Virgin Islands Department of **EDUCATION**

VI Teacher and Leader Effectiveness

Teacher Portfolio Planning and Scoring Form

Teacher Name: _____   **Position:** _____

School: _____   **School Year:** _____

Evaluator Name: _____

Dates and Deadlines:

Portfolio Planning Meeting and Discussion of TPGP by:	Click here to enter a date.
Portfolio Midyear Check-In Meeting and Discussion of TPGP:	Click here to enter a date.
Portfolio Presentation Meeting and Reflection on TPGP:	Click here to enter a date.

Overview

The Teacher Portfolio, which includes the Teacher Professional Growth Plan, counts 40% of a teacher's annual evaluation score. The remaining 60% is determined by observations.

Portfolio Planning Meeting and Discussion of TPGP.

There are many important areas of a teacher's performance that cannot be seen during a classroom observation, and the Portfolio enables a teacher to demonstrate their performance in these areas. The primary focus of the portfolio should be those *standards that are not easily observed, especially VI Teacher Effectiveness Standards 7. Planning for Instruction, 9. Professional Learning and Ethical Practice, and 10. Leadership and Collaboration*. These Standards align with The Framework for Teaching Evaluation Instrument Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities).

Within Domains 1 and 4, there are a total of 12 Components. These Components will provide the focus for the Teacher Portfolio. One Component will be selected by the school leadership and will focus on a schoolwide priority; it will be a required component for all teachers. Another required Component will be Component 4E from The Framework for Teaching Evaluation Instrument. For Component 4E, the only artifact required will be a completed Teacher Professional Growth Plan (TPGP). Teachers will also choose two additional components from Domains 1 and 4.

The Teacher Portfolio will consist of artifacts of teaching practice that provide evidence of teachers' performance on the standards. The Portfolio will be scored using the rubric provided in The Framework for Teaching Evaluation Instrument .

Each component is scored individually and then divided by the number of components (4), which will result in a total score of 1-4, with 4 being the highest level (Distinguished).

A teacher collects artifacts for the Portfolio throughout the school year. The artifacts should be items that are "harvested," i.e., selected from among the materials teachers already use in teaching practice, rather than artificial products created solely for the portfolio process. The artifacts are important because they allow teachers to demonstrate their performance on VI Teaching Effectiveness Standards in areas that a principal would likely not see demonstrated during a formal observation. Planning for instruction, communicating with parents, collaborating with colleagues, maintaining records and completing required procedures and paperwork are examples of practice represented through a Portfolio.

Because there are so many artifacts created through normal teaching practice during a typical school year, planning what to include in the Portfolio is essential. It is not meant to be a massive volume representing every VI Teacher Effectiveness Standard and Performance Indicator; rather it is a specific collection of artifacts that, when balanced with teacher observations, will represent the teacher's practice over the course of one school year. Four Components must be completed by each teacher (two required components and two chosen by the teacher), along with sufficient artifacts to allow evaluators (principals and/or assistant principals) to determine a teacher's level on each component. The four components must be different, i.e., the "teacher's choice" components cannot be the same as the a Schoolwide Component or Component 4E (TPGP), which are both required for all teachers

Instructions

Teachers should select components for the Teacher Portfolio Plan by the end of the first quarter of each school year.

Using the Virgin Islands Teacher Effectiveness Standards, teachers will consider components that represent standards for which they would like to demonstrate their competency and select two for their Choice Components. They will also consider the Standards as they select specific goals for their professional growth and development, which will be reflected in the TPGP which is the artifact to be provided for required Component 4E.

1. **Schoolwide Component:** A Component selected by the school leadership team. May be related to school improvement goals.
2. **Component 4E:** All teachers will complete a Teacher Professional Growth Plan (TPGP) as the artifact for this required component. *More specific information to create and implement the TPGP can be found in the **VI Teacher Professional Growth Plan Guidance** document and the **VI Teacher professional Growth Plan** template.*
3. **Choice Component 1:** A component of the teacher's choosing, focused on the aligned VI Teaching Standards (see alignment document).
4. **Choice Component 2:** A component of the teacher's choosing, focused on the aligned VI Teaching Standards (see alignment document).

Teacher Portfolio Planning

Indicate below the VI Teacher Effectiveness Standards and the Framework for Teaching Domains and Components that the Teacher Portfolio will reflect this school year. The primary focus of the portfolio should be in those standards and domains that are not easily observed, especially VI Teacher Effectiveness Standards 7. Planning for Instruction, 9.

Professional Learning and Ethical Practice, 10. Leadership and Collaboration; and the Framework for Teaching Domain 1: Planning and Preparation and Domain 4: Professional Responsibilities.

School Component (Selected by School Leadership Team)
The Framework for Teaching Domain and Component
Choose an item.
VI Teacher Effectiveness Standards: Choose an item.

Component 4E (Teacher Professional Growth Plan) – See TPGP for details

Choice Component 1
The Framework for Teaching Domain and Component
Choose an item.
VI Teacher Effectiveness Standards: Choose an item.

Choice Component 2
The Framework for Teaching Domain and Component
Choose an item.
VI Teacher Effectiveness Standards: Choose an item.

Teacher Portfolio Scoring

The teacher will present the portfolio to the evaluator (principal or assistant principal), providing an opportunity for discussion and for the evaluator to ask clarifying questions about the artifacts. The presentation should take no longer than 45 minutes, including discussion of the TPGP, and should include presentation of artifacts either electronically or in hard-copy format. Scoring is done by comparing the teacher's portfolio artifacts (including the TPGP) and commentary on artifacts (provided during the teacher's presentation) with the descriptions of the 4 levels in the Charlotte Danielson Framework for Teaching rubrics. The levels are as follows:

4 = Distinguished
2 = Basic
3 = Proficient
1 = Unsatisfactory

Component	Feedback	Score

Schoolwide Component	Click here to enter text.	Choose an item.
Component 4E (TPGP)	Click here to enter text.	Choose an item.
Choice Component #1	Click here to enter text.	Choose an item.
Choice Component #2	Click here to enter text.	Choose an item.

Add 4 scores together =

(Maximum Score is 16)

Divide by Number of Components =

(Total divided by 4. Ex: if teacher's scores are 3, 3, 2, and 3, total will be 11 and, 11/4 = 2.75)

Total Score for Portfolio =

(From calculation on previous line; cannot be greater than 4 or less than 1)