underlie your reply? Write informal notes to capture your initial impressions.
2. **Interpretation:** Examine the Principles
3. **Investigation**: Read aselection of scholarly and professional literature related to the guiding question. Write informal notes about how the literature adds to your thinking about the guiding question. Create questions, lists, or points of learning from the literature review to use to inform your fieldwork and your analysis.

Write informal notes about how the literature adds to your thinking about the guiding question. Create questions, lists, or points of learning from the literature review to use to inform your fieldwork and your analysis.

1. **Implementation:** This assignment will be completed during a practicum placement with a cooperating teacher. You should submit an application for the placement a semester in advance.
	1. **Preparation:**
	2. Develop a thorough understanding of the content of the lesson beforehand by researching the topic through appropriate scholarly and professional sources. Note the sources you examined and list a few specific points of learning in your field-notebook.
	3. Study a variety of instructional strategies and select those that will address differing learners and that are suitable for teaching the content of the lesson.
	4. Determine what elements of classroom climate need to be considered in order to successfully implement your lesson and make any advanced preparations to put these into place.
	5. Design multiple assessment strategies.
	6. **Design**: Consider the following criteria when designing the lessons. They should be standards-based and encompass the following elements:
2. Clear and measurable learning objectives: These should outline what you expect students to learn or be able to do as a result of this lesson.
3. VT standards and Common Core Standards
4. Essential question(s)
5. Clear instructional strategies: This should include materials, equipment and resources needed (with references), and a step-by-step description of the expected procedure that is detailed enough for another teacher to take your plan and reasonably replicate the lesson as you designed it.
6. Inclusitivity plan: A plan for enabling learners with differing abilities, differing backgrounds, and differing strengths to achieve the learning objectives. These plans should include the means by which you will use multiple means of represent informational content and multiple options for engagement in and expression of learning. (See Universal Design for Learning guidelines for more details.)
7. Formative and summative assessment materials to accompany the lesson: These should allow you to monitor student understanding of the lesson objectives and standards (i.e. tasks, rubrics, quizzes, checklists, observation protocols, etc.).
	1. **Instruct**
8. Teach each lesson.
9. Meet with the observer to debrief/receive input on the lesson.
	1. **Gather and collate supporting items (Evidence).**
10. Copies of original lesson plans.
11. Copies of student work with identification removed.
12. Copies of assessments with identification removed.
13. Copies of observer notes.
14. Digital recording of you instructing one lesson.

Data Collection Notes: All data is to be confidential; use pseudonyms for people, the school, and the town. Ask permission to ask a person questions. If someone is uncomfortable replying to a question, skip it. Assure everyone that this is a class assignment meant to enhance your professional preparation: it is not a research study. The information you gather will not be published; it will only be used in an analytic and reflective report to fulfill a class assignment. Neither individuals nor the institution will be identified. You may only take photos in accordance with the school’s policy for photography. If you are uncertain, do not take photos that include people. Do not include photos that depict people in your report.

1. **Analysis**: Conduct an analysis of each principle. The *standard format* for the analysis of a principle is given below. Use this format as a guide. You might find it helpful to adjust the format for certain principles or to combine sections: Check with the instructor. It is your responsibility to assure that the reader understands your analysis and findings.

**Unpack the principle**: Determine your interpretation of the principle. What aspect of the principle do you wish to address in the analysis and what does it means to you?

**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.

**Ground the principle**: Examine academic literature covering theory, research, or best practice from scholarly or professional sources that relates to the principle and the episode. What does the literature say about the principle? About such an episode?

**Evaluate the outcome**: Gauge the degree and type of correspondence between the principle, the episode, and the literature: How well, or to what degree, was the principle met? To what degree did the episode demonstrate the principle and the recommendations noted in the literature? State your findings and a make a judgment. If you remain unsettled, pose questions for further consideration. Be sure to tell the reader *WHY* the event, principle, and literature are connected. (“In this situation, one can see the connection between Principle 8 and the event because \_\_\_.”)

1. **Principle 1**: What research did I do to ensure that my lesson would thoroughly and accurately represent the content? (This should be grounded in the lesson’s standards and refer to the Common Core.)
2. **Principle 4a**: Why did I select the teaching strategies that I did to promote student learning of the topic? How appropriate were the standards/grade equivalents I selected for each lesson?
3. **Principle 4b:** How effective were the teaching strategies that I used to promote student learning of the topic? Which would I use again? What might I try next time?
4. **Principle 5:** Was the learning environment that I created safe and did it promote respect and positive student interactions? Why or why not? What might I try differently next time?
5. **Principle 7**: How did I determine whether students met the learning objectives that I set out for the lesson? Was this assessment method (formal or informal) effective? How might I change it to provide me with better assessment data next time? In order to meet standards you must include student work and this must be analyzed—either in your narrative or in the form of comments/feedback on the work.
6. **Reflection**
7. New Perspectives: How have your perceptions of the guiding question shifted? Which of your beliefs have been affirmed? Which have been challenged? What new beliefs have emerged?
8. Professional Readiness: In what ways has this experience advanced your readiness to be a professional? As a professional, what might you do to address the guiding question? What areas of content, pedagogy, or management require additional study? What would be your strengths and challenges in constructing a learning environment that provides equitable opportunities for all?
9. What are the implications of this study for the future of education in a democracy?

**Report Outline for Entry 4**

*JSC Level I Licensure Portfolio*

*Title Page*:

Title page is Page 1. Add a manuscript header to title page (in the margin, left justified) and the page number (in the margin, right justified).

All items centered

* + \_\_\_\_\_\_\_\_\_\_\_\_\_title of paper\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Author
	+ Johnson State College, EDU- \_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Date
	+ In partial fulfillment of Requirements for the Level I Licensure Portfolio: Entry 4

*Body:*

The manuscript heading and page numbers should carry over onto all pages in the margin.

Center the title of the report at the top of the page. Begin typing the body on the next line without adding a header such as “Introduction.”

First Section: 1-2 paragraphs. (Do not use a heading for this section.)

In the opening section of the report, provide a brief introduction to the assignment. Describe your initial impressions of the guiding question. Next, briefly describe the task you completed in order to learn more about the guiding question. State the purpose of the assignment.

Second Section: 1-2 pages. (Use this heading, in bold, at the left margin: **Description**: **Lesson 1**)

Describe the placement, the class, and the lesson. Summarize your lesson; direct the reader to refer to your formal lesson plan in the Evidence section.

Third Section: 1-1.5 pages per principle. (Use this heading, in bold, at the left margin: **Analysis**)

Introduce the **Analysis** section. Describe the process you used to conduct the analysis. Tell the reader about the process you used to gather evidence, examine each principle, study educational literature related to the topic, review your fieldnotes for relevant examples, and conduct the analysis.

Next, list the first principle to be analyzed. Type the entire principle as a header; left-justified and bold. Write the analysis for that principle. What findings or insights emerged from your study? Analyze each principle. Refer to the prompts listed under *Guidelines for Entry 4, Analysis, Evaluate the outcome*. Repeat for each principle. In order to strengthen your analysis, strive to include reference(s) to literature under each principle.

Fourth Section: 1-2 pages. (Use this heading, in bold, at the left margin: **Description: Lesson 2**)

Describe the placement, the class, and the lesson. Summarize your lesson; direct the reader to refer to your formal lesson plan in the Evidence section.

Fifth Section: 1-1.5 pages per principle. (Use this heading, in bold, at the left margin: **Analysis**)

List the first principle to be analyzed. Type the entire principle as a header; left-justified and bold. Write the analysis for that principle. What findings or insights emerged from your study? Refer to the prompts listed under *Guidelines for Entry 4, Analysis, Evaluate the outcome*. Repeat for each principle. In order to strengthen your analysis, strive to include reference(s) to literature under each principle.

Sixth Section: 1-2 pages. (Use this header, in bold, at the left margin: **Reflection**)

For the **Reflection** section, explain how your understanding or practice changed as a result of completing the assignment. Discuss your points of learning, how this experience has altered your initial impressions, and other insights or questions that you plan to investigate in the future. How has this experience prompted you to rethink prior assumptions or beliefs? What notions, ideas, beliefs, practices, etc. have you come to reconsider?

Seventh Section: 1-2 pages. (Use this header, in bold, at the left margin: **Application**)

For the **Application** section, make three statements of commitments to action that you will embrace as a professional—one of these statements should address your readiness to work toward multicultural equity. Elaborate on each statement. Consider how you will use your professional position to enhance social justice, reduce discrimination, advance democratic principles, or serve broader social aims while teaching. What actions can you take to apply your learning from this study toward generating more extraordinary practice?

Eighth Section (Use this header, in bold, at the left margin: **References**)

List the sources that you referenced in the report using APA style.

1. See: http://www.apastyle.org/apa-style-help.aspx
2. See: http://owl.english.purdue.edu/

*Evidence*

The final section of the report is an appendix titled **Evidence**. In this section, place the evidence required for each entry.

* Do not include all fieldnotes, only relevant excerpts.
* Do not include original work in the evidence section, only copies.
* Number these pages.
* Identify each item: label each item with a sticky note or label (hand-written is ok).
* As needed, cite the page number and figure number for a particular piece of evidence in the report.

Evidence for Entry 4:

* At least two original, formal lesson plans in JSC format.
* Samples of student work with identification removed with your assessment.
* Copies of supervisor’s or cooperating teacher’s observational notes and assessment.
* Disk with video of the lesson, if available.

**Guidelines for Entry 5: Learning to Teach Over Time**

*JSC Level I Licensure Portfolio*

**Overview:** This assignment consists of (a) designing an integrated unit that is researched, linked to content standards and the interests and needs of the class where you are teaching, utilizes a range of teaching strategies, and clearly assesses student learning, (b) teaching at least five lessons from your unit, (c) collecting evidence including student work samples with your assessment of each, your initial critique of each lesson, and observer notes from at least two lessons and (d) writing a narrative that describes how you prepared, taught and assessed the unit, your analysis of the VSBPE Principles given below, and your reflective insights drawn from the experience

**Task:** Prepare, implement, and reflect upon a standards-based unit during your Student Teaching internship. Analyze the effectiveness of your work as a Student Teacher.

**Guiding Question:**  How will I know that I am ready to be a teacher?

**VSBPE Principles analyzed in this assignment**: All 16. See Attachment.

**Directions**

1. **Perception**: Consider the guiding question. What is your reply? What personal beliefs and experiences underlie your reply? Write informal notes to capture your initial impressions.
2. **Interpretation:** Consider the principles. You have unpacked most of them previously. Which ones are new for this assignment? Has your understanding of any principle shifted? Which aspects do you want to address this time?
3. **Investigation**: Read aselection of scholarly and professional literature related to the guiding question. Write informal notes about how the literature adds to your thinking about the guiding question. Create questions, lists, or points of learning from the literature review to use to inform your fieldwork and your analysis.
4. **Implementation:** This assignment will be completed during your Student Teaching Practicum with a cooperating teacher. You should submit an application for the placement a semester in advance.
5. Unit Plan
	1. Develop a thorough understanding of the content of the unit beforehand by researching the topic through appropriate scholarly and professional sources. Note the sources you examined and list a few specific points of learning in your field-notebook. Consider both GEs and Common Core Standards.
	2. Determine the theme and guiding question(s) for your unit.
	3. Research a variety of instructional strategies and select those that will address differing learners. Construct an inclustivity plan.
	4. Develop goals and tasks for your unit and devise multiple assessment strategies. How will you assess the level to which each student achieved competency toward the stated standards and objectives for the lessons? Include: (1) what data you will collect, (2) how you will use that data to determine a level of achievement, (3) how you will report out the findings, (4) what you anticipate as results.
	5. Determine what elements of classroom climate need to be considered in order to successfully implement your lesson and make any advanced preparations necessary to put these into place.
	6. Construct the Unit Plan: Develop an outline listing the theme, standards, instruction and assessment procedures. See Backward Design.
6. Lesson Plans

The unit should contain at least five lesson plans. The lesson plans should be standards-based and encompass the following elements:

* 1. Essential Question(s)
	2. Clear and measurable learning objectives: These should outline what you expect students to learn or be able to do as a result of this lesson.
	3. Standards (GEs and Common Core)
	4. Clear instructional strategies: Include materials, equipment and resources needed (with references), a step-by-step description of the expected procedure that is detailed enough for another teacher to take your plan and reasonably replicate the lesson as you designed it.
	5. Inclusitivity plan: A plan for enabling learners with differing abilities, differing backgrounds, and differing strengths to achieve the learning objectives. These plans should include the means by which you will use multiple means of representing informational content and multiple options for engagement in and expression of learning. (See Universal Design for Learning guidelines for more details.)
1. Assessment Plan
	1. Plan how will you assess the level to which each student achieved competency toward the stated standards and objectives for the lessons. Include (1) what data you will collect, (2) how you will use that data to determine a level of achievement, (3) how you will report out the findings, (4) what you anticipate as results.
	2. Develop formative and summative assessment materials to accompany the lesson. These should allow you to monitor student understanding of the lesson objectives and standards (i.e. tasks, rubrics, quizzes, checklists, observation protocols, etc.).
2. Instruction
	1. Teach the first lesson. Assess the student work. Determine how you will adjust your instruction for the second lesson.
	2. Have an observer record notes and provide feedback.
	3. Teach at least five lessons. Keep samples of student work. Keep reflective notes for each.
	4. At least two lessons should be taught when an observer can be present. Review the lesson with the observer; obtain a copy of the notes. Incorporate the observer’s findings into future lessons.
	5. Try to record one of the lessons (obtain permission to record first). Then look at it to inform your reflection process.
3. Assessment
	1. Reviewing student work, determine how well the objectives were met. Evaluate your lesson plan and instruction.

**Data Collection Notes:** All data is to be confidential; use pseudonyms for people, the school, and the town. Ask permission to ask a person questions. If someone is uncomfortable replying to a question, skip it. Assure everyone that this is a class assignment meant to enhance your professional preparation: it is not a research study. The information you gather will not be published; it will only be used in an analytic and reflective report to fulfill a class assignment. Neither individuals nor the institution will be identified. You may only take photos in accordance with the school’s policy for photography. If you are uncertain, do not take photos that include people. Do not include photos that depict people in your report.

1. **Analysis**: Conduct an analysis of each principle. The *standard format* for the analysis of a principle is given below. Use this format as a guide. You might find it helpful to adjust the format for certain principles or to combine sections: Check with the instructor. It is your responsibility to assure that the reader understands your analysis and findings.

**Unpack the principle**: Determine your interpretation of the principle. What aspect of the principle do you wish to address in the analysis and what does it means to you?

**Locate an** **episode**: Examine your fieldnotes for evidence of an episode that demonstrates the principle (or an antithesis of the principle). Form the episode into a story. Describe who was involved, what they said, how they reacted, and so forth.

**Ground the principle**: Examine academic literature covering theory, research, or best practice from scholarly or professional sources that relates to the principle and the episode. What does the literature say about the principle? About such an episode?

**Evaluate the outcome**: Gauge the degree and type of correspondence between the principle, the episode, and the literature: How well, or to what degree, was the principle met? To what degree did the episode demonstrate the principle and the recommendations noted in the literature? State your findings and a make a judgment. If you remain unsettled, pose questions for further consideration. Be sure to tell the reader *WHY* the event, principle, and literature are connected. (“In this situation, one can see the connection between Principle 8 and the event because \_\_\_.”)

**Principle 1**: With reference to educational literature, how well did I demonstrate knowledge of my endorsement competencies? What episodes demonstrate this? What research did I do to ensure that my lesson would thoroughly and accurately represent the content? (This should be grounded in the lesson GEs and the Common Core.)

**Principle 2**: With reference to educational literature, how well did I demonstrate my understanding of the principles of learning and growth? What episodes demonstrate this? How successful was my unit in meeting the developmental needs of my students? (Provide specific examples.)

**Principle 3**: With reference to educational literature, how well did I demonstrate the ability to equitable instructional opportunities across a range of learners? What episodes demonstrate this? How did I plan and implement my unit with the needs of different learners in mind? (Examples may include: learning styles, intelligences, interests, etc.)

**Principle 4**: With reference to educational literature, how well did I demonstrate the ability to use a variety of instructional strategies effectively? What episodes demonstrate this? Why did I select the teaching strategies that I did to promote student learning of the topic? How effective were the teaching strategies that I used to promote student learning of the topic? What might I try next time? (Be sure to discuss a few different strategies.)

**Principle 5**: With reference to educational literature, how well did I demonstrate the ability to create a safe, respectful, and healthy learning environment? What episodes demonstrate this? Was the learning environment that I created safe and did it promote respect and positive student interactions? Why or why not?

**Principle 6:** With reference to educational literature, how well did I demonstrate the design and implement a curricular unit, with adjustments as needed? What episodes demonstrate this? How did my original unit plan differ from what I actually implemented? What were the reasons for this?

**Principle 7**: With reference to educational literature, how well did I demonstrate the ability to use a variety of assessment methods effectively? What episodes demonstrate this? What assessment methods did I use to determine whether students were meeting the learning objectives that I set out for the unit? Were these assessment methods (formal or informal) effective? How might I change it to provide better assessment data next time?

**Principle 8**: With reference to educational literature, how well did I adapt the unit as a whole/ and or the lessons and activities so that they integrated students with disabilities and provided them with equitable instructional opportunities? What episodes demonstrate this? Did these adaptations accomplish what I had hoped? (Provide specific examples for 2 or 3 different students.)

**Principle 9**: With reference to educational literature, how well did I demonstrate the ability to integrate technology in instruction? What episodes demonstrate this? How did I use technology to enhance student learning? Did the technology I chose “fit” the needs of the unit and the students? What else could I have tried?

**Principle 10**: With reference to educational literature, how well did I demonstrate a willingness to take a proactive stance for anti-discriminatory practice? What episode demonstrates this? What anti-discriminatory actions did I take to assure that students in various population groups were acknowledged and treated with dignity? How did I address population group diversity within my unit?

**Principle 11**: With reference to educational literature, how well did I collaborate with others on the development and implementation of my unit? What episode demonstrates this? (Think about colleagues, parents, and community.)

**Principle 12**: With reference to educational literature, how well did I demonstrate the critical practices of questioning long-standing norms or beliefs and advocating for democratic aims? What episodes demonstrate this? How did the composition of students in my class influence my unit development and implementation? What outside and inside influences on my students impacted the way I taught your unit? How did my unit demonstrate my advocacy skills?

**Principle 13:** With reference to educational literature, how well did I use my knowledge of educational law to inform my teaching and work with colleagues? What episodes demonstrate this? What questions or concerns about my rights, students’ rights, and parents’ rights arose for me during the semester?

**Principle 14:** With reference to educational literature, how well did I demonstrate the ability and willingness to improve my practice through research, proactive preparation, critical pedagogy, collaboration, etc.? What episode demonstrates this? What did I do throughout the semester to demonstrate *Teaching with Intention*?

**Principle 15**: With reference to educational literature, how well did I use assessment data to inform my instruction throughout the unit and not just at the end? What episodes demonstrate this?

**Principle 16**: With reference to educational literature, how well did I demonstrate the ability to keep records and communicate formative and summative assessment to students? What episodes demonstrate this? How did I provide students with performance feedback throughout the unit?

**Report Outline for Entry 5**

*JSC Level I Licensure Portfolio*

*Title Page*:

Title page is Page 1. Add a manuscript header to title page (in the margin, left justified) and the page number (in the margin, right justified).

All items centered

* Student Teaching with a unit in \_\_\_\_\_\_\_\_\_\_\_:\_\_(subtitle)\_\_\_\_\_\_\_\_\_
	+ Author
	+ Johnson State College, EDU- \_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Date
	+ In partial fulfillment of Requirements for the Level I Licensure Portfolio: Entry 5

*Body*

The manuscript heading and page numbers should carry over onto all pages in the margin.

Center the title of the report at the top of the page. Begin typing the body on the next line without adding a header such as “Introduction.”

First Section: 1-2 paragraphs. (Do not use a heading for this section.)

In the opening section of the report, provide a brief introduction to the assignment. Describe your initial impressions of the guiding question. Next, briefly describe the task you completed in order to learn more about the guiding question. State the purpose of the assignment.

Second Section: 1-2 pages. (Use this heading, in bold, at the left margin: **Description**)

In the **Description** section, provide details of *WHAT* occurred. Describe the school, class, unit. Place the Unit Plan in the Evidence section.

Third Section: 1-1.5 pages per principle. (Use this heading, in bold, at the left margin: **Analysis**)

List the first principle to be analyzed: Type the entire principle as a header; left-justified and bold. Write the analysis for that principle. What findings or insights emerged from your study? Refer to the prompts listed under *Guidelines for Entry 5, Analysis, Evaluate the outcome*. In order to strengthen your analysis, strive to include reference(s) to literature under each principle. Repeat for each principle.

Fourth Section (Use this header, in bold, at the left margin: **References**)

List the sources that you referenced in the report using APA style.

1. See: http://www.apastyle.org/apa-style-help.aspx
2. See: http://owl.english.purdue.edu/

*Evidence*

* Copy of original Unit Plan
* Copies of five original lesson plans.
* Copies of samples of student work, with identification removed, and your assessment.
* Record-keeping forms for the whole unit, with identification removed.
* Copies of supervisor’s or cooperating teacher’s observation notes and assessment of two lessons.
* Digital recording of one lesson.

**Guidelines for Entry 6: Professional Theme**

*JSC Level I Licensure Portfolio*

**Overview:** You will construct this entry as a series of self-analytic and reflective letters to the reader.

**Task:** To synthesize who you are as an emerging teacher through the identification of and reflection upon a unifying theme for your portfolio.

**Guiding Question:** Who am I as an educator?

**VSBPE Principles Analyzed in this Assignment:**

**Principle 14**: The educator grows professionally, through a variety of approaches, to improve professional practice and student learning. Specifically, the educator

14a. demonstrates clear connections between experiences and appropriate theoretical constructs;

14b demonstrates clear evidence of the extent to which experiences are congruent with his/her beliefs about teaching and student learning;

14c. uses experiences and theoretical understandings to identify areas of professional growth to improve teaching and student learning.

**Directions**

1. **Perception**: Consider the guiding question. What is your reply? What personal beliefs and experiences underlie your reply? Write informal notes to capture your initial impressions.
2. **Interpretation:** Consider the principle.
3. **Literature**: Read aselection of scholarly and professional literature related to the guiding question. Write informal notes about how the literature adds to your thinking about the guiding question.
4. **Implementation:** This assignment is to be completed near the end of your Student Teaching experience, after you have finished the first five entries. Read through the first five entries. Look for evidence in each entry that helps you to address the guiding question. Consider the observation notes from your cooperating teacher and supervisor. Take notes.
5. **Analysis of Principe 14:**
6. For each entry, ask the following question: How does my work in this entry connect to educational theory or research?
7. For each entry, ask the following question: How does my work in this entry support or challenge my personal beliefs?
8. For each entry, ask the following question: How does my work in this entry indicate areas for additional professional growth?

Examine your notes and look for a pattern. Use this pattern to identity a theme that encapsulates what is important to you as an emerging educator. Name that theme.

**Outline for Entry 6**

*JSC Level I Licensure Portfolio*

***Letters to the Reader***

Once the analysis is complete, write letters to introduce each section of the portfolio. These letters should help the reader see the connections you have made between your experiences and growth, educational literature, and the elements of Principle 14.

**Opening Letter**

Write a letter to your readers introducing your portfolio. Describe your personal theme. Identify Principle **14**. The letter should be approximately 2 pages in length, but be succinct! Use citations and place references at the end of the letter.

**Letter for Entry 1:**

Write a letter to your readers introducing the entry. Describe how your personal theme shows up in the entry. Identify Principle 14. The letter should be approximately 1 page in length; be succinct! Use citations and place references at the end of the letter.

**Letter for Entry 2:**

Write a letter to your readers introducing the entry. Describe how your personal theme shows up in the entry. Identify Principle 14. The letter should be approximately 1 page in length; be succinct! Use citations and place references at the end of the letter.

**Letter for Entry 3:**

Write a letter to your readers introducing the entry. Describe how your personal theme shows up in the entry. Identify Principle 14. The letter should be approximately 1 page in length; be succinct! Use citations and place references at the end of the letter.

**Letter for Entry 4:**

Write a letter to your readers introducing the entry. Describe how your personal theme shows up in the entry. Identify Principle 14. The letter should be approximately 1 page in length; be succinct! Use citations and place references at the end of the letter.

**Letter for Entry 5:**

Write a letter to your readers introducing the entry. Describe how your personal theme shows up in the entry. Identify Principle 14. The letter should be approximately 1 page in length; be succinct! Use citations and place references at the end of the letter.

**Formatting:**

* Use lightly colored paper for the letters; use the same color for each letter.
* Use italics and 1.5 spacing. Use same font size and type as that you used in the entire portfolio.
* Use 1-inch margins. Do not use a manuscript header or page numbers.
* Begin each letter with the salutation: “Dear Reader:”
* Place your name at the bottom of each letter; do not begin a letter with a phrase such as, “My name is…”
* Be succinct.

Hint: A strong cover letter can rescue a weak entry.

**Portfolio Outline**

*JSC Level I Licensure Portfolio*

* Portfolio Title Page
	1. Level 1 Licensure Portfolio
	2. Author Name
	3. JSC Program
	4. Date
	5. Personal Theme
* Contact Page: Name, address, phone, e-mail, student ID #.
* Opening *Letter to the Reader* introducing the portfolio (write this last—it is part of Entry 6)
* Table of Contents: Identify tabs
* List of the Five Standards and Sixteen Principles to be addressed with the Portfolio
* Tab 1 (a) Letter to the Reader Introducing this Section (write this last—it is part of Entry 6)
1. Entry 1: Title page; Report; Evidence
* Tab 2 (a) Letter to the Reader Introducing this Section (write this last—it is part of Entry 6)
1. Entry 2: Title page; Report; Evidence
* Tab 3 (a) Letter to the Reader Introducing this Section (write this last—it is part of Entry 6)
1. Entry 3: Title page; Report; Evidence
* Tab 4 (a) Letter to the Reader Introducing this Section (write this last—it is part of Entry 6)

(b) Entry 4: Title page; Report; Evidence

* Tab 5 (a) Letter to the Reader Introducing this Section (write this last—it is part of Entry 6)

(b) Entry 5: Title page; Report; Evidence

* Tab 6 Completed VT DOE Transcript Review Form for your endorsement area. *(See page 39)*
* Tab 7 The VSBPE Rubric for the Level I Licensure Portfolio from “Chapter 7”
* Tab 8 Appendixes: Optional extra materials (items should be referenced in the portfolio)
	1. Letter to the Reader Introducing this Section (write this last—it is part of Entry 6)
	2. Teaching Philosophy (optional)
	3. Sundry materials from student teaching not previously included as evidence.

**Locating Endorsement Information on the VT DOE Website**

*JSC Level I Licensure Portfolio*

1. How to Find the Knowledge & Performance Standards for VT Educator Endorsements:

Enter this address into your browser:

<http://education.vermont.gov/new/html/licensing/regulations_endorsements.html#teachers>

2. How to Find the Transcript Review Worksheets for VT Educator Endorsements:

Enter this address into your browser:

<http://education.vermont.gov/new/html/licensing/forms/transcript_review.html#13>

Complete the form. Review it with your seminar leader. Include it in the Appendix of your portfolio.

**Portfolio Review Process & Verification Check**

Complete and final portfolios are due during the Student Teaching semester (or) on a specified due date. If submitted on the due date, the portfolio will be reviewed and scored. Portfolios not submitted in complete, final, scorable condition on the due date will be designated NOT PASSED: JSC will not issue a *Recommendation for Licensure*. See the **Late Portfolio Policy** for additional information.

During a scoring review, a portfolio will be designated PASS, NOT PASSED, or REVISE. A portfolio is permitted three attempts to pass each scoring review: that is, it can be revised twice. If the portfolio does not pass during the third attempt, it will be considered a failed portfolio and JSC will not issue a *Recommendation for Licensure*.Scoring reviews can span a few weeks or many months depending upon the revision process, faculty workloads, and resource limitations.

Each portfolio is reviewed and scored by two independent reviewers: One scoring review must be completed by a member of the full-time faculty of the JSC Ed. Dpt. Once the portfolio passes the first review, it is submitted for the second review. Each reviewer might require revisions or supplemental materials. Once all revisions are complete and the portfolio achieves a second pass, your work on the portfolio is finished. The portfolio remains in storage on campus.

Portfolios that do not pass after two revisions or that require extensive revisions after the first review, will be designated NOT PASSED. Students who wish to revise and resubmit a portfolio can apply for a Late Portfolio Review. All portfolios must achieve a PASS within a year of the end of your Student Teaching semester. Portfolios submitted more than a year after the end of the Student Teaching semester, or absent after marked for revision, will not be reviewed.

In addition to achieving a pass on the portfolio you must apply to the JSC Educator Licensure Office for a *Verification Check,* which is a review of your complete file.Due to resource limitations, Verification Checks are scheduled on a limited basis. See the Licensure Office for details.

If the check indicates that you have completed all requirements for candidacy in place at the time of your application, you will receive a *Recommendation for Licensure*, which is a note stamped on your JSC transcript. Any deficiencies will need to be resolved before the recommendation is issued. Send a copy of the official transcript with the recommendation to the VT DOE with your application for a license.

**Code of Professional Ethics and Rules of Professional Conduct** f**or Vermont Educators**

**Code of Professional Ethics**

The essential qualities of the competent and caring educator include moral integrity, humane attitudes, reflective practice, and a sound understanding of academic content and pedagogy. The public vests educators with trust and responsibility for educating the children of Vermont. We believe that fulfilling this charge requires educators to demonstrate the highest standards of professional conduct. We, as professional educators, respect the dignity and individuality of every human being. We are committed to, and model for our students, the lifelong pursuit of learning and academic excellence. We are dedicated to effective scholarly practice, further enhanced by collaboration with colleagues and with those in the greater educational community. Furthermore, we are dedicated compassionate service on behalf of our students and their families, and we advocate for them in the school and community settings. We recognize and accept both the public trust and the magnitude of responsibility inherent in our profession. To this end, we put forth these rules of conduct

**Rules of Professional Conduct**

What follows is a statement of fundamental principles which all Vermont educators should follow, each of which is accompanied by examples of unprofessional conduct which could subject an educator to licensing action.

Principle I: A professional educator abides by all federal, state and local laws and regulations. Unprofessional conduct includes all conduct listed in 16 V.S.A. § 1698(1).

Principle II: A professional educator maintains a professional relationship with all students, both inside and outside the classroom, and makes reasonable efforts to protect students from conditions which are harmful to their health and safety. Unprofessional conduct includes, but is not limited to:

A. Committing any act of child abuse, including physical and/or emotional abuse;

B. Committing any act of cruelty to children, or any act of child endangerment;

C. Committing any sexual act with, or soliciting any sexual act from, any minor, or any elementary or secondary student regardless of age;

D. Committing any act of harassment as defined by state or federal law or regulation;

E. Soliciting, encouraging or participating in a romantic or sexual relationship (whether written, verbal or physical) with a student, the educator knows or should know is a student, in the absence of countervailing facts;

F. Using patently offensive language including, but not limited to, improper sexual comments;

G. Taking patently offensive pictures (digital, photographic or video) of students;

H. Patently improper contact with any minor, or with any elementary or secondary student regardless of age, using any means including electronic media;

I. Furnishing alcohol or illegal or unauthorized drugs to any student, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs.

Principle III: A professional educator refrains during the course of professional practice from the use of alcohol or drugs not prescribed for the educator's use. Unprofessional conduct includes, but is not limited to:

A. Unlawful possession of a drug so as to evidence moral unfitness to practice as an educator;

B. Possessing, using or being under the influence of alcohol or drugs, not prescribed for the educator's use, when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present.

Principle IV: A professional educator exemplifies honesty and integrity in the course of professional practice. Unprofessional conduct includes, but is not limited to:

A. Falsifying, fraudulently altering or deliberately misrepresenting professional qualifications, degrees, academic awards and/or related employment history, when applying for employment and/or licensure;

B. Failure to notify the state, at the time of application for licensure, of past criminal convictions, or of revocations or suspensions of a certificate or license by Vermont or any other jurisdiction;

C. Deliberately falsifying, deliberately misrepresenting, or deliberately omitting when requested, information regarding the evaluation of students and/or personnel;

D. Deliberately improper administration of state or federal mandated standardized tests (including, without limitation, changing a student’s test answers, copying or teaching identified test items, and reading a test to students without authorization);

E. Falsifying, or deliberately misrepresenting, information submitted to the Department of Education in the course of an official educational inquiry and/or investigation.

Principle V: A professional educator entrusted with public funds and/or property honors that trust with a high level of honesty, accuracy and responsibility. Unprofessional conduct includes, but is not limited to:

A. Misusing, failure to account for, or unauthorized use of, public or school-related funds or property;

B. Using any school equipment for the purpose of gaining access to pornography.

Principle VI: A professional educator maintains integrity with students, colleagues, parents, and others regarding gifts and other favors. Unprofessional conduct includes, but is not limited to:

A. Soliciting or accepting gifts or other favors for personal use or gain where there may be an actual or apparent conflict of interest.

Principle VII: A professional educator complies with state and federal laws and regulations, relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unprofessional conduct includes, but is not limited to:

A. Sharing of confidential information concerning student academic or disciplinary records, health and medical information, family status and/or income, and assessment/testing results, with unauthorized individuals or entities;

B. Sharing of confidential information by an administrator about employees with unauthorized individuals or entities.

Principle VIII: A professional educator fulfills all of his or her obligations to students. Unprofessional conduct includes, but is not limited to, the failure to provide appropriate supervision of students at school or school-sponsored activities, or the failure to ensure the safety and well-being of students.

Principle IX: A professional educator complies with obligations to report alleged unprofessional conduct. Unprofessional conduct of an administrator includes, but is not limited to:

A. The failure of a superintendent who has reasonable cause to believe an educator has engaged in unprofessional conduct to submit a written report to the commissioner;

B. The failure of a principal who submits to the commissioner a report of alleged unprofessional conduct to submit it to his or her superintendent as well.

Principle X: A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, and in professional rights and responsibilities. Unprofessional conduct includes, but is not limited to:

A. Conduct that unreasonably impairs a colleague’s ability to teach or perform his or her professional duties, including acts of harassment or interfering with the free participation of colleagues in professional associations;

B. Taking, sharing or disseminating inappropriate pictures (digital, photographic or video) of colleagues.

**Course Locations for Entries**

*JSC Teacher Education Programs*

Undergraduate Courses

***Formative Entries***

Entry 1 EDU-2370, The Contemporary School

Entry 4 EDU-3265, Instructional Dynamics for the Elementary Educator I: Language, Literacy &

Literature for Diverse Learners

EDU-3266, Instructional Dynamics for the Elementary Educator II Numeracy and

Quantitative Reasoning for Diverse Learners

 EDU-3112, Instructional Dynamics for the Elementary Educator II: Unified Arts for Diverse

Learners

 EDU-3140, Partnering with the Adolescent Learner to Promote Student Engagement

Entry 2 EDU-3311, Universal Instruction: Addressing the Diverse Characteristics of Learners

 (*Foundations of Inclusive Practice*)

Entry 3 EDU-3440, Teaching Toward Democracy

Various EDU-3811, Elementary Student Teaching I *(This course is being phased out.)*

EDU-4630, Elementary Methods Practicum

***Summative Entries***

Entry 5 EDU-4812, EDU-4820, EDU-4830, EDU-4835, EDU-4850, Student Teaching

Entry 6 EDU-4650, Capstone & Thesis

Graduate Courses

***Formative Entries***

Entry 1 EDU-5011, Seminar in Educational Studies

Entry 4 EDU-5021, Instructional Dynamics for El Ed

EDU-5031, Instructional Dynamics for Unified Arts

 EDU-5021, Partnering with the Adolescent Learner to Promote Student Engagement

Entry 2 EDU-6235, Characteristics of Students with Disabilities

Entry 3 EDU-5\_\_\_, The Critical Practitioner

Various EDU-6011, Integrated Elementary Methods

***Summative Entries***

Entry 5 EDU-6820, EDU-6830, EDU-6845, EDU-6850, Student Teaching

Entry 6 EDU-6970, Capstone & Thesis

While any previously uncompleted entries can be completed during Student Teaching, this effort cannot be permitted to distract from the essential experience of Student Teaching. If necessary, students may apply for an extension for submission of the portfolio; however, this could delay the review process for many months.

