

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, and professional growth activities, will be evaluated using a Portfolio Presentation. Teachers will collect evidence to demonstrate competency and present the evidence to administrators. The total observation score for the year will be 60% of teachers' scores, while the Portfolio (which includes the Teacher Professional Growth Plan (TPGP), will be the remaining 40%.

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 (unit plans, student work,

assessment results, copies of letters to parents, videos of student performance, etc). The Portfolio Process also contributes to and evaluates teachers on their professional growth by including 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** component is selected by the school leadership team (varies by school, required for all teachers in the school)
- **One** component is Component 4e and the single artifact is the TPGP (required for all teachers)
- **Two** “choice” components will be selected by the teacher

SCHOOLWIDE COMPONENT. At the beginning of the year, the school leadership team will consider the components in Domains 1 and 4 and choose a schoolwide component. The team should choose a component that is a “growth” area for most teachers in the school, a priority for the school and an area that needs more attention.



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TEACHER PROFESSIONAL GROWTH PLAN ARTIFACT

(**COMPONENT 4E**). Each teacher will complete a TPGP as the artifact for required **Component 4e: Growing and Developing Professionally**. By developing, implementing and completing a TPGP, teachers provide evidence for Domain 4 of the Danielson Framework.

CHOICE COMPONENTS. Teachers will select two components from Domains 1 and 4 to complete their portfolio. Teachers may select both of their choice components from a single domain or they may select one component from each domain.

PRESENTING THE PORTFOLIO.

Near the end of the year, teachers present their portfolios to their administrators as a PowerPoint or another electronic format. A PowerPoint template is available for teachers to help them get started. Presenting the portfolio provides an opportunity to explain artifacts, and the administrator can ask questions. The presentation should be informal and conversational, and the administrator should take notes and score using the Teacher Portfolio Planning and Scoring Form. After presenting the schoolwide and choice components, the teacher and principal will review and discuss the teachers' TPGP.

SCORING THE PORTFOLIO.

Administrators will use the Danielson Framework for Teachers Instrument to score each component. The proficiency levels are Unsatisfactory, Basic, Proficient, and

Distinguished. Each component is scored separately, using the rubric descriptions to determine level of proficiency. The scores are then added together and divided by 4, 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 and examples of the types of artifacts teachers might include. Teachers should begin "harvesting" artifacts early in the school year and throughout the year, focusing on collecting artifacts that will 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 multiple components.

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

Where can I find more information? For additional details about the Portfolio Presentation process, see the **VI Teacher Evaluation Guidebook**, which includes instructions to assist teachers in developing their plans. The Guidebook, along with other resources can be found at <http://www.vide.vi/>.