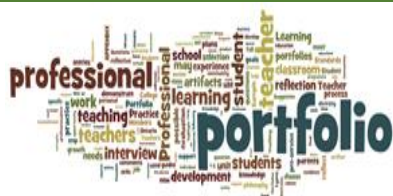# TEACHER PORTFOLIO

TEACHER EVALUATION

Using the Charlotte Danielson Framework for Teaching Instrument, teachers will be evaluated on their classroom performance with observations focused on Domains 2 and 3. Other important work of teachers that is not easily observed, such as planning, preparation, reflection, interacting with families, instructional time, and professional growth activities, will be evaluated using a Portfolio Presentation and Instructional Time. For portfolios, teachers will collect evidence to demonstrate competency and present the evidence to administrators. For instructional Time, records of attendance and timeliness will be reviewed. The total observation score for the year will be 60% of teachers' scores, the Portfolio (which includes the Teacher Professional Growth Plan (TPGP) will be 30%, and Instructional Time will be 10%.

TEACHER PORTFOLIO

The Teacher Portfolio provides an opportunity for teachers to demonstrate competency on **Domain 1: Demonstrating Knowledge of Content and Pedagogy** and **Domain 4: Professional Responsibilities,** as well as numerous VI Teacher Effectiveness Standards, particularly **VI Teacher Effectiveness Standard 9: Professional Learning and Ethical Practice.** The Portfolio Process allows teachers to demonstrate evidence of competency by "harvesting" and reflecting on artifacts of their teaching practice (i.e., unit plans, student work, assessment results, copies of letters to parents, videos of student performance, etc.) The Portfolio Presentation highlights a teachers' professional

growth through the inclusion of the Teacher Professional Growth Plan (TPGP) as the single artifact required for **Component 4e: Growing and Developing Professionally**.

REQUIRED & CHOICE PORTFOLIO COMPONENTS

The Portfolio Process involves teachers collecting artifacts of teaching practice that demonstrate their competency:

- ❖ **One School-wide Component** is selected by the school leadership team (varies by school, required for all teachers in the school);
- ❖ **Component 4e** is required for all teachers and the single artifact is the TPGP; and
- ❖ **One Choice Component** will be selected by the teacher.

SCHOOL-WIDE COMPONENT

At the beginning of the year, the school leadership team will consider the components in Domains 1 and 4 and choose a School-wide Component. The team should choose a component that is a "growth" area for most teachers in the school, a priority for the school, or an area that needs more attention.

TEACHER PROFESSIONAL GROWTH PLAN ARTIFACT (COMPONENT 4E)

Each teacher will complete a TPGP as the artifact required for **Component 4e: Growing and Developing Professionally.** By developing, implementing, and completing a TPGP, teachers provide evidence of their professional growth.

CHOICE COMPONENT

Teachers will select one Choice Component from either Domain 1 or 4 to complete their portfolio.

PRESENTING THE PORTFOLIO

Near the end of the year, teachers present their portfolios to their administrators during the Portfolio Review meeting. Presenting the portfolio provides an opportunity to explain artifacts, and the administrator can ask clarifying questions. The presentation should be informal and conversational. After the School-wide and Choice Component presentations, the teacher and principal will review and discuss the teachers' TPGP.

SCORING THE TEACHER PORTFOLIO

Principals score the Teacher Portfolio using the Teacher Portfolio Scoring Form in **TalentEd,** the performance management system used by VIDE's Human Resources Division. The *Framework for Teaching Evaluation Instrument 2013* by Charlotte Danielson is used to score the School Wide and Choice Components. Those scores are then entered in the Teacher Portfolio Scoring Form in TalentEd. The proficiency levels are Unsatisfactory, Basic, Proficient, and Distinguished. Each component is scored separately, using the rubric descriptions to determine level of proficiency. The TPGP is scored using the TPGP Scoring Rubric which is part of the Teacher Portfolio Scoring Form. The scores are then added together and divided by 3, resulting in the teacher's final portfolio score.

FREQUENTLY ASKED QUESTIONS

How do I begin developing my portfolio? A PowerPoint template is available that provides guidance on information that should be included. To decrease the burden on both teachers and principals, the number of slides is limited to five, and no more than six artifacts should be included. Teachers should begin "harvesting" artifacts early in the school year and throughout the year,

focusing on collecting artifacts to demonstrate that they meet the Proficient or Distinguished levels in the Danielson Framework for Teaching for each of their components.

Can a single artifact be used for more than one component? Yes, artifacts may provide evidence of competency on both components. Teachers should label artifacts with the component the artifact addresses. Exemplars of completed presentations and collections of artifacts are available at httpe://tle.vide.vi.

May I work collaboratively with other teachers? Yes, a content or grade-level team or PLC can choose the same component. While artifacts are generally unique to each teacher, multiple teachers can be working on the same component and collaboration is encouraged.

Where can we find more information on the teacher evaluation process? The VIDE provides a one stop shop for all information and resources related to the teacher evaluation process through the VIDE EES web portal at http://tle.vide.vi.
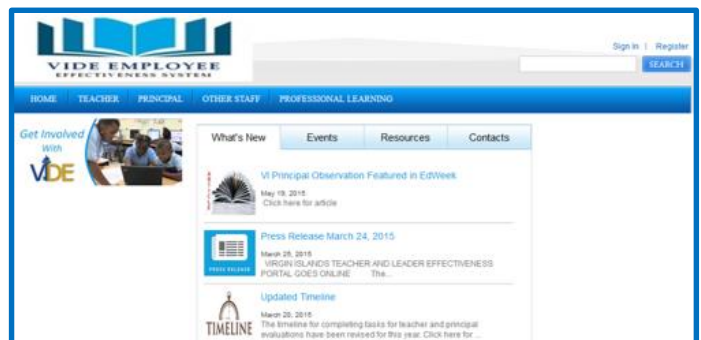
1. URL: Go to http://tle.vide.vi
2. Click the Teacher Tab
3. Log in with vide email and password
4. Click the Teacher Tab again

In addition, the VIDE Division of Human Resources can be contacted at evalquestions@doe.vi.