

Beginning Your Licensure Portfolio

Although much of your licensure portfolio cannot be completed until you are enrolled in student teaching, this document has been prepared to help you become familiar with the process. It also is intended to provide information about how your JSC program relates to the licensure portfolio and what documentation you need to acquire and save for your portfolio.

**Education Department
Johnson State College
2006-2007**

**Your final licensure portfolio will demonstrate the JSC teacher education theme,
“Engaged in Creative Teaching and Learning”**
**A sample Table of Contents, with a brief explanation of each section, is provided
below. Additional information about each section is available on the following pages
of this document.**

Table of Contents

I. Introduction

(Included here will be your resume, a transcript, copies of your score reports for the required Praxis exams, a philosophy statement, and some letters of recommendation.)

II. Professional Standards

(This section connects to the *Five Standards for Vermont Educators: Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability*. It consists of six entries that are described later in this document.)

III. Endorsement Area Competencies

(Here you will include a list of the competencies that relate to your endorsement area with information as to how you have acquired them through your coursework and your experiences.)

IV. Appendices

(While this is not a required section of your portfolio, many people include it for documentation that they feel is pertinent even though it does not fit into one of the other sections.)

Part I – Introduction

The “Introduction” to your portfolio will immediately provide the reviewer with information about you! Most of this will be put together during the last semester of your program.

The **resume** will typically be the one that you will use when you are applying for teaching positions.

An unofficial copy of your **transcript** is acceptable as your transcript will usually not be available when your portfolio is submitted for review.

A copy of your **score report** from ETS that shows that you have met the Vermont requirements of passing scores on Praxis I and Praxis II must be included. (An exception would be if someone has met the required SAT scores that are accepted by Vermont in lieu of the Praxis I exam. Also, for some endorsement areas, a required Praxis II exam has not yet been identified. Please check with the JSC Licensure Officer for the latest information on this.)

Your **philosophy statement** may be written as a requirement in some class. However, some people find that they need to rewrite this as they have had more experience and near the end of their program. The Johnson State College teacher education theme, “Engaged in Creative Teaching and Learning,” is often woven into the philosophy statement.

Letters of recommendation usually come from student teaching and your educational experiences. However, sometimes letter relating to other work and/or volunteer experiences are appropriate here also. Usually a minimum of three would be included.

Part II – Professional Standards

This section involves six “Entries” that document your competency in relation to the five standards and sixteen principles for Vermont educators. Each entry is described below with information about which JSC classes will help you develop the entry.

Entry 1 – Teaching Episodes

Two standards-based lesson plans are required here. While the lesson plans that are included in your final portfolio will probably come from your student teaching, it is expected that you will develop skill in writing these plans throughout your program. Some classes that will provide you with this opportunity are:

Elementary – Literacy Instruction in the Elementary School I & II, Math Methods, Science and Social Studies Methods, Practicum I and Practicum II.

Secondary - Literacy Development in the Content Areas, Secondary Methods, and Practicum.

Middle Level - Literacy Development in the Content Areas, Middle Level Curriculum & Instruction, and the Internship.

Elementary (Graduate) – Instructional Components I, II & III and the Internship.

Components of these lesson plans include: Context, Standards, Objectives, Procedure, Assessment, and Reflection. Samples of student work and comments from the cooperating teacher and supervisor also need to be included in the final portfolio.

Entry 2 – Understanding Student Learning and Modifying Instruction

Case studies of two students who represent a cross-section of a class are to be included here. While, once again, these will usually come from a student teaching situation, it is expected that students will have experience preparing case studies in their development classes (Child Development, Young Adolescent Development, and Adolescent Development).

Entry 3 – Accommodating Students Identified as Having Special Needs

This entry relates to those students who have been identified and have an Individual Education Plan (IEP), a 504, 157 or EST Plan. You will acquire the knowledge and skill for completing this entry during your Introduction to Special Populations (undergraduate) or Special Education Law (graduate) class.

Entry 4 – Teaching Over Time

A standards-based unit plan or a series of related standards-based lessons that you use in a classroom is the main component of this entry. In addition to the plans that include (developmentally appropriate, scaffolded activities” and varied instructional methods, you do need to provide evidence of the use of technology and assessments. Context, samples of student work, reflection and responses to your teaching from another educator must also be included. While you may have experience developing a unit plan and/or a series of standards-based lessons in other classes, this is a requirement (see Student Teaching Handbook) for all Practicums and Internships.

Entry 5 – Collegueship and Advocacy

Items for this entry can be collected throughout your college career as well as during your student teaching experiences. Documentation of varied activities that demonstrate your “ability to work as a team member and to advocate for students and families” both in and out of the school setting should be included. Some sample activities for which you might provide documentation are: workshops, staff development activities, school board meetings, parent-teacher meetings, mentoring, service learning, letter and/or editorials relating to advocacy, coaching sports and/or other co-curricular activities, serving as camp counselor, participating in a youth summit, and group projects.

Entry 6 – Self-Reflection and Vision

After completing the other portfolio entries, you are asked to look back, provide a synthesis of these entries and reflect upon your experiences. You are to identify your professional strengths and some areas for future growth. Your goals for the future as an educator are also part of this entry. Students in the elementary education program should include a reflective piece after completing Practicum I.

Frequently Asked Questions

What format should I use for my portfolio:

A three-ringed binder that allows you to add, move or remove items seems to work the best. Many people use plastic sleeves for protecting items in the portfolio, but they are not required. If you do use them, it is helpful for reviewers if you do not put several pages in one sleeve.

Who will review my portfolio?

JSC faculty will review your portfolio and provide the licensure officer with a rating. The licensure officer will also review it before completing the final approval form. Your portfolio is not sent to the state, but we do use guidelines established by the Vermont Standards Board of Professional Educators (VSBPE).

How long does it take for the portfolio review?

The time frame varies depending upon faculty availability and the number of portfolios submitted at one time. We do make an effort to return them as soon as possible.

What happens if my portfolio is not approved?

If your portfolio does not meet the standards and we cannot approve it, we will provide you with recommendations/information as to what needs to be changed, competed, etc. After following these recommendations you may resubmit your portfolio.

Can I obtain my Vermont teaching license without having an approved portfolio?

Johnson State College cannot recommend you for teacher licensure without an approved portfolio.

How big should my portfolio be when finished?

There is no one size that is best. However, having a well-organized and complete portfolio is more important than the size.