nassau BOCES

Tenure

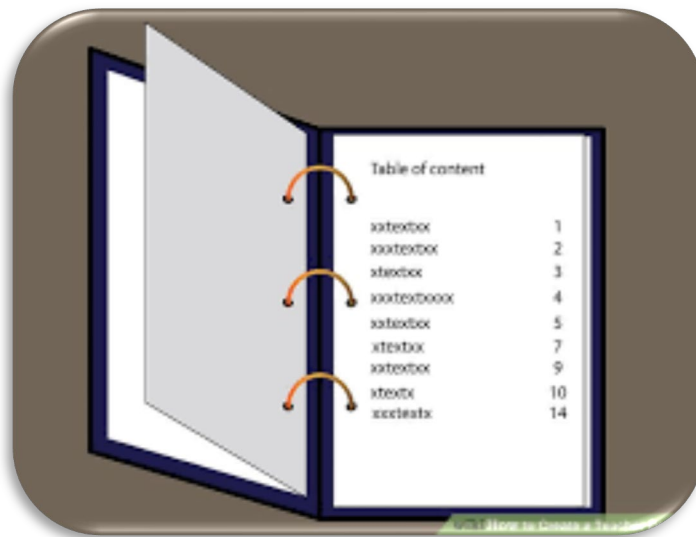# Portfolio Handbook

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What is a Teacher Portfolio?

A teacher portfolio is an anthology of work created to demonstrate the teacher's talents. Portfolios also provide teachers the opportunity to reflect on their work, and evaluate the effectiveness of lessons, projects, etc. The portfolio describes the teacher's duties, expertise, and growth in teaching. The portfolio is a comprehensive illustration of the teacher and their accomplishments. Its purpose is to help teachers become more aware of their impact on students in the classroom and the school community.

What is a Pupil Personnel Portfolio?

A pupil personnel portfolio serves many purposes. It can help with reflection on practices – what works and what doesn't.   The portfolio describes the duties, expertise and growth in counseling, regulations, and collaboration.   The portfolio will demonstrate all of the achievements and contributions of the PPS professional during the probationary period.

Benefits of creating a portfolio, in addition to receiving tenure

Portfolios can help employees become more aware of what they are doing in the classroom or counseling setting. The practice of creating a portfolio encourages employees to become self-reflective practitioners. The contents of the portfolio will demonstrate the professional growth of the employee throughout the probationary period.

Examples of what to include in your Portfolio; not all is applicable to both Teacher and Pupil Personnel

1. **Background information**
    - Name
    - Current position
    - Subject area specialties
    - Educational/Counseling philosophy statement
    - Teaching/Counseling goals

2. **Teaching/Counseling artifacts of implementation of instructional program:**
    - Overview of unit goals and behavior plans
    - List of resources used in teaching various units
    - Two consecutive lesson plans demonstrating the implementation of the NYS Standards
    - Samples of students' work

Teaching/Counseling artifacts of implementation of instructional program (continued)

- Accommodation to learning styles
- Samples of special projects and assemblies
- Evidence that employee is focused on student learning and growth

3. **Contact with parents/guardians/families:**
- Samples of written communications with parents/guardians about classroom expectations, activities, student programs and suggestions for student improvement
- Samples of sign-in sheets of meetings with parents about classroom expectations, activities, student programs and suggestions for student improvement.

4. **Student Assessment:**
- Samples of evaluation of student work/progress
- List of supplemental activities for students
- Evidence of homework policies
- Assessment results used to measure individual student progress/growth

5. **Classroom:**
- Evidence of attention to order and aesthetics
- Evidence of learning centers
- Evidence of a supportive and inclusive environment

6. **Professional Growth:**
- Number of professional activities (i.e., training workshops, conferences, etc.) attended
- Description of professional activities attended
- Number and description of presentations given

Remember that creating the portfolio is a process, which will begin in your first year. You will be collecting artifacts for several years. You may want to save everything in a folder, and divide that folder up by years – Year 1, Year 2, etc. Schedule time to meet with your mentor and/or administrator to review your portfolio.

TEACHER PORTFOLIO

Portfolio Criteria for Teachers – Four Domains (Guide)

Domain I – Planning and Preparation

1. **Content Knowledge:** *The teacher shall demonstrate a thorough knowledge of the subject area and curriculum as evidenced by:*
   - An understanding of the central principles, concepts, themes, pedagogy and instructional trends specific to the content area
   - An understanding of the scope and sequence of the grade level and content area

2. **Preparation:** *The teacher shall demonstrate appropriate preparation, employment of the necessary pedagogical methodologies, resources and researched best practices to support instruction as evidenced by:*
   - An awareness and compliance with mandated IEP/504 requirements
   - Lesson/unit plans and assessments
   - Learning activities that support the instructional goals and are relevant to the student population.
   - The selection of goals that represent appropriate expectations for students and reflect important learning and conceptual understanding, curriculum standards, and frameworks
   - An understanding of 21stcentury skills such as technical and informational literacy, communication, collaboration, and problem solving
   - An understanding of the levels of cognitive development; comprehension, application, analysis, evaluation, synthesis, and creativity

Domain II: The Classroom Environment

1. **Classroom Management:** *The teacher shall demonstrate classroom management skills supportive of diverse student learning needs, which creates a positive environment conducive to student learning as evidenced by:*
   - Creating an environment of respect and rapport
   - Behavior management system which includes the teaching of pro-social skills and utilization of positive behavioral support(s)
   - Active, productive, and respectful student engagement
   - Seamless transition between activities
   - Effective routines for handling materials and supplies
   - Well established systems for performing non-instructional duties
   - Standards of conduct that are defined and explained to all students
   - Appropriate teacher response to behavior indicating sensitivity to students' individual needs
   - Organizing physical space to maximize learning and effective utilization of teacher aides

Domain III – Instruction

1. **Instructional Delivery:** *The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and advancement of student learning as evidenced by:*
   - The ability to motivate and engage students and design personal and career applications
   - The appropriate use of materials, equipment, and integration of technology
   - Effective questioning and monitoring of learning
   - Effective use of teacher aides
   - Differentiating instruction, including use of multiple learning modalities, to address individual needs of the students
   - Creating varied instructional groupings/flexible skill groups opportunities
   - Student artifacts which demonstrate that provisions are provided for demonstration of knowledge and skills through varied means and modalities
   - Communicating objectives and directives clearly and accurately

2. **Student Development:** *The teacher shall demonstrate knowledge of student development, the understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students, as evidenced by:*
   - Lesson plan adaptation during implementation
   - Classroom activities
   - Knowledge of traits and characteristics specific to age and stage of development (including the cognitive, behavioral, and affective domains)
   - Knowledge of students' varied approaches to learning
   - Knowledge of students' interests and cultural heritage
   - Provision or student choice where appropriate

3. **Student Assessment:** *The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning, as evidenced by:*
   - A variety of techniques and strategies for formative and summative evaluations
   - Congruence with instructional goals
   - Assessment criteria and standards that are appropriate, clear, and have been communicated to students
   - Feedback to students regarding their progress in meeting the established standards
   - Student participation in planning individual goals, as appropriate, to meet the established standards
   - Participation in the production of functional behavior assessments as well as behavioral intervention plans
   - Ability to set benchmarks for class/students' attainment of NYS Learning standards
   - Ability to organize and display student achievement data to demonstrate achievement of instructional benchmarks
   - Development and usage of student reports (gradebooks, progress reports and annual student profiles, report cards, IEP progress)

Domain III (continued)

4. **Collaboration:** *The teacher shall demonstrate that he/she develops effective collaborative relationships with students, parents, or caregivers, colleagues, and other school personnel to meet the learning needs of students, as evidenced by:*
   - Written correspondence
   - Informational reports or bulletins to parents about the instructional program
   - Frequent efforts to engage the family in the instructional program
   - Supportive and cooperative relationships with colleagues and stakeholders
   - Utilizing relevant input from school personnel and parents or caregivers
   - Participation in activities that are supportive of the school community.

Domain IV: Professional Responsibilities

1. **Reflective and Responsive Practice:** *The teacher shall demonstrate that he/she engages in reflection of current instructional practices, and makes appropriate adjustments based on this analysis, as evidenced by:*
   - Goal Setting
   - Reflective assessments of a lesson's effectiveness
   - Conducting active research for lesson implementation
   - Implementing supervisory suggestions
   - Analysis of results of student assessment/performance data and subsequent modification of instruction
   - Participation in appropriate workshops/coursework
   - Involvement in school/community service
   - Participation in professional associations
   - Pursuing additional certifications

2. **Professional Conduct:** *The teacher shall demonstrate appropriate professional conduct as evidenced by:*
   - Punctuality/attendance
   - Timely completion of reports/correspondence
   - Use of professional judgement and maintaining student confidentiality
   - Involvement in activities which contribute to the positive climate and culture of the school
   - Maintaining timely, accurate and complete student records
   - Collaborating and communicating effectively with school districts, agencies, and all stakeholders

Examples of Artifacts to demonstrate effort, progress, and achievement
- *Photos:* features of your classroom that support students' SEL and intellectual growth, charts detailing growth, organizational charts
- *Student work:* journals, drawings, examples of work, letters
- *Teaching:* unit plans, lesson plans, letters to parents, use of technology
- *Professional Development:* workshops attended, workshops presented, degrees earned

Portfolio Handbook: Things to Know and Do
- Beginning July 2015 – 4-year probationary period, unless previously tenured
- Portfolio should be completed 6 months before tenure eligibility date
- A Leave without Pay changes your tenure eligibility date
- Review your portfolio with your principal, assistant principal and/or supervisor
- Mentors can also be a resource for help with your portfolio
- Save everything and then decide what to put in your portfolio
- Continuously reflect on your philosophy and what you want to include in your portfolio from years, 1, 2 and 3 of your probationary period.

PUPIL PERSONNEL PORTFOLIO

Components of Professional Practice for Pupil Personnel Professionals (Guide):
- School Psychologists
- School Guidance Counselors
- School Social Workers

Domain I: Planning and Preparation

Content Knowledge – *The Pupil Personnel professional shall demonstrate a thorough knowledge of their area as evidenced by:*
- Being knowledgeable of the fundamental principles and tenets germane to their respective disciplines, with special emphasis on developmental and abnormal psychology
- Being knowledgeable about all relevant special education classification and diagnostic categories
- Being knowledgeable of the most current ideas, theories and hypothesis germane to their respective disciplines
- Being knowledge of current techniques, strategies, and best practices germane to their respective disciplines
- Being knowledgeable of current federal and state regulations as they relate to both general and special education
- Being knowledgeable about transition planning issues and where appropriate, CDOS standards
- Being knowledgeable of government, private and community resources available for the enhancement of services to students and their families.

Domain II: The Counseling Environment

Case Management – *The pupil personnel professional shall demonstrate counseling skills supportive of diverse student behavioral and learning needs, which create an environment conducive to student response and intervention, as evidenced by:*
- A positive mental health climate promoting respect and rapport
- Behavior management system which includes the teaching of pro-social skills
- Provision for positive behavioral support
- Active and productive student engagement
- Clear procedures for referrals
- Well established systems for performing testing
- Appropriate response to behavior indicating sensitivity to students' individual needs
- Organizing physical space for testing of students and storage of materials

Domain III: Delivery of Service

Assessment Ability: *The pupil personnel professional shall demonstrate appropriate assessment ability, as evidenced by:*
- Being knowledgeable about the most recent tests and measures in relevant domains of psychological, psychoeducational, and psychosocial assessment
- Diligently adhering to standardized instructions for administration, scoring and interpretation
- Understanding and adhering to the requirements of transition planning

Report Writing: *The pupil personnel professional shall demonstrate appropriate report writing, as evidenced by:*
- Submitting written materials, which provide the reader with clear, concise, and useful information reflecting the stated purpose of the report
- Conveying information that specifically defines needs, concerns, and potential solutions
- Translating evaluations into appropriate recommendations and referrals

Counseling and Referral: *The pupil personnel professional shall demonstrate appropriate counseling and referral techniques as evidenced by:*
- Developing and implementing both prevention and intervention strategies based upon knowledge of psychological, psychoeducational, and psychosocial principles
- Establishing appropriate goals and objectives
- Utilizing clinically appropriate techniques and strategies to achieve the desired goals and objectives in both school and community
- Monitoring progress, measuring outcomes, and instituting changes when necessary

Domain IV: Professional Responsibilities

Professional Conduct: *The pupil personnel professional shall demonstrate appropriate professional conduct as evidenced by:*
- Punctuality/attendance
- Timely completion and submission of evaluations, reports, and correspondence, etc.
- Use of professional judgement and maintaining student confidentially
- Collaborating and communicating effectively with all professionals involved with children on their caseload including relationship with home, schools, and community agencies
- Adherence to ethical, professional, and legal standards
- Maintaining timely, accurate and complete student records, including session/log notes.

Reflective and Responsive Practice: *The pupil personnel professional shall demonstrate that practice is reviewed effectively, assessed, and appropriate adjustments are made on a continuing basis, as evidenced by:*
- Graduate coursework
- Attending relevant conferences, workshops, and in-service training
- Involvement in school/community service
- Engaging in activities which enhance professional skills and content knowledge
- Membership and participation in professional associations
- Knowledge of current literature and the ability to translate research into practice
- Implementing supervisory suggestions

Examples of Artifacts to demonstrate effort, progress, and achievement
- *Photos:* Evidence of supportive/positive environment, charts detailing growth, organizational charts, etc.
- *Student work:* Journals, drawings, examples of work, letters
- *Teaching/Counseling:* evidence of planning that pertains to the profession, use of technology
- *Professional Development:* Workshops attended, workshops presented, degrees earned

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