Vermont Agency of Education
Vermont Standards Board for Professional Educators

TO: Program Approval Committee

SUBMITTED BY: Linda McSweeney – ROPA Consultant

ITEM FOR ACTION: Update to the ROPA Handbook

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators votes to accept Section 7 and Section 8 of the ROPA Handbook including Appendix I which includes the complete Vermont Licensure Portfolio.

MOTION:

I, _____, move that the VSBPE accept the addition of Section 7 and Section 8 of the ROPA Handbook including Appendix I which includes the Vermont Licensure Portfolio into the ROPA Handbook.

BACKGROUND INFORMATION:

The ROPA Handbook requires updating to include EPIC's Vermont Licensure Portfolio (VLP) and the new ROPA fee chart. They are attached here as Section 7 and Section 8, respectively. Additionally the complete VLP is included in ROPA Handbook Appendix I. Once approved the new version of the ROPA Handbook will be uploaded to the AOE website and program License Officers will be notified.

STAFF AVAILABLE: Linda McSweeney, ROPA Consultant

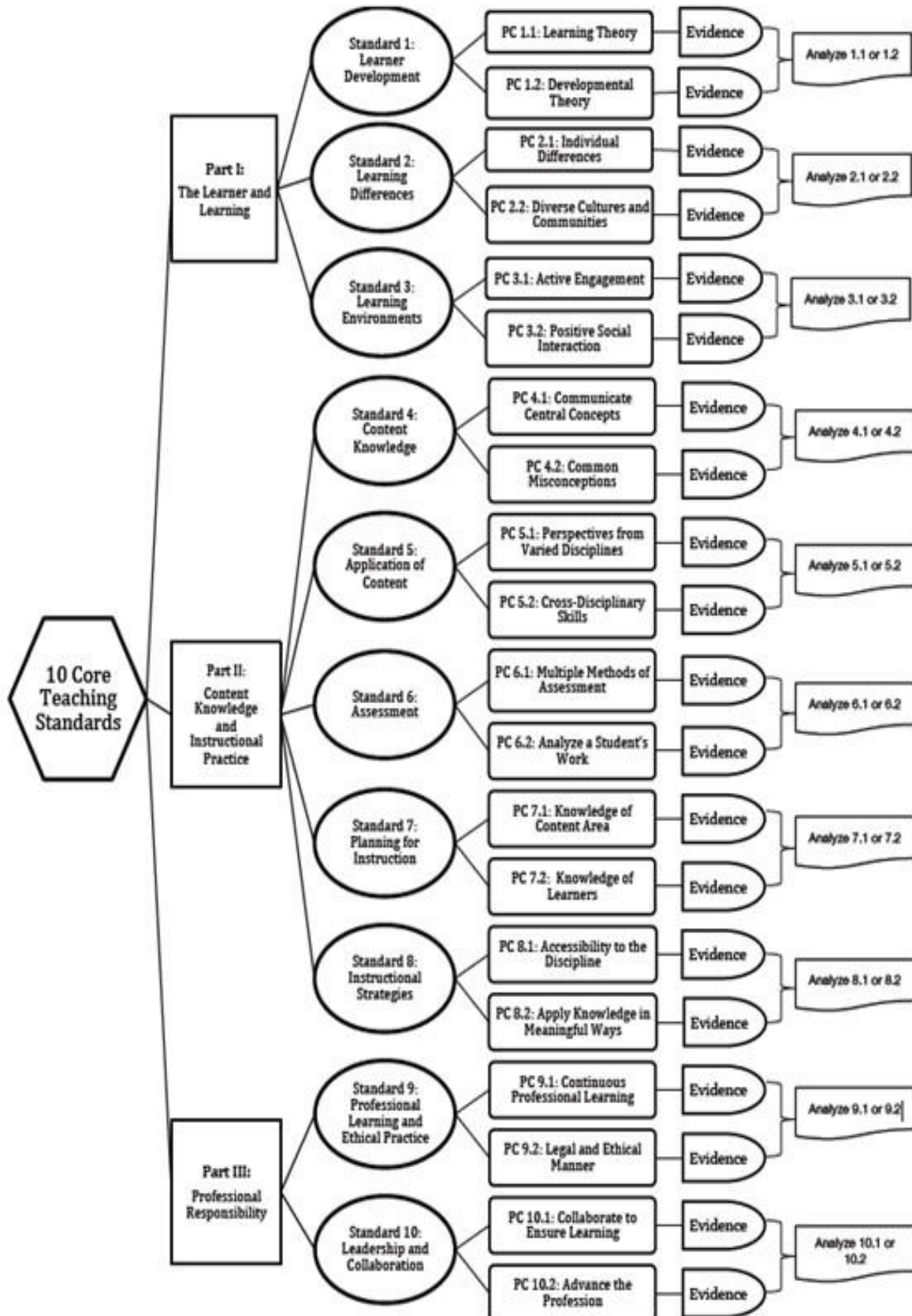# Section 7: Vermont Licensure Portfolio

I. Overview

Students in Vermont Educator Preparation Programs leading to recommendation for Level I Educator Licensure use the Vermont Licensure Portfolio designed by members of the Educator Preparation Inquiry Collaborative (EPIC) https://sites.google.com/site/educatorpic/

The Portfolio is aligned with the Core Teaching and Leadership Standards for Vermont Educators and has three Parts which can be completed over the course of a pre-service educator's experience in a Vermont Educator Preparation Program. Pre-service students will collect evidence of their practice while in their preparation program which demonstrates proficiency of meeting the Core Teaching Standards. The Portfolio then requires the pre-service educator to critically analyze and reflect on that evidence. The three-part Portfolio is designed to be both formative and summative:

- Part I – **The Learner and the Learning** - aligns to Core Standards 1-3 and may be completed prior to the final Student Teaching or Internship experience (formative)
- Part II – **Content Knowledge & Instructional Practice** – aligns to Standards 4-8 and is completed during the final Student Teaching or Internship experience (summative)
- Part III – **Professional Responsibility** - aligns to Core Standards 9-10 and is completed before, during, or after the final Student Teaching or Internship experience (formative or summative)

All Vermont Educator Preparation Programs are required to follow the Portfolio directions, rubrics and scoring guides. Part II has common evidence that all preparation programs will implement. These common elements are: a unit plan, 5 lessons plans, a video of classroom instruction, a supervisor observation or evaluation of practice, and analysis of student work. Further, Part II will be calibrated and evaluated across Educator Preparation Programs to ensure inter-rater reliability and validity across institutions.

Vermont Licensure Portfolio Overview

10 Core Teaching Standards

Part I: The Learner and Learning

- **Standard 1: Learner Development**
  - PC 1.1: Learning Theory — Evidence
  - PC 1.2: Developmental Theory — Evidence
  - Analyze 1.1 or 1.2

- **Standard 2: Learning Differences**
  - PC 2.1: Individual Differences — Evidence
  - PC 2.2: Diverse Cultures and Communities — Evidence
  - Analyze 2.1 or 2.2

- **Standard 3: Learning Environments**
  - PC 3.1: Active Engagement — Evidence
  - PC 3.2: Positive Social Interaction — Evidence
  - Analyze 3.1 or 3.2

Part II: Content Knowledge and Instructional Practice

- **Standard 4: Content Knowledge**
  - PC 4.1: Communicate Central Concepts — Evidence
  - PC 4.2: Common Misconceptions — Evidence
  - Analyze 4.1 or 4.2

- **Standard 5: Application of Content**
  - PC 5.1: Perspectives from Varied Disciplines — Evidence
  - PC 5.2: Cross-Disciplinary Skills — Evidence
  - Analyze 5.1 or 5.2

- **Standard 6: Assessment**
  - PC 6.1: Multiple Methods of Assessment — Evidence
  - PC 6.2: Analyze a Student's Work — Evidence
  - Analyze 6.1 or 6.2

- **Standard 7: Planning for Instruction**
  - PC 7.1: Knowledge of Content Area — Evidence
  - PC 7.2: Knowledge of Learners — Evidence
  - Analyze 7.1 or 7.2

- **Standard 8: Instructional Strategies**
  - PC 8.1: Accessibility to the Discipline — Evidence
  - PC 8.2: Apply Knowledge in Meaningful Ways — Evidence
  - Analyze 8.1 or 8.2

Part III: Professional Responsibility

- **Standard 9: Professional Learning and Ethical Practice**
  - PC 9.1: Continuous Professional Learning — Evidence
  - PC 9.2: Legal and Ethical Manner — Evidence
  - Analyze 9.1 or 9.2

- **Standard 10: Leadership and Collaboration**
  - PC 10.1: Collaborate to Ensure Learning — Evidence
  - PC 10.2: Advance the Profession — Evidence
  - Analyze 10.1 or 10.2

Portfolio Implementation

The roll-out of the Portfolio occurred over the 2015-2016 academic year and allowed for a transition period for preparation programs to re-design their curriculum so that it aligns with the Core Teaching Standards and the new Portfolio requirements. Proposed changes, based on feedback during the pilot year, were approved by the VSBPE in June of 2016. EPIC is responsible for the professional development and evaluation of the Portfolio. The timeline is as follows:

- **Implementation Timeline**
    - The Portfolio will apply to *entering* pre-service educators in undergraduate Educator Preparation Programs starting in fall 2015. Pre-service teachers *graduating* in the 2018/2019 academic year will all be required to submit the new licensure portfolio.
    - The Portfolio will apply to *entering* pre-service educators in all other programs (graduate, post baccalaureate, alternative) in fall 2016.
- **Professional Development**
    - Orientation & Calibration (summer & fall 2015)
    - Curriculum Mapping (2015-2016)
- **Evaluation, Calibration and Program Feedback** (starting in summer 2015 and ongoing)
    - Baseline Evaluation
        - 2015-2016 - Invite all programs to participate in pilot year implementation, collecting evidence for revision and improvement of the VLP;
        - 2016-2017 - Invite all programs to participate in review of material related to the scholarship of educator preparation;
        - Summer 2017 - Invite all programs to submit random samples of Entry V (old version) or New Portfolio Part II;
    - Annual Evaluation and Calibration of Portfolio

I. The Vermont Licensure Portfolio

Part I - The Learner and Learning

Part I of the Portfolio assesses a candidate's readiness to design learning experiences based on an understanding of learning and learners. The emphasis of Part I is on the design of learning experiences. Candidates demonstrate their ability to examine, analyze, and reflect on designing learning experiences in a variety of settings with diverse learners. Evidence for Part I should demonstrate the ability to design learning experiences using learning theory and knowledge of learner differences.

Part I is intended to be a formative learning experience where candidates should complete Part I prior to their final Student Teaching or Internship placement. The language of the Performance

(Criterion (based on the Core Teaching and Leadership Standards for Vermont Educators) has been modified to guide an assessment of candidates early in an Educator Preparation Program.

Programs should create a curriculum guide that will assist candidates and determine which resources, tasks, experiences, or assignment provide the best opportunities to gather evidence for the Performance Criterion. Programs may find it helpful to align specific Performance Criterion to assignments. Evidence for Part I can be gathered from coursework or fieldwork. Fieldwork can be through practicum experiences such as tutoring or community-based work with youth.

Programs should establish an implementation, submission, and review process that aligns with its curriculum. Programs may decide to have candidates complete the Part I narrative after collecting all of the Part I evidence, or they may decide to have candidates complete multiple narratives for Part I across various courses. Other variations may considered.

When candidates submit Portfolio components, each submission should include (1) the associated evidence, (2) the Evidence Chart, and (3) a narrative with the following sections: Description, analysis, and Reflection.

Programs should develop a consistent system for the assessment of Part I, including a scoring and feedback timeline, and a record-keeping system. Portfolio scorers must receive instructions for the use of the rubrics.

Programs should maintain copies of all Part I submissions with accompanying Scoring Reports for future program review. Programs should conduct regular reviews of Part I material for program assessment and improvement. Part I material may be requested for EPIC reviews.

The documents attached in Appendix I provide details for complete Part I.

Part II - Content Knowledge and Instructional Practice

Part II of the Portfolio assesses a candidate's readiness to implement effective instructional practices. The emphasis of Part II is implementation. Candidates demonstrate their ability to thoughtfully examine, critically analyze, and skillfully reflect upon their use of assessment, planning, and instructional practices to implement creative, rigorous, and engaging learning in a content area. A candidate's evidence for Part II should demonstrate the ability to implement instruction using a formal understanding of assessment, planning, instruction, and inquiry into such instructional practice.

Part II is intended to be a summative learning assessment. Candidates should complete Part II during their final Student Teaching or Internship placement. The language of the Performance Criterion (based on the [Core Teaching and Leadership Standards for Vermont Educators](#))

has been modified to guide an assessment of the candidate's performance during the later stage of an Educator Preparation Program.

Programs should create a curriculum guide that will help candidates determine which resources, tasks, experiences, or assignments will provide the best opportunities to gather evidence for the Performance Criterion. Programs may find it helpful to align specific Performance Criterion to particular assignments. Specific evidence is required for Part II, which must be from material the candidate implemented during the final Student Teaching or Internship experience. The required evidence for Part II includes:

1. A unit of study that contains at least five lessons and is representative of a candidate's endorsement area(s) with an indication of how instruction will accommodate a range of learners and students with special needs;
2. A unit of study that contains at least five lessons and is representative of a candidate's endorsement area(s) with an indication of how instruction will accommodate a range of learners and students with special needs;
3. 12-15 minutes of video (continuous or in clips) of the candidate providing instruction during the Student Teaching or Internship phase of the program, with accompanying annotations regarding the candidate's teaching practice;
4. A supervisor's observation or evaluation of the candidate's teaching practice;
5. An analysis of samples of a student's work over time (multiple samples of one student) or samples of multiple students drawn from the unit of study.

Programs should establish an implementation, submission, and review process that aligns with the curriculum of the program.

When candidates submit Part II, that submission should include (1) the associated evidence, (2) the Evidence Chart, and (3) a narrative composed of sections titled Description, Analysis, and Reflection. Programs should develop a consistent system for the assessment of Part II, including a scoring and feedback timeline, and a record-keeping system. Portfolio scorers must receive instructions for the use of the rubrics.

Programs should maintain copies of Part II submissions --with accompanying Scoring Reports for future review. Programs should conduct regular reviews of Part II material for program assessment and improvement. Part II material must be available for annual submission for EPIC reviews.

The documents attached in Appendix I provide details for completing Part II.

Part III - Professional Responsibility

Part II of the Portfolio assesses a candidate's readiness to ensure professional responsibility. The emphasis of Part II is professional manner. Candidates demonstrate the ability to examine, analyze, and reflect upon their readiness for professional responsibility. A candidate's evidence for Part III should demonstrate the ability to improve practice and advance the profession by using data, ethical analysis, and guided reflection.

Part III is intended to be an ongoing learning assessment. Candidates may complete Part III before, during, and/or after their final Student Teaching or Internship experience. The language of the Performance Criterion (based on the [Core Teaching and Leadership Standards for Vermont Educators](#)) has been modified to guide an assessment of candidates throughout the preparation program.

Programs should create a curriculum guide that will help candidates determine which resources, tasks, experiences, or assignments will provide the best opportunities to gather evidence for the Performance Criterion. Programs may find it helpful to align specific Performance Criterion to particular assignments. Evidence for Part III can be gathered from coursework or fieldwork assignments. Fieldwork can be through practicum experiences such as the Student Teaching or Internship experience or community-based work.

Programs should establish an implementation, submission, and review process that aligns with the curriculum of their program.

When candidates submit Portfolio components, each submission should include (1) the associated evidence, (2) the Evidence Chart, and (3) a narrative with sections titled Description, Analysis, and Reflection. As well, programs should develop a consistent system for the assessment of Part III, including a scoring and feedback timeline, and a record-keeping system. All individuals scoring the portfolio must receive instructions for the use of the rubrics.

Programs should maintain copies of Part III submissions—with accompanying Scoring Reports for future review. These can be anonymous. Programs should conduct regular reviews of Part III material for program assessment and improvement. Part III material may be requested for EPIC reviews.

The documents in Appendix I provide details for completing Part III.

Section 8: ROPA Fees

In 2016, H.872 (see: http://legislature.vermont.gov/assets/Documents/2016/Docs/BILLS/H-0872/H-0872%20As%20Introduced.pdf) was passed to allow the ROPA program to continue through the collection of fees.

The following fees were approved:

Annual Authority to Recommend Licensure	$1000/year
Annual Program Review Fee (based on Title II Report)	$25/program completer
Site Visit Fee (for full visit)	$1500
Two Year Report Fee	$ 500
New Program Initiation Fee	$2000

The fees are collected according to the following schedule:

Fee Name	Date	Action
Annual Authority to Recommend Licensure	November	Invoiced by AOE
Annual Program Review	December	Invoiced by AOE
Site Visit	30-60 days prior to scheduled visit	Invoiced by AOE
Two Year Report		
New Program Initiation	Open year round	Institution submits to AOE with application materials

Appendix I – Vermont Licensure Portfolio Documents

Vermont Licensure Portfolio

DIRECTIONS

Overview:
The Vermont Licensure Portfolio consists of three parts that align with the Vermont Core Teaching Standards (VCTS), which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Standards and Learning Progressions 1.0.

Part One: The Learner and Learning - Candidates demonstrate their ability to thoughtfully examine, critically analyze, and insightfully reflect upon their readiness to use an understanding of learning theory, learner development, and learner differences for the design of effective learning experiences in a variety of settings with diverse learners.

Standard 1: Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
> Performance Criterion 1.1: Candidates use understanding of learning theory (in areas such as cognitive, linguistic, social emotional and physical) to design appropriate learning experiences.
> Performance Criterion 1.2: Candidates use understanding of developmental theory (in areas such as cognitive, linguistic, social emotional and physical) to design appropriate learning experiences.

Standard 2: Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
> Performance Criterion 2.1: Candidates use an understanding of individual differences to design inclusive learning experiences.
> Performance Criterion 2.2: Candidates use an understanding of diverse cultures and communities to design inclusive learning experiences.

Standard 3: Learning Environments – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
> Performance Criterion 3.1: Candidates design learning environments that support individual learning marked by active engagement.
> Performance Criterion 3.2: Candidates design learning environments that support collaborative learning marked by positive social interaction.

Part Two: Content Knowledge and Instructional Practice - Candidates demonstrate the ability to thoughtfully examine, critically analyze, and insightfully reflect upon the use of content knowledge and assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning.

Standard 4: Content Knowledge and Pedagogical Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) [they] teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.
> Performance Criterion 4.1: Candidates accurately communicate central concepts of the discipline.
> Performance Criterion 4.2: Candidates accurately address common misconceptions of the discipline.

Standard 5: Application of Content for Transferable Skills – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

>Performance Criterion 5.1: Candidates engage learners in applying perspectives from varied disciplines in authentic contexts (such as local and global issues).
>
>Performance Criterion 5.2: Candidates integrate cross-disciplinary skills (such as critical thinking, creativity, and collaborative problem solving) to help learners demonstrate their learning in unique ways.

Standard 6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making.

>Performance Criterion 6.1: Candidates implement multiple methods of assessment to monitor learner progress to inform instructional practice.
>
>Performance Criterion 6.2: Candidates analyze an individual student's work over time using multiple methods of assessment to adjust instruction.

Standard 7: Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

>Performance Criterion 7.1: Candidates plan instruction by drawing upon knowledge of content areas to meet rigorous learning goals.
>
>Performance Criterion 7.2: Candidates plan instruction by drawing upon knowledge of learners to meet rigorous learning goals.

Standard 8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

>Performance Criterion 8.1: Candidates use a variety of instructional strategies to make the discipline accessible for diverse learners.
>
>Performance Criterion 8.2: Candidates use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways.

Part Three: Professional Responsibility - Candidates demonstrate their ability to thoughtfully examine, critically analyze, and insightfully reflect upon their readiness for professional responsibility.

Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

>Performance Criterion 9.1: Candidates are prepared for self-directed, continuous professional learning.
>
>Performance Criterion 9.2: Candidates are prepared to practice in a legal and ethical manner.

Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

>Performance Criterion 10.1: Candidates are prepared to collaborate with learners, families, colleagues, other school professionals, and community members to ensure student learning.
>
>Performance Criterion 10.2: Candidates are prepared to advance the profession through advocacy, leadership and/or action research.

Components:
Each part includes an Evidence Chart and a Narrative.

Evidence:
See the Evidence Chart for directions on identifying evidence and connecting this evidence to the Performance Criteria listed above. Parts I and III do not have specific required evidence.

Part II has required evidence. Each piece of required evidence must be aligned with a Performance Criterion. However, the required evidence does not have to be the evidence selected for analysis in the narrative. Educator Preparation Programs (EPPs) may align this required evidence with Performance Criteria in their individual programs.

The required evidence for Part II includes:
1. A unit of study that contains at least five lessons and is representative of a candidate's endorsement area(s), with an indication of how instruction will accommodate a range of learners and students with special needs;
2. 12-15 minutes of video (continuous or in clips) of the candidate providing instruction during the Student Teaching or Internship phase of the program, with accompanying annotations regarding the candidate's teaching practice;
3. A supervisor's observation or evaluation of the candidate's teaching practice;
4. An analysis of samples of a student's work over time (multiple samples of one student) or samples of multiple students drawn from the unit of study.

Narrative:
For the narrative for each part, you are to demonstrate your ability to use three types of writing: description, analysis, and reflection. In a formally written and structured report, concisely address the three components listed below. Your narrative must adhere to common standards for academic writing including grammar, usage, and mechanics (see the VT State Rubric for Writing Conventions), format (headings, spacing, pagination, etc.), and style (citations, quotes, and references). As a report of your professional performance, it is acceptable to use first person and active voice. Use pseudonyms throughout.

Describe

The purpose of the Description is to establish a meaningful context for your narrative. The description includes two elements, which can be addressed in either order:

1. Part Theme – Interpret the meaning of the theme (e.g. Part I: The Learner and Learning--What does the theme mean to you?). Address the theme holistically. You do not have to include connections to literature but can do so it if helps you examine the theme.

2. Evidence – Describe the context (setting and situation) where you collected evidence and explain how the body of evidence helped you make meaning of the theme.

Analyze

The purpose of the Analysis is to demonstrate your ability to critically evaluate your performance as an emerging professional. To do so, you will construct a critical evaluation of your achievement of one Performance Criterion

for each standard. You will write 10 analyses in total (3 for Part I, 5 for Part II, and 2 for Part III). This narrative should use four elements to analyze a Performance Criterion.

1. Performance Criterion – Explicitly interpret the features of the Performance Criterion.

2. Literature/Theoretical Framework – Use educational literature or program mission/theoretical framework to support your interpretation of the performance criterion. The *program mission or theoretical framework* can also include the mission or theoretical framework of the institution in which you completed fieldwork.

3. Salient Evidence – Select 1-2 pieces of salient evidence from the Evidence Chart for the chosen Performance Criterion. Articulate how your evidence connects to the Performance Criterion and the literature/program mission/theoretical framework. Throughout your analysis you should make explicit/direct connections to your evidence.

4. Critical Self-Evaluation – Use the Performance Criterion, literature, and salient evidence to evaluate how well and to what degree you achieved the Performance Criterion. Base your self-evaluation on the correspondence between the performance criterion, the educational literature (or program mission/theoretical framework) and your evidence (see diagram below).
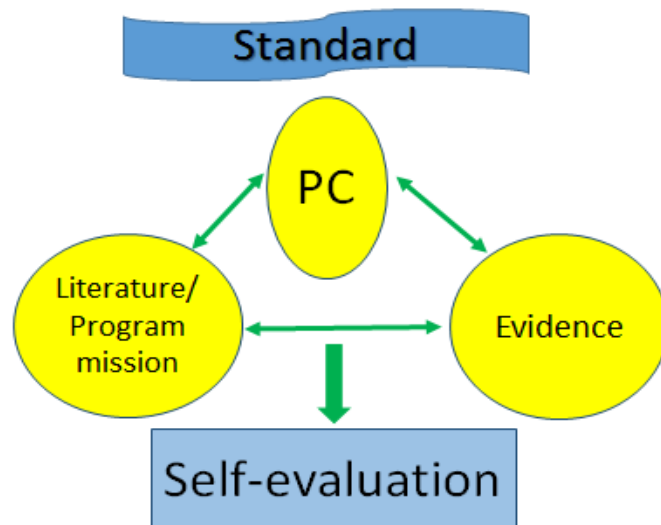
Reflect

The purpose of the Reflection is to review your learning and identify areas for continued growth. The Reflection includes two elements:

1. Review of your personal learning – Examine specific incidents and points of learning related to the theme of the Part (e.g. Part I: The Learner and Learning), reconsider long-standing perceptions that were challenged or affirmed.

2. Plan for ongoing learning – Conceptualize ideas for ongoing growth in this area.

<u>Scoring:</u>

Each Part will be assessed using the rubric and score report for that Part. In order to earn a PASS on any Part, the majority of scored items must achieve the targets listed in the third column, none can be scored in the first column.

Two qualified reviewers will score each Part of the portfolio independently. Reviewers will discuss split outcomes and determine the need for a third reviewer. In order to pass the portfolio, candidates must pass each Part in a reasonable amount of time, as determined by the Educator Preparation Program.

Vermont Licensure Portfolio Evidence Chart
Directions

Over the span of your preparation program, as you complete course and fieldwork assignments, you will collect evidence of your performance and align the evidence to Performance Criteria of the Core Teaching Standards for Vermont Educators. The evidence demonstrates your performance of a specific Performance Criterion. Potential evidence (e.g. lesson plans, videos of teaching performance) for each Performance Criterion may be identified through the Educator Preparation Program materials or course syllabi.

This Evidence Chart is a mechanism for you to collect and curate your evidence that aligns with specific Performance Criterion. It is encouraged that you use an electronic platform for the evidence chart. You will collect evidence by title, which is hyperlinked to the evidence, and linked or tagged to a specific Performance Criterion. Each Performance Criterion must have at least one piece of evidence but may have many. One piece of evidence may address multiple Performance Criteria. Collate and organize all evidence cited in the evidence chart. For each piece of evidence, a rationale must be written to explain how the evidence demonstrates the Performance Criterion (2 or 3 sentences).

When you submit a Narrative for Part I, II, or III, you will provide the reviewer with access to all of your collected evidence for the Performance Criteria of that specific Narrative. Use your Evidence Chart as a cover page. The reviewer will check your evidence chart to observe the connection between your evidence and a specific Performance Criterion. A clear rationale makes this review more efficient.

Candidate:		Submission Date:	
Program:		Advisor:	
Reviewer 1:		Review Date:	
Reviewer 2:		Review Date:	

Part One: The Learner and Learning		
Standard	Performance Criterion	Evidence & Rationale
Standard I: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	PC 1.1 Candidates use understanding of learning theory (in areas such as cognitive, linguistic, social emotional and physical) to design appropriate learning experiences.	
	PC 1.2 Candidates use understanding of developmental theory (in areas such as cognitive, linguistic, social emotional and physical) to design appropriate learning experiences.	
Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	PC 2.1 Candidates use an understanding of individual differences to design inclusive learning experiences.	
	PC 2.2 Candidates use an understanding of diverse cultures and communities to design inclusive learning experiences.	

Standard	Performance Criterion	Evidence & Rationale
Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	PC 3.1 Candidates design learning environments that support individual learning marked by active engagement.	
	PC 3.2 Candidates design learning environments that support collaborative learning marked by positive social interaction.	

Part Two: Content Knowledge and Instructional Practice

Standard	Performance Criterion	Evidence & Rationale
Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	PC 4.1 Candidates accurately communicate central concepts of the discipline.	
	PC 4.2 Candidates accurately address common misconceptions of the discipline.	
Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	PC 5.1 Candidates engage learners in applying perspectives from varied disciplines in authentic contexts (such as local and global issues).	
	PC 5.2 Candidates integrate cross-disciplinary skills (such as critical thinking, creativity, and collaborative problem solving) to help learners demonstrate their learning in unique ways.	
Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own	PC 6.1 Candidates implement multiple methods of assessment to monitor learner progress to inform instructional practice.	

Standard	Performance Criterion	Evidence & Rationale
growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	PC 6.2 Candidates analyze an individual student's work over time using multiple methods of assessment to adjust instruction.	
Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	PC 7.1 Candidates plan instruction by drawing upon knowledge of content areas to meet rigorous learning goals.	
	PC 7.2 Candidates plan instruction by drawing upon knowledge of learners to meet rigorous learning goals.	
Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	8.1 Candidates use a variety of instructional strategies to make the discipline accessible for diverse learners	
	8.2 Candidates use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways.	

Part Three: Professional Responsibility

Standard	Performance Criterion	Evidence & Rationale
Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate	PC 9.1 Candidates are prepared for self-directed, continuous professional learning.	

his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	PC 9.2 Candidates are prepared to practice in a legal and ethical manner.	
Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	PC 10.1 Candidates are prepared to collaborate with learners, families, colleagues, other school professionals, and community members to ensure student learning.	
	PC 10.2 Candidates are prepared to advance the profession through advocacy, leadership and/or action research.	

.

Candidate: _____ Date Submitted: _____

Institution & Program: _____

Advisor: _____ Email: _____

Reviewer: _____ Score: _____

The Learner and Learning Theme: Candidates demonstrate their ability to thoughtfully examine, critically analyze, and insightfully reflect upon their readiness to use an understanding of learning theory, learner development, and learner differences for the design of effective learning experiences in a variety of settings with diverse learners.

Required Evidence	Present	Notes
Evidence Chart		

Writing Review	Suitable	Notes
Writing Mechanics (Proper use of grammar, usage, and/or mechanics. Professional use of grammar and vocabulary.)		
Clarity of Expression (Ideas are clearly presented in a sophisticated style suitable to general academic audiences.)		
Organization (Writing is well-organized. Sources are utilized to enrich the reflection offering connections and extensions. Sources are accurately cited.)		
Academic Style (In accordance with academic style guide. Citations and references are used properly. Wording is free of bias. Plagiarism is avoided.)		

	1	2	3
Description	The description demonstrates misinterpretation of the Theme or employs insufficient details of context.	The description demonstrates the candidate's ability to discuss the Theme, recalling aspects of the context for evidence collection.	The description demonstrates the candidate's ability to illuminate the Theme through a depiction of one's experience collecting evidence within particular contexts.

Comments:

Score: _____

	1	2	3
Analysis of Performance Criterion 1.1: Candidates use an understanding of learning theory (in areas such as cognitive, linguistic, social, emotional and physical) to design appropriate learning experiences.	The analysis demonstrates misunderstanding of learning theory or the development of appropriate learning experiences. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to reference learning theory to select and apply learning experiences. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to use an understanding of learning theory to design and assess appropriate learning experiences. The analysis constructs a perception of 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.

Comments:

Score: _____

	1	2	3
Analysis of Performance Criterion 1.2: Candidates use an understanding of development theory (in areas such as cognitive, linguistic, social, emotional and physical) to design appropriate learning experiences.	The analysis demonstrates misunderstanding of learning theory or the development of appropriate learning experiences. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to reference development theory to select and apply learning experiences. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to use an understanding of development theory to design and assess appropriate learning experiences. The analysis constructs a perception of 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.

Comments:

Score: _____

Analysis of Performance Criterion 2.1: Candidates use an understanding of individual differences to design inclusive learning experiences.	The analysis demonstrates misunderstanding of how learning experience should be altered to accommodate learner differences. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to acknowledge general learner difference to select and apply learning experiences. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to use an understanding of particular individual differences to design and assess inclusive learning experiences. The analysis constructs a perception of 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.

Comments:

Score: _____

Analysis of Performance Criterion 2.2: Candidates use an understanding of diverse cultures and communities to design inclusive learning experiences.	The analysis demonstrates misunderstanding of how learning experience should be altered to accommodate culture and community. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to acknowledge cultural or community features to select and apply learning experiences. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to use an understanding of diverse cultures and communities to design and assess inclusive learning experiences. The analysis constructs a perception of 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.

Comments:

Score: _____

Analysis of Performance Criterion 3.1: Candidates design learning environments that support individual learning marked by active engagement.	The analysis demonstrates misunderstanding of how to use individualized learning for diverse learners. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to select and apply learning opportunities for individual learners. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to design and assess learning environments that support individual learning marked by active engagement. The analysis constructs a perception of 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.

Comments:

Score: _____

Analysis of Performance Criterion 3.2: Candidates design learning environments that support collaborative learning marked by positive social interaction.	The analysis demonstrates misunderstanding of how to use collaborative learning for diverse learners. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to select and apply collaborative-learning opportunities. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to design and assess learning environments that support collaborative learning marked by positive social interaction. The analysis constructs a perception of 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.

Comments:

Score: _____

Self-Reflection	The reflection demonstrates insufficient discussion of learning drawn from specific incidents and/or ideas for ongoing development.	The reflection demonstrates the candidate's ability to recount incidents, recognize personal beliefs, and identify actions for additional learning.	The reflection demonstrates the candidate's ability to consider specific incidents, rethink long-standing personal perceptions, and conceptualize a vision for ongoing growth in this area.

Comments:

Score: _____

…..

Additional Comments

Rubric and Scoring Report: Part 2
Vermont Licensure Portfolio
Revised 07/08/2016

Candidate: _____ Date Submitted: _____

Institution & Program: _____

Advisor: _____ Email: _____

Reviewer: _____ Score: _____

Content Knowledge & Instructional Practice Theme: Candidates demonstrate the ability to thoughtfully examine, critically analyze, and insightfully reflect upon the use of content knowledge and assessment, planning, and instructional strategies to implement creative, rigorous, and engaging learning.

Required Evidence	Present	Notes
A unit of study that contains at least five lessons and is representative of a candidate's endorsement area(s), with an indication of how instruction will accommodate a range of learners and students with special needs;		
12-15 minutes of video (continuous or in clips) of the candidate providing instruction during the Student Teaching or Internship phase of the program, with accompanying annotations regarding the candidate's teaching practice;		
A supervisor's observation or evaluation of the candidate's teaching practice;		
An analysis of samples of a student's work over time (multiple samples of one student) or samples of multiple students drawn from the unit of study.		
Evidence Chart		

Writing Review	Suitable	Notes
Writing Mechanics (Proper use of grammar, usage, and/or mechanics. Professional use of grammar and vocabulary.)		
Clarity of Expression (Ideas are clearly presented in a sophisticated style suitable to general academic audiences.)		
Organization (Writing is well-organized. Sources are utilized to enrich the reflection offering connections and extensions. Sources are accurately cited.)		
Academic Style (In accordance with academic style guide. Citations and references are used properly. Wording is free of bias. Plagiarism is avoided.)		

	1	2	3
Description	The description demonstrates misinterpretation of the Theme or employs insufficient details of context.	The description demonstrates the candidate's ability to discuss the Theme, recalling aspects of the context for evidence collection.	The description demonstrates the candidate's ability to illuminate the Theme through a depiction of one's experience collecting evidence within particular contexts.

Comments:

Score: _____

	1	2	3
Analysis of Performance Criterion 4.1: Candidates accurately communicate central concepts of their discipline.	The analysis demonstrates misunderstanding of the central concepts of the discipline. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to select and implement the central concepts of the discipline. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to communicate original and detailed conceptions of the central concepts of the discipline. The analysis constructs a perception of 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.

Comments:

Score: _____

	1	2	3
Analysis of Performance Criterion 4.2: Candidates accurately address common misconceptions of the discipline.	The analysis demonstrates misunderstanding of how to identify or manage misconceptions of the discipline. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to identify and correct misconceptions from the discipline. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to anticipate or uncover misconceptions and redirect understanding with models from the discipline. The analysis constructs a perception of 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.

Comments:

Score: _____

Analysis of Performance Criterion 5.1: Candidates engage learners in applying perspectives from varied disciplines in authentic contexts (such as local and global issues).	The analysis demonstrates misunderstanding of an interdisciplinary approach and/or how to employ inquiry-based learning. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to use various perspectives to expose learners to local and global issues. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to engage learners in applying perspectives from varied disciplines in authentic contexts. The analysis constructs a perception of 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.

Comments:

Score: _____

Analysis of Performance Criterion 5.2: Candidates integrate cross-disciplinary skills (such as critical thinking, creativity, and collaborative problem solving) to help learners demonstrate their learning in unique ways.	The analysis demonstrates misunderstanding of cross-disciplinary thinking. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to expose learners to cross-disciplinary thinking. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to integrate cross-disciplinary skills to help learners demonstrate their learning in unique ways. The analysis constructs a perception of 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.

Comments:

Score: _____

Analysis of Performance Criterion 6.1: Candidates implement multiple methods of assessment to monitor learner progress to inform instructional practice.	The analysis demonstrates misunderstanding or misapplication of assessment as a tool for directing instruction. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to use assessment to understand learner progress. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to implement multiple methods of assessment to monitor learner progress to inform instructional practice. The analysis constructs a perception of 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.
Comments: Score: _____			
Analysis of Performance Criterion 6.2: Candidates analyze an individual learner's work over time using multiple methods of assessment to adjust instruction.	The analysis demonstrates misunderstanding or misapplication of individual assessment strategies to adjust instruction. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to use assessment to guide individual learning. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to analyze an individual learner's work over time using multiple methods of assessment to adjust instruction. The analysis constructs a perception of 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.
Comments: Score: _____			

Analysis of Performance Criterion 7.1: Candidates plan instruction by drawing upon knowledge of content areas to meet rigorous learning goals.	The analysis demonstrates misunderstanding of planning instruction for developing content knowledge. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to plan instruction using content standards. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to plan instruction using thorough knowledge of content to enable learners to achieve rigorous learning goals. The analysis constructs a perception of 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.
Comments:			Score: _____
Analysis of Performance Criterion 7.2: Candidates plan instruction by drawing upon knowledge of learners to meet rigorous learning goals.	The analysis demonstrates misunderstanding of planning instruction based on knowledge of learners. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to plan instruction based on learner interest. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to plan instruction using broad knowledge of learners to achieve rigorous learning goals. The analysis constructs a perception of 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.
Comments:			Score: _____

Analysis of Performance Criterion 8.1: Candidates use a variety of instructional strategies to make the discipline accessible for diverse learners.	The analysis demonstrates misunderstanding of effective instruction for diverse learners. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional	The analysis demonstrates the candidate's ability to use different instructional approaches. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to use a variety of instructional strategies to make the discipline accessible for diverse learners. The analysis constructs a perception of 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..

Comments:

Score: _____

Analysis of Performance Criterion 8.2: Candidates use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways.	The analysis demonstrates misunderstanding of effective instruction for building skills in the application of content. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to discuss different instructional strategies. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways. The analysis constructs a perception of 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.

Comments:

Score: _____

Self-Reflection	The reflection demonstrates insufficient discussion of learning drawn from specific incidents and/or ideas for ongoing development.	The reflection demonstrates the candidate's ability to recount incidents, recognize personal beliefs, and identify actions for additional learning.	The reflection demonstrates the candidate's ability to consider specific incidents, rethink long-standing personal perceptions, and conceptualize a vision for ongoing growth in this area.

Comments:

Score: _____

Additional Comments:

Rubric and Scoring Report: Part 3
Vermont Licensure Portfolio
Revised 07/08/2016

Candidate: _____ Date Submitted: _____

Institution & Program: _____

Advisor: _____ Email: _____

Reviewer: _____ Score: _____

Professional Responsibility Theme: Candidates demonstrate their ability to thoughtfully examine, critically analyze, and insightfully reflect upon their readiness for professional responsibility.

Required Evidence	Present	Notes
Evidence Chart		

Writing Review	Suitable	Notes
Writing Mechanics (Proper use of grammar, usage, and/or mechanics. Professional use of grammar and vocabulary.)		
Clarity of Expression (Ideas are clearly presented in a sophisticated style suitable to general academic audiences.)		
Organization (Writing is well-organized. Sources are utilized to enrich the reflection offering connections and extensions. Sources are accurately cited.)		
Academic Style (In accordance with academic style guide. Citations and references are used properly. Wording is free of bias. Plagiarism is avoided.)		

	1	2	3
Description	The description demonstrates misinterpretation of the Theme or employs insufficient details of context.	The description demonstrates the candidate's ability to discuss the Theme, recalling aspects of the context for evidence collection.	The description demonstrates the candidate's ability to illuminate the Theme through a depiction of one's experience collecting evidence within particular contexts.
Comments:			Score: _____
Analysis of Performance Criterion 9.1: Candidates are prepared for self-directed, continuous professional learning.	The analysis demonstrates misunderstanding of self-directed professional learning. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to identify options for professional learning. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to devise and enact opportunities for self-directed learning toward professional ends. The analysis constructs a perception of 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.
Comments:			Score: _____
Analysis of Performance Criterion 9.2: Candidates are prepared to practice in a legal and ethical manner.	The analysis demonstrates misunderstanding of how to use legal or ethical principles of the profession. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to use professional codes or legal statutes to discuss professional situations. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to deliberate and judge professional dilemmas using ethical perspectives, legal standings, and standards of practice. The analysis constructs a perception of 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.
Comments:			Score: _____

Analysis of Performance Criterion 10.1: Candidates are prepared to collaborate with learners, families, colleagues, other school professionals, and community members to ensure student learning.	The analysis demonstrates misunderstanding of collaboration to ensure student learning. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to converse with learners, families, colleagues, other school professionals, and community members regarding topics related to student learning. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's ability to collaborate with learners, families, colleagues, other school professionals, and community members to ensure student learning. The analysis constructs a perception of 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.

Comments:

Score: _____

Analysis of Performance Criterion 10.2: Candidates are prepared to advance the profession through advocacy, leadership and/or action research.	The analysis demonstrates misunderstanding of preparation to advance the profession through advocacy, leadership and/or action research. The analysis reveals unexplored suppositions about the Performance Criterion, uses insubstantial or inappropriate literature, notes irrelevant evidence, and/or overstates the candidate's effectiveness, reiterating conventional notions.	The analysis demonstrates the candidate's ability to describe means for advancing the profession. The analysis reiterates the Performance Criterion, references related literature, program mission or conceptual framework, identifies evidence, and remarks on the candidate's effectiveness, providing basic description and commentary.	The analysis demonstrates the candidate's preparation to advance the profession through advocacy, leadership and/or action research. The analysis constructs a perception of 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.

Comments:

Score: _____

Self-Reflection	The reflection demonstrates insufficient discussion of learning drawn from specific incidents and/or ideas for ongoing development.	The reflection demonstrates the candidate's ability to recount incidents, recognize personal beliefs, and identify actions for additional learning.	The reflection demonstrates the candidate's ability to consider specific incidents, rethink long-standing personal perceptions, and conceptualize a vision for ongoing growth in this area.

Comments:

Score: _____