To: Vermont Standards Board of Professional Educators (VSBPE)

From: Educator Preparation Inquiry Collaborative (EPIC), Executive Committee

Date: June 5th, 2018

Re.:   Summary of 2017-2018 Activity and Information about Non-substantial Wording Changes to the VLP

To the Members of Vermont Standards Board of Professional Educators:

We have participated in another year of exciting work as colleagues in the Educator Preparation Inquiry Collaborative (EPIC). In July of 2017 we began our second year of implementation (after the 15/16 pilot year) of the Vermont Licensure Portfolio (VLP); over the 17/18 academic year we conducted eight regional Professional Learning Sessions; we recently collected feedback toward edits to the VLP and proposed those edits to the EPIC community during the annual conference; we organized and held our Annual EPIC Conference on May 31st, 2018, and we are currently working to schedule an early fall calibration session of the 17/18 portfolio submissions for each Educator Preparation Program (EPP). Summaries of these events can be found directly below, as well as Next Steps.

- July/August 2017: Edits to the VLP were made and the VLP website was updated. All edits were communicated via email to all EPPs

- Fall 2017: Meetings of the EPIC Executive Committee to plan for fall PL sessions and academic year

- Fall 2017: Professional Learning Sessions were held regionally (Northern, Lake Region, Central, and Southern). These sessions included reviewing the VLP revisions from 2016/2017; cross program sharing; reading, commenting, discussing and scoring a Part II sample; addressing the questions and needs of the regions; and collecting feedback toward future edits/revisions.

- Spring 2018: Meetings of the EPIC Executive Committee to plan for spring PL sessions and academic year

- Spring 2018: Professional Learning Sessions were held regionally (Northern, Lake Region, Central, and Southern). These sessions included cross program sharing; reading, commenting, discussing and scoring a Part II sample; addressing the questions and needs of the regions; reviewing the upcoming Annual EPIC Conference; and collecting feedback toward future edits/revisions.

- April/May 2018: Via survey, we collected feedback on edits to the VLP from all of the Preparation Programs and organized the feedback into suggested edits, as well actionable items

- May 31, 2018: At the 3rd Annual EPIC Conference (please see the agenda) we opened with a welcome, year in review and EPIC organizational framing; we conducted a discussion and scoring session on a sample Part II of the VLP; we listened to and asked questions of a student panel from diverse EPPs; we conducted a Socratic Seminar on the impact of the portfolio on EPP programing; and participated in a reflective conversation. We also conducted a business meeting of EPIC representatives where we discussed all non-substantial edits and came to agreement. 12 EPPs participated.

  Next Steps

- June 5th, 2018: After the collaborative work of the 2017/2018 Academic Year, members of the EPIC Executive Committee will present a summary to the Vermont Standards Board for Professional Educators. Included in this summary will be edits that were unanimously approved by EPIC representatives. All edits focus on alignment of documents throughout, are considered non-substantial, and, therefore, do not need to be voted upon by the VSBPE.

- June/July 2018: The EPIC Executive Committee will revise the appropriate VLP documents and website to reflect the vote of the Collaborative. We will communicate with Educator Preparation Programs (EPPs) in time for fall 18 implementation.

- June/July 2018: The EPIC Executive Committee will establish dates for the fall 2018 Calibration Session as well as the fall Professional Learning(PL) Session.
  - This year we will be restructuring our PL Sessions to focus on our original intent: Representatives from each EPP will come to the fall and spring PL Session and take the learning back to their own EPP. In this way, the learning will reach all who teach and assess the work of the portfolio. In the end, there will be two Professional Learning Sessions per year and an Annual EPIC Conference.

Wording Changes to the VLP (approved by EPIC representatives)

Based on the input from the EPP community, a review by the EPIC Executive Committee, and a vote by the EPIC Membership, EPIC is informing the VSBPE of the following non-substantial edits included below.

Thank you in advance for your time and consideration,

The EPIC Executive Committee

<mark>Edits below</mark>

Wording Changes to the VLP based on input from the EPP Community May 31st, 2018

	Current Portfolio	Suggested Changes	Actions
1	In all PC Analyses Rubrics under 3rd column, second paragraph, it reads: "The analysis explicitly interprets the Performance Criterion with grounding in appropriate literature, program mission or conceptual framework, is enhanced by salient evidence, and critically evaluates the candidate's effectiveness, while generating ideas, questions, or proposals."	The analysis explicitly interprets the Performance Criterion==, is grounded== in appropriate literature, program mission or conceptual framework, is enhanced by salient evidence, and critically evaluates the candidate's effectiveness, while generating ideas, questions, or proposals. The placement of the comma ensures the rubric aligns with the Directions to ground in the literature throughout	Change all PC Analyses Rubrics and Website
2	In the Directions and on the Rubric, the stem of the *Theme phrases* read as follows: "Candidates demonstrate the ability to thoughtfully examine, critically analyze, and insightfully reflect upon ..."	Candidates demonstrate the ability to ==thoughtfully describe,== critically analyze, and insightfully reflect upon ..." Currently, it emphasizes *examine*, *analyze*, and *reflect*. But, we score on the	Change Directions, Rubrics and Website.

		ability to *describe, analyze,* and *reflect.*	
3	The Self-Reflection rubric does not contain wording about the Theme: "The reflection demonstrates...	In each Self-Reflection rubric, start each descriptor box in the rubric with the following wording: <mark>"In relation to the Theme, the reflection demonstrates</mark>…. To endure the focus is on the theme	Change all applicable parts of Rubrics and Website
4	Each PC Rubric Analysis includes the following paragraph: The analysis explicitly interprets the Performance Criterion with grounding in appropriate literature, program mission or conceptual framework, is enhanced by salient evidence, and critically evaluates the candidate's effectiveness, while generating ideas, questions, or proposals.	Add to the Directions this piece about <mark>generating ideas, questions, or proposals.</mark> Currently, what is highlighted in yellow, is not in the Directions but is in Rubrics.	Change Directions and Website
5	In the Directions for Reflection it says: *2 - **Plan for ongoing learning*** – Conceptualize ideas for ongoing growth in this area.	Change to: Conceptualize <mark>a vision</mark> for ongoing growth in this area. This will ensure the Direction and Rubric alignment. The rubric in column 3 asks for a vision.	Change Directions and Website

6	In the Directions for Reflection there are two numbered criteria	Break into ==three criteria: preconceptions, specific incidents, and ongoing growth==	Change Directions and Website
7	In the Directions, numbers are used to denote criteria	==Delete numbers== to avoid communicating an order and use bullets	Change Directions and Website