
Tenure Portfolio Handbook

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

Domain III –

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:
 - f Written correspondence
 - f Informational reports or bulletins to parents about the instructional program
 - f Frequent efforts to engage the family in the instructional program
 - f Supportive and cooperative relationships with colleagues and stakeholders
 - f Utilizing relevant input from school personnel and parents or caregivers
 - f 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:
 - f Goal Setting
 - f Reflective assessments of a lesson's effectiveness
 - f Conducting active research for lesson implementation
 - f Implementing supervisory suggestions
 - f Analysis of results of student assessment/performance data and subsequent modification of instruction
 - f Participation in appropriate workshops/coursework
 - f Involvement in school/community service
 - f Participation in professional associations
 - f Pursuing additional certifications
2. Professional Conduct: The teacher shall demonstrate appropriate professional conduct as evidenced by:
 - f Punctuality/attendance
 - f Timely completion of reports/correspondence
 - f Use of professional judgement and maintaining student confidentiality
 - f Involvement in activities which contribute to the positive climate and culture of the school
 - f Maintaining timely, accurate and complete student records
 - f Collaborating and communicating effectively with school districts, agencies, and all stakeholders

Examples of Artifacts to include:

- f Photos: features of your classroom that support students' SEL and intellectual growth, charts detailing growth, organizational charts
- f Student workjournals, drawings, examples of work, letters
- f Teachingunit plans, lesson plans, letters to parents, use of technology
- f Professional Developmentworkshops attended, workshops presented, degrees earned

When to complete:

- f Beginning July 2015 – 4-year probationary period, unless previously tenured
- f Portfolio should be completed 6 months before tenure eligibility date
- f A Leave without Pay changes your tenure eligibility date
- f Review your portfolio with your principal, assistant principal and/or supervisor
- f Mentors can also be a resource for help with your portfolio

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Components of Professional Practice for Pupil Personnel Professionals (Guide):

- f School Psychologists
- f School Guidance Counselors
- f School Social Workers

Domain I: Planning and Preparation

The Pupil Personnel professional shall demonstrate thorough knowledge of their area as evidenced by:

- f Being knowledgeable of the fundamental principles and tenets germane to their respective disciplines, with special emphasis on developmental and abnormal psychology
- f Being knowledgeable about all relevant special education classification and diagnostic categories
- f Being knowledgeable of the most current ideas, theories and hypothesis germane to their respective disciplines
- f Being knowledgeable of current techniques, strategies, and best practices germane to their respective disciplines
- f Being knowledgeable of current federal and state regulations as they relate to both general and special education
- f Being knowledgeable about transition planning issues and where appropriate, CDOS standards
- f Being knowledgeable of government, private and community resources available for the enhancement of services to students and their families.

Domain II: The Counseling Process

Domain III: Delivery of Service

Assessment Ability: The pupil personnel professional shall demonstrate appropriate assessment ability, as evidenced by:

- f* Being knowledgeable about the most recent tests and measures in relevant domains of psychological, psychoeducational, and psychosocial assessment
- f* Diligently adhering to standardized instructions for administration, scoring and interpretation
- f* Understanding and adhering to the requirements of transition planning

Report Writing: The pupil personnel professional shall demonstrate appropriate report writing, as evidenced by:

- f* Submitting written materials, which provide the reader with clear, concise, and useful information reflecting the stated purpose of the report
- f*

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:

- f* Graduate coursework
- f* Attending relevant conferences, workshops, and in-service training
- f* Involvement in school/community service
- f* Engaging in activities which enhance professional skills and content knowledge
- f* Membership and participation in professional associations
- f* Knowledge of current literature and the ability to translate research into practice
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