

Level I Licensure Portfolio

taken from

Results Oriented Program Approval Process [ROPA]

Vermont Department of Education (3/07)

I. Purposes of the Level I Licensure Portfolio

The Level I Licensure Portfolio plays an important role in the preparation of educators for Vermont's schools. Portfolio development can be a dynamic process for candidates allowing them to grow in their understanding of themselves as professional educators and in their understanding of students as learners. As a licensure requirement, the portfolio also provides candidates with the opportunity to demonstrate to their institution their qualifications for becoming licensed beginning educators.

II. Description of the Level I Licensure Portfolio

The Level I Licensure Portfolio consists of an introductory section followed by six entries divided into three parts. The optional introductory section allows candidates to present themselves as caring and competent beginning educators to their evaluators.

Table of Contents*

Introduction

a. Résumé

b. Job Objectives

c. Belief Statements

d. Philosophy of Teaching

e. Letters of Recommendation

f. Transcript

g. Praxis Exams

h. Other

Part 1

1. Analyzing the Learning Environment
2. Accommodating Students Identified as Having Special Needs
3. Collegueship and Advocacy
4. Teaching Episodes

Part 2

5. Teaching Over Time

Part 3

6. Reflection and Goals

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Appendix

Observation logs

Awards, etc.

Video of Classroom teaching

Other (compositions, more lesson plans, repertoire list...)

*The licensure portfolio entries are **minimum requirements**. Each entry **must be included** in all initially licensed candidates' portfolios and **assessed using the scoring rubrics provided**. However, institutions and programs are encouraged to add additional entries and documentation that candidates would need to provide to support the program's theme and its unique characteristics, priorities, and philosophy. In addition, programs may choose to add entries that will provide candidates with additional opportunities to demonstrate their content knowledge, pedagogical knowledge and skills, and dispositions.*

*Those categories in *Italics* are JSC Music Ed. added requirements

III. Incorporating the Licensure Portfolio into the Candidate Assessment System

Institutions must ensure that candidates demonstrate strength in their content knowledge and pedagogy of the endorsement (s) they seek throughout the six entries.

Part I stands as the formative phase of this process, where candidates will be given constructive feedback on the entries. Parts II and III, however, are more summative in nature and demand more of the candidates.

IV. Format and Style of the Level I Licensure Portfolio Entries

Each of the six entries that comprise the Level I Licensure Portfolio is comprised of the following components:

- (a) **Purpose**
- (b) **Principles to Be Addressed**
- (c) **Required Documentation**
- (d) **Directions**

The **Purpose** provides a clear focus for each entry and is followed by the **Principles to be Addressed** in order to clarify the entry's alignment with the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, and the endorsement requirements.

Required Documentation identifies required evidence for each entry although the preparation programs may require other appropriate artifacts. Finally, candidates are provided with **Directions** and related questions to respond to each portfolio entry.

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Description: Candidates are first given brief directions for the entry. Any description candidates provide within the entry should be logical and detailed enough to provide the assessor with an understanding of the school and/or classroom context. This section should be brief and to the point. The focus of the candidate's writing will be on **what** occurred.

Analysis: Analysis deals with reasons, motives, and interpretation and is grounded in the required evidence for the entry. The questions provided are meant to prompt analysis of the collected evidence. Candidates will interpret the information gathered or the experience in their analysis and demonstrate the significance of the evidence. The focus of the candidate's writing will be on **why** something occurred.

Reflection: Each entry concludes with several questions designed to prompt candidates in their reflective process. While reflection may occur in many places, the reflection section of each entry is where candidates must show assessors what they have learned from their experiences and how it will impact their teaching in the future. The reflection provides candidates with the opportunity for self-analysis. The focus of the candidate's writing will be on **so what**. In other words, what do the observations and analysis suggest for the candidate's teaching in the future? Candidates are expected to transition smoothly between the three forms of writing and to structure their responses clearly and logically in essay form. Each entry should be a professional document that is complete, well-organized, and reader-friendly. Inherent within the *meets standards* rating is the requirement that the candidate uses appropriate grammar, usage, mechanics, and spelling throughout the portfolio.