

**KANSAS STATE**  
**UNIVERSITY**

College of Education

Secondary Education

**Block Two**

# **Portfolio Handbook**



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## Portfolio Overview

An educational portfolio is a collection of evidence and reflections documenting one's competence and accomplishments in the teaching field. It may serve many purposes: to address growth (Developmental), to display best works (Showcase), and to showcase during a job search (Professional). The Kansas State University student intern portfolio can serve all three of these purposes, but primarily it is designed to assess your development and competence as a future teacher. You will be able to use the portfolio development process as a tool for continuous reflection and self-evaluation to plan future goals and enhance your teaching. Your cooperating teacher, clinical instructor, and faculty supervisor will use the portfolio to assess your strengths and weaknesses to guide you toward improved teaching and learning. They also will use evidence of your teaching presented in your portfolio as they complete your final student intern evaluation (see Evaluation of Student Teacher form at the end of the Portfolio Handbook). The College of Education will use your portfolio as evidence that you have attained the professional education teaching standards identified by Kansas State University and the Kansas State Department of Education (KSDE). This information will provide critical feedback regarding the strengths and weaknesses of the teacher education program. In addition, you are encouraged to use your intern portfolio to showcase your teaching as you begin your search for teaching positions. Using your portfolio during your interview will create opportunities to dialogue with interviewers about your beliefs, experiences, competencies, and accomplishments as an educator.

Your portfolio will include four major entries: (1) Professional and Philosophical Platform, (2) Contextual Information and Student and Learning Adaptations, (3) Instructional Unit Plan, and (4) Analysis of Classroom Learning Environment. You will provide an overview of your teaching and learning accomplishments in **Entry 1** through the presentation of your resume and philosophy of teaching. You will use **Entry 2** to ensure your teaching is meaningful and appropriate for your classroom context and students' characteristics (background, individual learning needs, developmental level, interests, and approaches to learning). In this Entry you will also select two focus students for whom you will provide specific information about in Entry 3. The heart of the portfolio is **Entry 3**. In this entry you will design a multi-day Instructional Unit Plan and plan for the assessment of the unit. This unit is to be designed around significant concepts and skills and state and national standards in a content area. In **Entry 4** you will analyze and create a learning environment to support student interactions, self-motivation, and active engagement in learning.

These four entries were designed to assess the knowledge and skills identified in the four categories of the KSU Conceptual Framework (Perspectives and Preparation, Learning Environment, Instruction, and Professionalism – see below). The entries will provide evidence of your ability to: analyze your classroom context and make instructional decisions based on that analysis; design and implement meaningful, coherent, and integrated instruction; design challenging, useful classroom assessments; analyze student achievement and use the results to enhance future teaching and learning; impact student learning; create a positive learning environment; collaborate with different members of your learning community, and analyze and reflect on your experiences to improve your teaching and continue to grow professionally.

## Integrity Guidelines

Academic integrity means engaging in scholarly activity that is conducted honestly and responsibly. It includes a commitment not to be involved in falsification, misrepresentation or deception in the preparation of the student teaching portfolio. The submitted student teaching portfolio must be your own work and in your own words. You are expected to act with personal and professional integrity at all times.

### **Some Examples of Violation of Academic Integrity:**

- *Plagiarism* means copying work (such as words, phrases, sentences, paragraphs or ideas) from someone else's writing and putting them into the student teaching portfolio as if they were your own.
- Submitting a student teaching portfolio or parts of a student teaching portfolio that was prepared by a person other than you.
- Putting yourself in a situation that allows others to copy your student teaching portfolio and submit it as their own.
- Submitting a student teaching portfolio that was prepared in a setting other than your student teaching setting.
- Fabricating context, numerical, or other data.
- Extensive collaboration with others in preparing the student teaching portfolio. (e.g. Having someone prepare your lesson plans or write sections of your student teaching portfolio are unacceptable.)

The KSU College of Education Teacher Education Program is designed around a Conceptual Framework that includes professional standards aligned with the Kansas State Department of Education (KSDE) Teaching Standards. The Conceptual Framework for Kansas State University's professional education program serves as a guide for fulfilling our mission of *preparing educators to be knowledgeable, ethical, caring decision makers*. Furthermore, it emphasizes the need to recognize the contributions of diversity, technology, assessment, theory, and research to professional practice. While Professional Studies is described below, **a complete Conceptual Framework document may be found at [www.coe.ksu.edu](http://www.coe.ksu.edu)**.

### **Professional Studies - Standards and Dispositions by Category**

**Introduction** *Courses and field experiences for professional studies are designed to address 13 standards and eight dispositions that are organized into four categories. The student intern portfolio has been designed to assess students' performance in relation to these standards and dispositions. All portfolio entries should address these standards and dispositions.*

#### ***Category 1- Perspectives and Preparation***

**Disposition 1:** The educator demonstrates a belief that all students can learn, has high expectations for all students, and persists in helping all students achieve success.

**Disposition 2:** The educator demonstrates a belief in the inherent dignity of all people, respects the customs and beliefs of diverse groups, and provides equitable opportunities for all students to learn.

#### **Foundations of Education**

**Standard 1:** The educator is a reflective practitioner who uses an understanding of the historical, philosophical, and social foundations of education to guide his or her educational practices. (KSDE #13; INTASC #9)

**Standard 2:** The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (KSDE #12)

#### **Students and Learning**

**Standard 3:** The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. (KSDE #2; INTASC #2)

**Standard 4:** The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that is based on developmental levels, and is adapted to diverse learners, including those with exceptionalities. (KSDE #3; INTASC #3)

#### **Content and Pedagogy**

**Standard 5:** The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and creates opportunities that make these aspects of subject matter meaningful for students. (KSDE #1; INTASC #1)

**Standard 6:** The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas. (KSDE #11)

## **Planning**

**Standard 7:** The educator plans effective integrated and coherent instruction based upon the knowledge of all students, home, community, subject matter, curriculum standards, and current methods of teaching reading. (KSDE #7; INTASC #7)

**Standard 8:** The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and personal development of all learners. (KSDE #8; INTASC #8)

## ***Category 2 - Learning Environment***

**Disposition 3:** The educator takes responsibility to establish an environment of respect and rapport and a culture for learning to enhance social interactions, student motivation and responsibility, and active engagement in learning.

**Standard 9:** The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (KSDE #5; INTASC #5)

## ***Category 3 - Instruction***

**Disposition 4:** The educator is flexible and responsive in seeking out and using a variety of strategies to meet the cognitive, physical, emotional, and social needs of all students.

**Standard 10:** The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading. (KSDE #4, INTASC #4)

**Standard 11:** The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (KSDE #6; INTASC #6)

## ***Category 4 - Professionalism***

**Disposition 5:** The educator seeks to keep abreast of new ideas and understandings in teaching and learning.

**Disposition 6:** The educator demonstrates collaboration and cooperation with students, families, community, and educational personnel to support student learning and contribute to school and district improvement efforts.

**Disposition 7:** The educator reflects on his/her professional strengths and weaknesses and develops goals and plans to improve professional practice.

**Disposition 8:** The educator accepts responsibility as a professional to maintain ethical standards.

**Standard 12:** The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process, Kansas QPA. (KSDE #9; INTASC #9)

**Standard 13:** The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support students' learning and well-being. (KSDE #10; INTASC #10)

### What is evidence?

Evidence, as the term is used in teacher assessment, is the factual recording of events. It may include observed, written, or pictorial documentation of teacher and student *actions and behaviors*. It may include lesson plans, reflections, student work samples, observations, written communication, pictures, video tapes and other artifacts prepared by the teacher, students or others. Evidence is selected based on the professional judgment of the observer and/or the teacher. Evidence is a “captured moment“ of what is seen and heard.

### What is an artifact?

An artifact is any piece of evidence used for demonstration purposes. Most items will come from the everyday plans, materials, and student work completed in the classroom. Additional items will come from others (e.g., observation notes, evaluations, notes to/from parents.)

*Caution:* Video tapes, student work samples, and classroom photos may be used for your reflection and self assessment at any time, but may only be shared **publicly** if the student is **not identified** or if **permission has been granted** by the parent/guardian (for students under 18) or by the student (over 18). Therefore, **remove all names** from student work samples and refer to students by **first names only** in any reflection statements. **Never** include any confidential information regarding students or their families in your portfolio. Photos and videotapes of students may be shared publicly in your portfolio only if permission has been granted. Ask your cooperating teacher or Clinical Instructor if the school has permission to publicly use pictures and/or videotapes of students. Guidelines for confidentiality are clearly defined in the Family Educational Rights and Privacy Act (FERPA) of 1974. Confidentiality must be maintained in both written and oral presentation of samples.

### What is analysis and reflection?

Analysis and reflection are critical elements of a portfolio and should be included in each entry. **Analysis** involves interpretation and examination of **why** the evidence or artifacts described are the way they are. **Reflection** is a particular analysis---it suggests **self-analysis** or **retrospective consideration** of one’s teaching practice and its outcomes. Reflection requires educators to think about what they are doing, why they are doing it, what the outcomes are, and how the information can be used for continuous improvement.

#### Consider this:

- Is the focus of your writing on the “**why**” (which is analytical and reflection and not the “**what**,” which is descriptive)?
- Does your response provide an explanation and interpretation of **what** happened, **why** it happened that way, and your understanding of what should come **next** or **how** you would change the lesson if you could do it again?

**Your documentation and reflective summaries must paint a picture of your teaching. Each entry should be guided by the standards and dispositions to be met, the questions and prompts listed in the entry explanation and on each entry form, and by the assessment criteria provided with each entry rubric. Reflections should explain, interpret and support the evidence you present. A successful portfolio will have strong documentation and a convincing commentary.**

## Helpful Hints for Developing Your Portfolio

The contents of your portfolio are most significant. These hints are to assist you in developing a “polished” product:

- Know what is expected. Read each entry carefully! Study the standards and dispositions to be met, the entry explanation, the questions and prompts provided, and the assessment criteria as described in each entry rubric. Ask questions of your cooperating teacher, clinical instructor or faculty supervisor for clarification.
- Make copies of student work as you teach your Instructional Unit Plan. Remove student names from all student work.
- Start gathering artifacts as evidence to support the standards and dispositions related to each entry early in the semester. You may decide not to use every artifact you collect, but it will be difficult or impossible to collect or recreate these artifacts at a later time.
- Clearly label and briefly describe each artifact as it is collected. You should note what professional teaching standard and/or disposition the artifact relates to and what the artifact demonstrates about your teaching and learning.
- Each portfolio entry should include strong evidence and a convincing reflective commentary. Write clearly and to the point. Your interpretations and reflections should support the evidence.
- When writing a reflection, be sensitive to ethnicity, gender, and children with special needs.
- Be honest. Accent your strengths and acknowledge areas for improvement.
- Review the questions and prompts listed with each entry explanation and on each entry form. Ask yourself, *“Have I answered each question and responded to each prompt?”*
- Review the rubric levels of performance after you have developed your evidence. Ask yourself, *“Have I demonstrated the essential criteria?”*
- Ask a colleague to review the clarity and content of each entry as it is written.
- Word-process everything. That makes changes easier.
- Number and date each page.
- Label your evidence.

## Portfolio Timeline

<u>Entry #</u>	<u>Begin Date</u>	<u>End Date</u>	<u>Entry</u>
1	_____	_____	<b>Professional and Philosophical Platform</b> Start developing immediately
2	_____	_____	<b>Contextual Information and Implications for Student Learning</b> Start describing contextual information early in the semester and add or modify learning adaptations throughout the semester.
3	_____	_____	<b>Instructional Unit Plan</b> The time frame for developing the unit plan will be determined by each content area.
4	_____	_____	<b>Analysis of Classroom Learning Environment</b> Begin making observations and planning your learning environment early in the field experience.

## Entry 1

### Professional and Philosophical Platform

#### **Entry 1 Focus from the Conceptual Framework:**

**Standard 1: The educator is a reflective practitioner who uses an understanding of the historical, philosophical, and social foundations of education to guide his or her educational practices.**

**Disposition 2: The educator demonstrates a belief in the inherent dignity of all people, respects the customs and beliefs of diverse groups, and provides equitable opportunities for all students to learn.**

#### **Entry Explanation:**

Your portfolio should begin with biographical information designed to introduce you as a *knowledgeable, ethical, caring decision maker*. Your Professional and Philosophical Platform should provide evidence of your understanding of educational foundations and essential dispositions through your resume and your philosophy of education.

#### ***Resume***

The first document in your portfolio should be your professional resume. Your resume should be a concise and logically organized narrative that will demonstrate you are a highly qualified educator. Your resume provides a summary of your educational experiences and background. It allows you to showcase your achievements for your evaluators and potential employers. In addition, it gives you an opportunity to present why you would be the perfect person for a given position. Principals and superintendents receive many resumes and will spend an average of 25 seconds scanning each one to determine if a person deserves further consideration. Your resume should stand out and say to a potential employer that you are a person worth pursuing—and that you deserve an interview. When describing your student teaching, you should include pertinent details about the experience beyond the routine responsibilities. Include any work you might have done beyond teaching, lesson planning, and assisting the teacher. Did you assist in tutoring, have contact with parents, work with students on special projects or activities, assist the teacher with computer records, or help coordinate field trips? Perhaps you helped with a career day, the school newspaper, or were actively involved with one of the sports teams. Include these items along with the more typical student teaching activities to let the reader know you are knowledgeable, capable, flexible and willing to take on a variety of tasks in the school.

Remember to **edit and proofread carefully and repeatedly!** Nothing says more to an evaluator and potential employer than typographical errors and poor grammar. Your resume is an example of your writing ability, and if it has errors, you are sending a bad message to evaluators and employers. Career and Employment Services (100 Holtz Hall) can assist you in writing your resume.

#### ***Philosophy of Teaching***

Your philosophy of teaching is a synthesis of your educational perspectives and preparation. It combines your knowledge and beliefs about teaching and learning in your content area into a personal rationale and vision for your teaching. Your philosophy of teaching is based on your understanding of the historical, philosophical, and social foundations of education and how this knowledge guides your educational

practices. In addition, it should include your beliefs and vision for effectively teaching all students and your role in promoting the well-being of your students, their families, and the larger community. You have been asked to write your philosophy of teaching as part of earlier coursework, but most likely your philosophy of teaching will be a work in progress. It will change as you are exposed to additional knowledge and experience new challenges in teaching and learning.

Please consider the following **Guiding Questions** as you develop your philosophy of teaching statement.

<b>Perspectives and Preparation</b>	<b>Effective Instruction</b>	<b>Professionalism</b>
<p><b>What are your beliefs and vision about how historical, social, and political foundations of education impact your decisions and actions as a teacher?</b></p> <p>Compare and contrast the following issues as you construct your response. <i>In this comparison, provide a clear rationale for how these foundational perspectives have influenced your thinking about how students learn and achieve.</i></p> <ul style="list-style-type: none"> <li>•How education has changed in the last 50/60 years</li> <li>•The impact of the civil rights movement socially and politically on schools</li> <li>•The Education for All Handicapped Children Act and Individuals with Disabilities Education Act changed teachers' perspectives and planning?</li> <li>•The impact of NCLB and the standards movement on instructional decisions?</li> <li>•The change in lesson preparation caused by the increased focus on multicultural education.</li> </ul>	<p><b>What are your beliefs and vision about teaching and learning which promote students' learning of essential knowledge and skills for ALL students and demonstrate your belief in the inherent dignity of ALL students?</b></p> <p>Questions to consider when you frame your response include:</p> <ul style="list-style-type: none"> <li>•What principles of <i>effective instruction</i> are most important to you?</li> <li>•What <i>instructional strategies</i> will you use to promote ALL students' learning of essential knowledge and skills?</li> <li>•Which strategies will you use to support the diverse learner?</li> <li>•What <i>instructional strategies</i> will you use to demonstrate respect for the customs and beliefs of diverse groups?</li> </ul>	<p><b>What is your role in promoting the well being of your students, their families, and the community?</b></p>

Checklist for Entry 1	No	Yes
A Resume is included	0	1
<b>Total Checklist Score</b>		<b>/1</b>

<b>Rubric for Entry 1 (Philosophy of Education)</b>				
Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
<b>Knowledge and understanding of the historical, social, and political influences on learning and teaching.</b>	The philosophy does not exemplify any knowledge base or understanding of the historical, social, <b>or</b> political influences on learning and teaching of students.	The philosophy exemplifies some knowledge base and understanding of the historical, social, <b>or</b> political influences on learning and teaching.	The philosophy exemplifies a strong knowledge base of the historical, social, <b>and</b> political influences on learning and teaching.	
<b>The beliefs and vision for effectively teaching ALL students.</b>	The philosophy does not address the teacher's beliefs <b>or</b> vision for effectively teaching ALL students.	The philosophy partially addresses the teacher's beliefs <b>or</b> vision for effectively teaching ALL students.	The philosophy fully addresses the teacher's beliefs <b>and</b> vision for effectively teaching ALL students.	
<b>The belief in the inherent dignity of all and respects customs and beliefs of diverse groups</b>	The philosophy of education does not provide evidence that the teacher believes in the inherent dignity of all people and respects the customs and beliefs of diverse groups.	The philosophy of education provides evidence that the teacher believes in the inherent dignity of all people and respects the customs and beliefs of diverse groups.	The philosophy of education provides strong evidence that the teacher believes in the inherent dignity of all people and respects the customs and beliefs of diverse groups.	
<b>Advocacy for students and families and a caring and inclusive regard for humanity.</b>	The philosophy does not reflect advocacy for students and families <b>or</b> a caring and inclusive regard for humanity.	The philosophy partially reflects advocacy for students and families <b>or</b> a caring and inclusive regard for humanity.	The philosophy fully reflects advocacy for students and families <b>and</b> a caring and inclusive regard for humanity.	
<b>Total Rubric Score:</b>				<b>_____/8</b>

**Total Score for Entry 1: \_\_\_\_\_/9**

## Entry 2

### Contextual Information and Implications for Student Learning

#### **Entry 2 Focus from the Conceptual Framework:**

**Standard 3:** The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

**Standard 4:** The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities.

(Aligned with Danielson’s FFT Domain 1, Planning and Preparation)

**Disposition 2:** The educator demonstrates a belief in the inherent dignity of all people, respects the customs and beliefs of diverse groups, and provides equitable opportunities for all students to learn.

**Disposition 4:** The educator is flexible and responsive in seeking out and using a variety of strategies to meet the cognitive, physical, emotional, and social needs of all students.

#### **Entry Explanation:**

In this entry you will use your understanding of students to identify important contextual information that impact learning in your classroom. You will use your knowledge of learning to determine how this contextual information should impact your teaching. Use the questions and prompts listed on the attached Contextual Information and Student Learning Adaptations template to identify the school and student factors that influence the teaching and learning process in your classroom and the adaptations you will make to enhance the learning of **ALL** of your students. Adaptations might include strategies you use to provide equitable opportunities for all students as well as accommodations and modifications designed to support students with special educational needs (See Glossary of Terms for definitions).

In this Entry you also will select two **FOCUS** students from the class in which you will be teaching your unit that you feel would benefit from modified instruction. One of these focus students **MUST** be either a student with exceptionalities or an English Language Learner in order to enable you to demonstrate your ability to modify lessons and assist these students in meeting the unit objectives. Use the attached Focus Student Information template to identify the two focus students and refer to these students only as Student A and Student B. Do not use proper names.

<b>Checklist for Entry 2 (Contextual Information and Student Learning Adaptations)</b>	<b>No</b>	<b>Yes</b>
<b>The Teacher Describes:</b>		
Students’ socio-economic, gender, and ethnic/cultural make-up	0	1
Students’ language proficiency needs	0	1
Students’ previously demonstrated academic performance	0	1
Students with special needs/at risk students	0	1
<b>Total Checklist Score</b>		<b>/4</b>

**Rubric for Entry 2 (Contextual Information and Implications for Student Learning)**

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
<b>Knowledge and use of Appropriate Adaptations</b>	Teacher does not describe any strategies for providing equitable opportunities, accommodations, or modifications in relation to classroom contextual information.	Teacher describes some strategies for providing equitable opportunities, accommodations, or modifications; but, they do not address all students identified under the contextual information or adaptations are too general and not related to specific student needs or classroom activities.	Teacher describes at least one specific strategy for providing equitable opportunities, accommodations, or modifications for any student identified under contextual information.	
<b>Knowledge of ALL student characteristics (developmental levels, prior knowledge, and interests) and implications for planning and instruction.</b>	Teacher does not demonstrate knowledge of ALL student characteristics and does not consider the implications for planning or instruction.	Teacher demonstrates knowledge of ALL student characteristics, but does not consider the implications for planning and instruction to meet the needs of ALL students.	Teacher demonstrates knowledge of ALL student characteristics and offers detailed and appropriate implications for planning and instruction to meet the needs of ALL students.	
<b>Knowledge of the FOCUS student characteristics (developmental levels, prior knowledge, and interests) and implications for planning and instruction.</b>	Teacher does not demonstrate knowledge of FOCUS student characteristics and does not consider the implications for planning or instruction.	Teacher demonstrates knowledge of FOCUS student characteristics, but does not consider the implications for planning and instruction to meet the needs of the FOCUS students.	Teacher demonstrates knowledge of the FOCUS student characteristics and offers detailed and appropriate implications for planning and instruction to meet the needs of the FOCUS students.	
<b>Knowledge of environmental factors (district, school, classroom, community, and family) and implications for planning and instruction.</b>	Teacher does not demonstrate knowledge of environmental factors or consider the implications for planning instruction.	Teacher demonstrates knowledge of environmental factors, but does not consider implications for planning to meet the needs of students.	Teacher demonstrates knowledge of environmental factors and offers reasonable implications that impact plans to meet students' needs.	
<b>Flexibility and Responsiveness</b>	Teacher does not demonstrate flexibility or responsiveness in seeking out and using a variety of strategies to meet the cognitive, physical, emotional, or social needs of students in his or her classroom.	Teacher demonstrates some flexibility and responsiveness in seeking out and using a few strategies to meet the cognitive, physical, emotional, or social needs of some students in his or her classroom	Teacher demonstrates flexibility and responsiveness in seeking out and using a variety of strategies to meet the cognitive, physical, emotional, and social needs of all students in his or her classroom	
<b>Total Rubric Score:</b>				_____ /10

**Total Score for Entry 2:** \_\_\_\_\_ /14

## Entry 2

### Contextual Information and Student Learning Adaptations Template

Total Number of Students in the School: \_\_\_\_\_

School Socio-Economic Make-Up (i.e., % free and reduced lunches): \_\_\_\_\_

	Class 1	Class 2	Class 3
<b>Grade Level/Subject Taught</b>			
<b>Number of Students in Classroom</b>			

<b>Contextual Information:</b> <i>(List the number of students identified in each class you teach and identify the class in which you are teaching your unit)</i>	Class 1	Class 2	Class 3	<b>Student Learning Adaptations:</b> <i>(Describe at least one example of a strategy to provide equitable opportunities, accommodations, or modifications you attempted for any student identified within each contextual characteristic)</i>
<b>Gender</b> Number of Females: Number of Males:				
<b>Ethnic/Cultural Make-Up</b> Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native:				
<b>Language Proficiency</b> Number of English Language Learners (ELL):				
<b>Academic Performance</b> Students Performing Below Grade Level: Student Performing Above Grade Level:				
<b>Students with Special Needs</b> Learning Disability: Emotional/Behavioral Impairment: Attention Deficit Disorder (ADD): Developmental Disability: Intellectual Disability: Speech/Language Impairment: Autism Spectrum: Gifted: Blind/Visual Impairment (VI): Deaf /Hearing Impairment (HI): Physical Disability: Other Health Impairment:				

## Contextual Information and Student Learning Adaptations Template (Continued)

### **Student Characteristics:**

Describe the developmental characteristics of students in your classroom.  
(Cognitive, Physical, Emotional, Social).

Highlight the prior knowledge and interests of students in your classroom.

Describe the implications these characteristics have on planning and instruction.  
(e.g. *What instructional strategies will you use to meet the unique learning needs of all your students?*)

### **Environmental Factors:**

Describe district, school, and classroom environmental factors impacting the quality of education for all of your students.

Describe community and family environmental factors impacting the quality of education for all of your students.

Describe the implications these factors have on planning and instruction.  
(What instructional strategies will you use to address the unique environmental factors impacting each student?)

## Contextual Information and Student Learning Adaptations Template (Continued)

<b>Focus Students Information</b>				
<p>Provide information about the two focus students you selected from the class in which you will be teaching your unit that you feel would benefit from modified instruction. <b>You MUST choose one student with exceptionalities or an English Language Learner as one of your focus students.</b> Complete the chart below referring to these students only as Student A and Student B. <b>Do not use proper names.</b></p>				
	Describe this student using information from the Contextual Information and Student Learning Adaptations	Why did you select this student?	What did you find out about this student? Address characteristics from the Contextual Information and Student Learning Adaptations	Based on this information what are the implications for this student's instruction?
<b>Student A</b>			Cognitive  Emotional  Physical  Social	
	Describe this student using information from the Contextual Information and Student Learning Adaptations	Why did you select this student?	What did you find out about this student? Address characteristics from the Contextual Information and Student Learning Adaptations	Based on this information what are the implications for this student's instruction?
<b>Student B</b>			Cognitive  Emotional  Physical  Social	

## Entry 3

### Instructional Unit Plan

#### **Entry Explanation:**

The heart of the portfolio is the design, implementation, assessment of, and reflection on a **multi-day** instructional unit plan. This third entry is divided into three parts: (1) Learning Goals and Objectives, (2) Instructional Design, and (3) Planning of Assessment Procedures. It is expected that contextual information and student learning modifications and adaptations identified in Entry 2 and the learning environment described in Entry 4 will influence the planning of the instructional unit.

You and your cooperating teacher will mutually determine the topic and time frame for the unit. Be sure to select a topic that relates to significant concepts in the content area, that will be meaningful and worthwhile for your students, that can be used to promote enhanced student learning, that allows for integration across content, that accurately demonstrates your teaching competencies, and that is worthy of the time and attention you will devote to it through the development of your portfolio. Within your unit, you are required to show the use of technology, reading strategies, integration of other content, and community resources. You will also identify and/or design the assessments that will verify student achievement of the unit objectives. It is suggested that you spend some time in the classroom becoming familiar with the school, the students, the curriculum, and teaching before you begin your instructional unit.

Use the forms attached to each entry to guide your planning and preparation. You may type your plan directly on the attached forms or you may create your own format or use one suggested by your cooperating teacher, clinical instructor, or university supervisor. Be sure to include all of the information requested on the attached forms if you use a different format.

## Entry 3, Part 1

### Learning Goals and Objectives

#### **Entry 3, Part 1 Focus from the Conceptual Framework:**

**Standard 7: The educator plans effective, integrated, and coherent instruction based upon the knowledge of all students, home, community, subject matter, curriculum standards, and current methods of teaching reading.**

**(Aligned with Danielson’s FFT Domain 1, Planning and Preparation)**

**Disposition 1: The educator demonstrates a belief that all students can learn, has high expectations for all students, and persists in helping all students achieve success.**

#### **Entry Explanation:**

For Part 1 of Entry 3, you will identify the grade level, content area, topic, and rationale of the unit. The unit must be a **multi-week** unit. You will list and describe all of your unit learning goals and objectives. Use high-level objectives, such as those in Bloom’s Taxonomy of Educational Objectives, when possible. In addition, identify which of the State Content Standards these objectives are aligned with, and which of your school’s Improvement Goals this unit targets.

#### **Keep the following questions in mind when planning:**

- What standards are most relevant for your instructional unit?
- Can you identify the central concepts and skills (the big, important ideas) related to these standards?
- Based on these central concepts and skills, what are the significant objectives for student learning? That is, what is most important for students to learn and be able to do?
- Are the objectives appropriate for students’ developmental level and your school and classroom context (Entry 2)?
- Do the objectives provide evidence that you believe all students can learn and hold high expectations for all students?
- Do the objectives focus on critical thinking and problem solving?
- Are they clearly stated, measurable, and described in terms of student performance rather than activities?

**Remember: *Less is More!*** When planning a unit you will be more successful helping students understand a few central concepts and skills represented by fewer significant goals and objectives rather than superficially covering a broad range of less significant topics and too many goals and objectives.

#### **Checklist for Entry 3, Part 1 (Learning Goals and Objectives):**

<b>Learning Goals and Objectives Are:</b>	<b>No</b>	<b>Yes</b>
Clearly stated and measurable	<b>0</b>	<b>1</b>
Focused on what the students will learn and be able to do (not activities)	<b>0</b>	<b>1</b>
Appropriate for developmental level and classroom context (see Entry 2)	<b>0</b>	<b>1</b>
<b>Total Checklist Score:</b>	_____/3	

<b>Rubric for Entry 3, Part 1 (Learning Goals and Objectives)</b>				
<b>Rating → Indicator ↓</b>	<b>0 Performance Not Demonstrated</b>	<b>1 Performance Partially Demonstrated</b>	<b>2 Performance is Demonstrated</b>	<b>Score</b>
<b>Alignment of Learning Goals and Objectives</b>	Learning goals and objectives are not aligned with state content standards or school improvement goals.	Learning goals and objectives are aligned with state content standards and school improvement goals but are not fully integrated into instruction or assessments.	Learning goals and objectives are aligned with state content standards and school improvement goals and are integrated into instruction and assessments.	
<b>High Expectations</b>	Learning goals and objectives do not reflect high expectations and include only low-level objectives (simple facts, recall, recognition, identification).	Learning goals and objectives reflect some high expectations but include mostly low-level objectives.	Learning goals and objectives reflect high expectations and include a balance of low and high level objectives <b>or</b> mostly high-level objectives (comprehension, analysis, etc).	
<b>Significance of Learning Goals and Objectives</b>	Learning goals and objectives do not represent central concepts and/or skills in the subject area of importance to students.	Some of the learning goals and objectives represent central concepts and/or skills in the subject area of importance to students.	Most of the learning goals and objectives represent important concepts and/or skills in the subject area of importance to students.	
<b>Total Rubric Score:</b>				<b>_____/6</b>

**Total Score for Entry 3, Part 1: \_\_\_\_\_/9**

## Entry 3, Part 1

### *Unit Overview*

Category	Description
Grade Level	
Content Area	
Unit Topic	
State Standards/Common Core Standards Addressed (written format)	
How does this unit address state curriculum standards?	
Identify and connect School Improvement Goals related to this unit	
Rationale (why is this unit appropriate?)	

### *Instructional Unit Objectives*

**Learning Goals and Objectives:** *What will students know and be able to do at the end of this unit?*

**Unit Goal:**

Objective #	Unit Objectives	Level(s) (Bloom's Taxonomy)
1		
2		
3		
4		
5		
(Add more as needed)		

## Instructional Design

### **Entry 3, Part 2 Focus from the Conceptual Framework:**

**Standard 2:** The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

**Standard 5:** The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and creates opportunities that make these aspects of subject matter meaningful for students.

**Standard 6:** The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

(Aligned with Danielson's FFT Domain 1, Planning and Preparation)

**Standard 7:** The educator plans effective integrated, and coherent instruction based upon the knowledge of all students, home, community, subject matter, curriculum standards, and methods of teaching reading. (Aligned with Danielson's FFT Domain 1, Planning and Preparation)

**Disposition 2:** The educator demonstrates a belief in the inherent dignity of all people, respects the customs and beliefs of diverse groups, and provides equitable opportunities for all students to learn.

**Disposition 4:** The educator is flexible and responsive in seeking out and using a variety of strategies to meet the cognitive, physical, emotional, and social needs of all students.

### **Entry Explanation:**

Based on your knowledge of students, the subject matter to be taught, home, school, and community resources, and instructional technology, design and teach a **multi-day** instructional unit. You will identify the objectives and state standards, and list the instructional strategies/activities you will use. Within your unit, you are required to show the use of technology, reading strategies, integration of content across and within content fields, and community resources. You will also describe factors to consider for adaptation/differentiation for the whole group and for your two Focus students. Consider the questions and prompts below as you plan your instructional design.

**1. Learning Strategies:** Include multiple learning strategies to address the diverse cognitive, physical, emotional, and social needs of all students. Progressively sequence these strategies.

**2. Adaptations/Differentiation:** Use contextual information and pre-assessment/diagnostic information to plan to meet the needs of all your students. Identify strategies to provide equitable learning opportunities and/or adaptations/differentiation to address the **specific identified needs** of individuals, small groups, and your entire class. You will also need to identify and describe what specific adaptations/differentiation you will be making for Focus Students A and B. If you determine that no adaptations are necessary for the focus students indicate that decision and explain your reasoning.

**3. Active Inquiry, Learner Centeredness, and Meaningful Student Engagement:** Be sure the concepts and skills you are teaching are presented in relevant and meaningful ways to your students. Identify key activities and discussion questions to actively engage students in learning. Be sure to include opportunities to actively engage students in questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations.

**4. Integration of Technology:** Use technology to research, plan, and teach your unit. Integrate instructional technology into your lessons to enhance students’ use of technology.

**5. Integration of Reading Strategies:** When planning your unit you must identify and teach 3 or more reading strategies. Reading strategy examples may include shared reading, literacy centers, guided reading, interactive read-alouds, anticipation guides.

**6. Integration of Critical Thinking Strategies:** When planning your unit consider what critical thinking, problem solving, and higher level thinking strategies you will be using in you daily lessons.

**7. Integration Across and within Content Fields:** When planning your unit consider how you can enhance your student’s ability to understand relationships across and within other content fields.

**8. Use of Community Resources Outside the School Environment:** There are multiple family and community resources available to strengthen connections, provide additional support, and make learning relevant for students. How can you use your knowledge of these resources to enhance your teaching? How can you involve parents, community members, and community agencies in the teaching and learning process? Be sure these additional resources directly relate to your unit goals and learning objectives.

<b>Checklist for Entry 3, Part 2 (Instructional Design)</b>		
<b>Instructional Design:</b>	<b>No</b>	<b>Yes</b>
Is aligned with unit goals and objectives as stated in Entry 3, Part 1	0	1
Is progressively sequenced	0	1
<b>Total Checklist Score:</b>		_____ /2

## Rubric for Entry 3, Part 2 (Instructional Design)

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
<b>Multiple Learning Strategies</b>	Only one instructional strategy is used throughout the unit.	A few instructional strategies are incorporated throughout the unit, but they are not designed to meet the diverse cognitive, physical, emotional, and social needs of all students.	Multiple instructional strategies of learning are incorporated throughout the unit to meet the diverse cognitive, physical, emotional, and social needs of all students.	
<b>Adaptations/Differentiation and Equitable Learning opportunities to Meet the Needs of All Students</b>	The teacher does not address implications of contextual, pre-assessment/ diagnostic information in planning instruction and assessment; no adaptations/differentiation are considered (beyond referring a student to a specialist).	Adaptations/differentiation and equitable learning opportunities are too general and do not address the <b>specific</b> contextual information, pre-assessment/ diagnostic information identified.	Adaptations/differentiation and equitable learning opportunities are designed to address the <b>specific</b> contextual information, pre-assessment/diagnostic information identified.	
<b>Active Inquiry, Learner Centered, and Meaningful Student Engagement</b>	The unit design includes no opportunities for active inquiry. The instruction is teacher centered and not meaningful.	The unit design includes opportunities for engaging students only in passive forms of inquiry that are not meaningful and/or are teacher controlled (e.g. specific set exercises, a prescribed product).	The unit design includes opportunities that meaningfully engage students in active inquiry (questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations).	
<b>Integration of Technology</b>	The unit design does not include technology.	Technology is used only by the teacher and/or is used without regard to learning outcomes (i.e., an add-on just to fulfill the requirement).	The teacher integrates technology into planning and instruction. The students use technology to enhance their learning.	
<b>Integration of Reading Strategies</b>	The teacher presents no evidence that reading strategies have been integrated into the unit.	The teacher presents evidence that only one or two reading strategies have been integrated into the unit. These strategies provide support for a limited range of reading concerns and abilities.	The teacher presents evidence that three or more reading strategies have been integrated into the unit. These strategies provide support for a wide range of reading concerns and abilities.	
<b>Integration of Critical Thinking Strategies</b>	The teacher presents no evidence that critical thinking strategies have been integrated into the unit.	The teacher provides evidence that critical thinking strategies have been integrated into the unit, but does not apply those strategies to help students learn the concepts and skills being taught.	The teacher provides evidence that critical thinking skills have been integrated into the unit and applies those strategies to help students learn the concepts and skills being taught.	
<b>Integration Across and Integration Within Content Fields</b>	The teacher presents no evidence that he/she is integrating knowledge, skills, or methods of inquiry across or within content fields.	The teacher provides evidence that he/she is integrating knowledge, skills, or methods of inquiry across or within content fields, but this integration does not help students understand relationships between subject areas.	The teacher provides evidence that he/she is integrating knowledge, skills, or methods of inquiry across and within content fields to help students understand relationships between subject areas.	
<b>Community Resources</b>	The teacher does not attempt to use <i>community resources</i> to foster learning.	The teacher uses <i>community resources</i> to foster learning, but they are not related to the objectives of the unit.	The teacher uses <i>community resources</i> to foster learning and it is directly connected to the unit's objectives.	
<b>Total Rubric Score:</b>				_____/16

**Total Score for Entry 3, Part 2:** \_\_\_\_/18

**Entry 3, Part 2**

**Instructional Unit Plan**

**Instructional Design Template**

Lesson	Date	Unit/Lesson Objectives	Instructional Strategies/ Activities	Description of Formative Assessment (formal/informal)	Describe Specific Adaptations/ Differentiation		Integration*				
							T S	R S	C T	I C	C R
					All Students	Focus Students					
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

\*TS- Lesson integrates *technology skills*; RS- Lesson uses *reading strategies*; CT- Lesson demonstrates the use of *critical thinking* strategies; IC- Lesson demonstrates *integration of content* across and within content fields; CR- Lesson utilizes *community resources*

## Instructional Unit Plan Instructional Design Template (continued)

### ***1. Learning Strategies:***

Explain how you included multiple learning strategies to address diverse cognitive, physical, emotional, and social needs of all your students.

### ***2. Adaptations/Differentiation to Meet the Needs of All Students:***

Explain how your instructional strategies are designed to address the contextual characteristics and pre-assessment/diagnostic assessment information gathered on your students. What strategies will you use to provide equitable opportunities for all students? What adaptations/differentiation will you make to address varied reading levels and/or students with special needs?

### ***3. Active Inquiry, Student Centered, and Meaningful Student Engagement:***

Justify in what ways this unit is student centered. Describe how students will be meaningfully engaged in active inquiry (i.e. questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations).

### ***4. Integration of Technology:***

How will you use technology to plan and teach your unit?

How will students use technology to enhance their learning?

**5. *Integration of Reading Strategies:***

What reading strategies will you use in your unit? Why did you choose these specific strategies? How will these strategies support your students reading development and content knowledge? (include at least 3 reading strategies in you unit)

**6. *Integration of Critical Thinking Strategies:***

How will you address critical thinking, problem solving, and higher level thinking in your unit?

**7. *Integration Within and Across Content Fields:***

How will you demonstrate integration of content within and across content fields? How will this integration enhance your student's ability to understand relationships within and across these subject areas?

**8. *Community Resources:***

What community resources will you use to achieve your unit goals and objectives and foster student learning?

## Entry 3, Part 3

### Planning of Assessment Procedures

#### **Entry III, Part III Focus from the Conceptual Framework:**

**Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and personal development of all learners. (Aligned with Danielson's FFT Domain 1, Planning and Preparation)**

**Disposition 1: The educator demonstrates a belief that all students can learn, has high expectations for all students, and persists in helping all students achieve success.**

#### **Entry Explanation:**

For Part 3 of Entry 3, you will describe your instructional unit assessment plan in relation to your instructional goals and objectives. **Begin this task BEFORE you begin your unit instruction.** Copies of assessment instruments should be included in the portfolio. Do not include any student work.

For this entry, you will need to plan for (1) pre-assessment/diagnostic assessment instruments (before you begin your unit), (2) at least two formative assessments (as you teach your unit), and (3) a summative assessment (at the end of your unit). **Each learning objective** should be assessed before, during, and at the end of your unit through these instruments. You also will need to develop assessment criteria for each objective and each assessment instrument. These assessment criteria must be measurable, comprehensive, and specify the minimal level of performance for students to successfully meet the learning objectives. When establishing your assessment criteria, remember to keep your expectations high yet reasonable. As you plan your assessments, be sure to use a variety of formats (more than two). Example formats include multiple choice, short answer, essay, performance assessment, portfolios, observations, etc. Complete the Unit Assessment Template.

<b>Rubric for Entry 3, Part 3 (Analysis of Assessment Procedures)</b>				
<b>Rating Indicator</b> → ↓	<b>0</b> <b>Performance Not Demonstrated</b>	<b>1</b> <b>Performance Partially Demonstrated</b>	<b>2</b> <b>Performance is Demonstrated</b>	<b>Score</b>
<b>Pre-Assessment/ Diagnostic Assessment is Planned for Instructional Decision-Making</b>	No pre-assessment/diagnostic assessments are planned, or the assessments are not appropriate for (aligned with) unit objectives.	Appropriate student pre-assessment/diagnostic assessments are planned.	Appropriate student pre-assessment/diagnostic assessments are planned and the rationale for choosing this assessment is included.	
<b>Formative Assessment is Planned for Instructional Decision-Making</b>	No formative assessments are planned, or the assessments are not appropriate for (aligned with) unit objectives.	Appropriate formative student assessments are planned.	Appropriate formative assessments are planned and the rationale for choosing the assessment is included.	
<b>Summative Assessment is Utilized for Planning and Instructional Decision-Making</b>	No summative assessment is planned, or the assessment is not appropriate for (aligned with) unit objectives	An appropriate summative student assessment is planned.	Appropriate formative assessments are planned and the rationale for choosing the assessment is included.	
<b>Multiple Formats for Assessment</b>	Only one assessment format is used, or procedures and formats are very limited.	There is more than one assessment format used.	A variety of assessment formats (more than two) are used (e.g., multiple choice, short answer, essay, performance assessment, portfolios, observations, etc.)	
<b>Alignment of Objectives and Assessment</b>	The learning objectives are not aligned with assessment.	Some, but not all, of the learning objectives are aligned and assessed.	Each of the learning objectives is aligned and assessed.	
<b>Assessment Criteria</b>	Assessment contains no clear criteria for measuring student progress.	Assessment criteria have been developed, but they are not clear and/or they include only 1 or 2 of the following characteristics: <b>Measurable-</b> All criteria for assessment are described in measurable terms. <b>Comprehensive-</b> Covers essential content and skills from those covered during instruction. Does not assess irrelevant content or skills. <b>Criteria Level-</b> Specifies the minimal level of performance at which students successfully meet the learning objective (demonstrates high yet reasonable expectations).	Assessment criteria are clear and include the following characteristics: <b>Measurable-</b> All criteria for assessment are described in measurable terms. <b>Comprehensive-</b> Covers essential content and skills from those covered during instruction. Does not assess irrelevant content or skills. <b>Criteria Level-</b> Specifies the minimal level of performance at which students successfully meet the learning objective (demonstrates high yet reasonable expectations).	
<b>Total Rubric Score:</b>				<u>        </u> /12

**Total Score for Entry 3, Part 3:**          /12

## Unit Assessment Design Template

<b>Pre-Assessment / Diagnostic Assessment</b>					
	Describe the pre-assessment you will use-What is the format?	Explain the rationale for choosing this assessment.	Explain the specific adaptation(s) that may be made for Students A and B <i>OR</i> why no adaptations are needed.	Which unit objectives does this assessment address? <i>(each learning objective must be assessed)</i>	
<b>Formal</b>					
<b>Informal</b> Please provide a narrative description of your pre-assessment					

<b>Formative Assessment</b>					
	Describe the assessment you will use-What is the Format?	Explain the rationale for choosing this assessment.	Explain the specific adaptation(s) made for Students A and B <i>OR</i> why no adaptations are needed.	Which unit objectives does this assessment address? <i>(each learning objective must be assessed)</i>	
<b>Formative 1</b>					
<b>Formative 2</b>					
What is the minimum level of performance you expect all students to achieve on the formative assessment?					

<b>Summative Assessment</b>						
	<b>Describe the assessment you will use-What is the format?</b>	<b>Explain the rationale for choosing this assessment.</b>	<b>Explain the specific adaptation(s) made for Students A and B OR why no adaptations are needed.</b>	<b>Which unit objectives does this assessment address. (each learning objective must be assessed)</b>		
<b>Summative</b>						
<b>What is the minimum level of performance you expect all students to achieve on the summative assessment?</b>						
<b>What differences might you expect in the performance between the subgroups and the remainder of the class?</b>						

**Attach a copy of your pre-assessment/diagnostic, formative, and summative assessments. Attach a copy of all supporting documents—for example, a rubric used to evaluate student performance.**

## Entry 4

### Analysis of Classroom Learning Environment

#### **Entry 4 Focus from the Conceptual Framework:**

**Standard 9: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**(Aligned with Danielson’s FFT Domain 2, The Classroom Environment)**

**Disposition 3: The educator takes responsibility to establish an environment of respect and rapport and a culture for learning to enhance social interactions, student motivation and responsibility, and active engagement in learning.**

#### **Entry Explanation:**

A learning environment that encourages positive social interactions, active engagement in learning, and student self-motivation and responsibility is built and maintained by: (1) creating an environment of respect and rapport, (2) establishing a culture for learning, (3) managing classroom procedures, (4) encouraging appropriate student behavior, and (5) organizing the physical environment. For entry 4 you will analyze your classroom learning environment based on these five components. As part of this analysis, determine how these five components can be used to build and/or maintain a positive learning environment. All five of these components are supported by an understanding and application of individual and group motivation and student behavior. Be sure to discuss principles of motivation (**emphasizing effort, creating hope, respecting power, building relationships, and expressing enthusiasm**) and student behavior as you analyze your classroom learning environment. Include specific examples from your teaching. Use the prompts listed on the attached form to help you complete this entry.

#### **Checklist For Entry 4 (Analysis of Classroom Learning Environment)**

<b>The Teacher Describes:</b>	<b>No</b>	<b>Yes</b>
Principles of individual and group motivation as they apply to the 5 components of the classroom learning environment	<b>0</b>	<b>2</b>
<b>Total Checklist Score:</b>	<b>/2</b>	

**Rubric for Entry 4 (Analysis of Classroom Learning Environment)**

<b>Rating → Indicator ↓</b>	<b>0 Performance Not Demonstrated</b>	<b>1 Performance Partially Demonstrated</b>	<b>2 Performance is Demonstrated</b>	<b>Score</b>
<b>Creating an Environment of Respect and Rapport</b>	The teacher did not provide evidence of strategies for establishing an environment of respect and rapport or the strategies were not appropriate for promoting positive verbal and non-verbal communication or positive social interactions.	The teacher only partially described strategies for establishing an environment of respect and rapport, or the strategies were not specific, or not appropriate for promoting both positive verbal and non-verbal communication and positive social interactions.	The teacher fully described appropriate strategies for establishing an environment of respect and rapport to promote both positive verbal and non-verbal communication and positive social interactions.	
<b>Establishing a Culture for Learning</b>	The teacher did not provide evidence of strategies for establishing a culture of learning or the strategies were not appropriate for encouraging active engagement in learning, student responsibility for learning, commitment to the subject, high expectations, and student pride in work.	The teacher only partially described strategies for establishing a culture for learning to encourage some of the following: active engagement in learning, student responsibility for learning, commitment to the subject, high expectations, and student pride in work or the strategies were not appropriate.	The teacher fully described appropriate strategies for establishing a culture for learning to encourage all of the following: active engagement in learning, student responsibility for their own learning, students' commitment to the subject, high expectations for achievement, and student pride in work.	
<b>Encouraging Appropriate Student Behavior</b>	The teacher did not provide evidence of a classroom management plan or the plan did not include standards of conduct, strategies to monitor student behavior, or appropriate and respectful responses to student misbehavior.	The teacher described a classroom management plan that established standards of conduct, strategies to monitor student behavior, and responses to student misbehavior; but the standards were vague, or strategies and responses were not specific, not fully developed or not appropriate and respectful.	The teacher described a classroom management plan that established clear standards of conduct, specific strategies to monitor student behavior, and appropriate and respectful responses to student misbehavior.	
<b>Managing Classroom Procedures</b>	The teacher did not provide evidence of specific classroom procedures or procedures were not established to promote student responsibility, smooth operation of the classroom, or efficient use of time.	The teacher described classroom procedures to promote student responsibility, smooth operation of the classroom, or efficient use of time; but the procedures were not specific, not fully developed, or not appropriate.	The teacher described specific classroom procedures that promote student responsibility, smooth operation of the classroom, and efficient use of time	
<b>Organizing the Physical Environment</b>	The teacher does not provide evidence of a plan to organize the physical space in their classroom or the plan does not promote student access to learning or does not address potential safety concerns.	The teacher described a plan to organize the physical space in their classroom to promote student access to learning, ensure the furniture supports learning activities, and to address potential safety concerns; but the plan was not specific, not fully developed, or not appropriate.	The teacher described a specific plan to ideally organize the physical space in their classroom to optimize student access to learning, ensure the furniture supports learning activities, and to address potential safety concerns.	
			<b>Total Rubric Score:</b>	<b><u>      </u>/10</b>

**Total Score for Entry 4:       /12**

## Entry 4

### Analysis of Classroom Learning Environment

#### Creating an Environment of Respect and Rapport

Explain how the classroom teacher established and maintained an atmosphere of trust, openness and mutual respect in the classroom. Describe specific strategies used to encourage:

- Positive student verbal and non-verbal communication skills
- Positive student social interactions

#### Establishing a Culture for Learning to Encourage Student Engagement and Responsibility

Describe how the classroom teacher created a culture for learning in the classroom. Describe specific strategies used to encourage:

- Active engagement in learning
- Student responsibility for their own learning
- Student commitment to the subject
- High expectations for achievement
- Student pride in work

#### Managing Classroom Procedures

Describe the classroom routines and procedures. Include specific procedures used to promote:

- Student responsibility
- Smooth operation of the classroom
- Efficient use of time (e.g., organizing and managing groups of students, distribution and collection of materials, use of student helpers, transition between activities, etc.)

#### Encouraging Appropriate Student Behavior

Describe the classroom management plan. Include specific classroom management strategies used to:

- Establish clear expectation of conduct
- Monitor student behavior
- Respond to behavior that does not meet your expectations

#### Organizing the Physical Environment

Attach a simple sketch of the arrangement of the physical space of your classroom. Design and describe a plan to:

- Make learning accessible to all students
- Address safety concerns
- Arrange the furniture to support typical learning activities

## **Formal Observations Guiding Questions for a Single Lesson**

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date of Lesson: \_\_\_\_\_

*(The following form is adapted from Danielson, 1996, and the KSU Student Teaching Handbook)*

1. What are your goals and objectives for the lesson? What do you want the students to learn and be able to demonstrate?
  
2. Why are these goals and objectives suitable for this group of students? What evidence do you have that you have high but reasonable expectations for your students? (Refer to Contextual Information in Entry 2)
  
3. How do the goals and objectives build on previous lessons and how do they lead to future planning?
  
4. What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties?
  
5. How do these goals and objectives align with a.) National and/or state standards, b.) District standards, goals, or scope and sequence, c.) School Improvement Process?
  
6. How do you plan to engage students in the content? What will you do? What will the students do?
  
7. What instructional materials, resources, and technology will you use?
  
8. How do you plan to assess student achievement of the goals?

## Guiding Questions for a Single Lesson (Continued)

### Lesson Plan Format:

Use the lesson plan format that suits your situation. As you do so, consider the following elements:  
(You may choose to write your notes on this document or use it as a check sheet for your planning.)

- a. Instructional Strategies: (Include a variety of strategies, questions, and discussion prompts to encourage learning and meet diverse needs.)

Rationale:

- b. Grouping of Students: (Individual? Small group? Whole group?)

Rationale:

- c. Sequence of activities: (Indicate on your plan the time allotted for each. You may simply attach the plan from which you teach.)

Rationale:

- d. Strategies to promote equitable opportunities for all students and adaptations to address different student backgrounds, interests, approaches to learning and/or special educational needs. (Refer to Contextual Information from Entry 2).

Rationale:

- e. Are there any special circumstances of which the observer should be aware?

**Block 2 Evidence/Feedback Form**  
**Kansas State University**

Teacher Candidate \_\_\_\_\_ Observer(s) \_\_\_\_\_  
Classroom Teacher \_\_\_\_\_ Building \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

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**Domain 1: Planning and Preparation - Component Level Evidence**

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**Block 2 Emphasis on Component 1e and 1f**

- 1e. Designing Coherent Instruction**  
\*Learning activities \*Instructional materials, resources, and technology \*Instructional groups  
\*Lesson and unit structure

- 1f. Designing Student Assessment**  
\*Congruence with instructional goals \*Criteria and standards \*Design of formative assessments \*Use for planning

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**Other Component Level Evidence included in Domain 1**

- 1a. Demonstrating Knowledge of Content and Pedagogy  
Knowledge of: \*Content \*Prerequisite relationships \*Content-related pedagogy
- 1b. Demonstrating Knowledge of Students  
Knowledge of: \*Child and Adolescent Development \*The Learning Process \*Skills, knowledge, and language proficiency  
\*Interests and cultural heritage. \*Students' special needs
- 1c. Establishing Instructional Outcomes  
\*Value \*Clarity \*Balance \*Suitability for diverse students
- 1d. Demonstrating Knowledge of Resources  
\*Resources for teaching \*Resources to extend content knowledge and pedagogy \*Resources for students

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## DOMAIN 2: The Classroom Environment - Component Level Evidence

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### Block 2 Emphasis on Component 2c and 2d

**2c. Managing Classroom Procedures**

Management of: \*Instructional groups \*Transitions \* Materials and supplies \*Non-instructional duties  
\*Supervision of volunteers and paraprofessionals

**2d. Managing Student Behavior**

\*Expectations \*Monitoring of student behavior \*Response to student misbehavior

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### Other Component Level Evidence included in Domain 2

2a. Creating an Environment of Respect and Rapport

\*Teacher interaction with students \*Student interaction with other students

2b. Establishing a Culture of Learning

\*Importance of content \*Expectations for learning and achievement \*Student pride in work

2e. Organizing Physical Space

\*Safety and accessibility \*Accessibility to learning and use of physical resources

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## DOMAIN 3: Instruction - Component Level Evidence

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### Block 2 Emphasis on Component 3a through 3e

**3a. Communicating with Students**  
\*Expectations for learning \*Directions and procedures \*Explanation of content \*Use of oral and written language

**3b. Using Questioning and Discussion Skills**  
\*Quality of questions \*Discussion techniques \*Student participation

**3c. Engaging Students in Learning**  
\*Activities and assignments \*Grouping of students  
\*Instructional materials and resources \*Structure and pacing

**3d. Using Assessment in Instruction**  
\*Assessment criteria \*Monitoring of student learning \*Feedback to students \*Student self assessment and monitoring of progress

**3e. Demonstrating Flexibility and Responsiveness**  
\*Lesson adjustment \*Response to students \*Persistence

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## DOMAIN 4: Professional Responsibilities - Component Level Evidence

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### Block 2 Emphasis on Component 4a and 4f

**4a. Reflective on Teaching**  
\*Accuracy \*Use in future teaching

**4f. Demonstrating Professionalism**  
\*Integrity and ethical conduct \*Service to students \*Advocacy \*Decision Making \*Compliance with university and district regulations

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### Other Component Level Evidence included in Domain 4

4b. Maintaining Accurate Records

\*Student completion of assignments \*Student progress in learning \*Non-instructional records

4c. Communicating with Families

\*Information about the instructional program \*Information about individual students \*Engagement of families in the instructional program

4d. Participating in a Professional Community

\*Relationships with colleagues \*Involvement in a culture of professional inquiry \*Service to the school \*Participation in school and district projects

4e. Growing and Developing Professionally

\*Enhancement of content knowledge and pedagogical skill \*Receptivity to feedback from colleagues \*Service to the profession

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### Inference/Summary

**Domain 1**

**Domain 2**

**Domain 3**

**Domain 4**

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**General Comments/Lesson Impression/Questions**

## **Formal Observations Reflections on a Single Lesson**

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date of Lesson: \_\_\_\_\_

*(The following form is adapted from Danielson, 1996, and the KSU Student Teaching Handbook)*

1. As I reflect on the lesson, what did I do to actively engage the students? What evidence do I have (based on observations of students) that students were actively engaged?
  
2. Did the students learn what I had intended (i.e., were my instructional goals and objectives met)? Were my expectations high yet reasonable? Was I persistent in helping all students achieve success? What is my evidence?
  
3. Did I alter my goals, strategies, activities, student grouping and/or assessment as I taught the lesson? If so, what changes did I make and why did I make these changes?
  
4. Were my strategies and activities effective? What is my evidence?
  
5. To what extent did the classroom environment (Respect and Rapport, Culture for Learning, Classroom Procedures, Encouraging Appropriate Student Behavior, and the Physical Environment) contribute to student learning? What is my evidence?
  
6. Was my assessment effective and useful to my students and me? Describe an instance in which my feedback positively affected a student's learning.
  
7. If I had the opportunity to teach this lesson again, what might I do differently (describe at least one thing)? Why?

# Block 2 Professional Progress Form

## Kansas State University, Secondary Education

Teacher Candidate: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Supervisor: \_\_\_\_\_

DATE: \_\_\_\_\_

### COMPONENTS OF PROFESSIONAL PRACTICE

#### Category 1 Perspective and Preparation

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1e:</b> Designing Coherent Instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Candidate coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Candidate coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit displays a highly coherent structure.
<b>1f:</b> Designing student assessments	Candidate's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Candidate has no plans to use assessment results in designing future instruction.	Candidate's plan for student assessment is partially aligned with the instructional goals and is inappropriate for at least some students. Candidate plans to use assessment results to plan for future instruction for the class as a whole.	Candidate's plan for student assessment is aligned with the instructional goals, and is appropriate to the needs of students. Candidate uses assessment results to plan for future instruction for groups of students.	Candidate's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the candidate uses assessment results to plan future instruction for individual students.

#### Summary of Performance

#### Implications for Future

## Category 2 Classroom Environment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2c:</b> Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little loss of instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which have been established and function smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<b>2d:</b> Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no candidate monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the candidate has made an effort to establish standards of conduct for students. Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the candidate monitors student behavior against those standards. Candidate response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Candidate's monitoring of student behavior is subtle and preventive, and candidate's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

### Summary of Performance

### Implications for Future

### Category 3 Instruction

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a:</b> Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Candidate's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; candidate's use of language contains no errors but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedure, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Candidate's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<b>3b:</b> Using Questioning and Discussion Techniques	Candidate's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the candidate's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Candidate attempts to engage all students in the discussion are only partially successful.	Most of the candidate's questions elicit a thoughtful response, and the candidate allows sufficient time for students to answer. All students participate in the discussion, with the candidate stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure the participation of all students in the discussion.
<b>3c:</b> Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Students help ensure that the activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with opportunities for student reflection and closure.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the groupings, activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3d:</b> Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by candidate or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by candidate and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by candidate and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and candidates, and high quality feedback to students from a variety of sources.
<b>3e:</b> Demonstrating Flexibility and Responsiveness	Candidate adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and brushes aside student questions; when students experience difficulty, the candidate blames the students or their home environment.	Candidate attempts to modify the lesson when needed and to respond to student questions, with moderate success. Candidate seeks to ensure student success, but has only a limited repertoire of strategies to draw upon.	Candidate ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Candidate is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

### Summary of Performance

### Implications for Future

## Category 4 Professional Responsibilities

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a:</b> Reflecting on Teaching	Candidate does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Candidate provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Candidate makes only general suggestions as to how the lesson might be improved.	Candidate provides an accurate and objective description of the lesson, citing specific evidence. Candidate makes some specific suggestions as to how the lesson might be improved.	Candidate's reflection on the lesson is highly accurate and perceptive, and cites specific evidence. Candidate draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
<b>4f:</b> Showing Professionalism	Candidate has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Candidate fails to comply with university and school regulations and timelines.	Candidate is honest and well-intentioned in serving students. Candidate complies minimally with university and school regulations, doing just enough to "get by."	Candidate displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with university and school regulations.	Candidate is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Candidate takes a leadership role in seeing that colleagues comply with university and school regulations.
Meeting Professional Responsibilities	Candidate is often absent and/or tardy. Lesson plans are often late or incomplete. Clothing is often inappropriate for a school setting.	Candidate is seldom ever tardy and regularly in attendance. Lesson plans are seldom late. Clothing is generally appropriate.	Candidate is absent or late only when necessary. Lesson plan deadlines are met in a timely manner. Clothing is always appropriate.	

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### Summary of Performance

### Implications for Future

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### Overall Summary/Suggestions

## Glossary of Terms

*For the purpose of the KSU Intern Portfolio, the following terms have these definitions:*

**Academic Performance Levels:** Evidence that students understand the concepts and skills being taught in a given grade, subject, or unit of instruction. When completing entry 2, Contextual Information and Student Learning Adaptations, the teacher is asked to determine the number of students performing above grade level and below grade level in an effort to enhance the learning of all students. The academic performance levels of students is also to be determined prior to, during, and after the instructional unit is taught as part of the unit assessment to help all students achieve success.

**Active Inquiry:** A teaching/learning strategy in which the students are active in the pursuit of knowledge. They are asking questions, researching, and answering their own and each other's questions. The teacher is a facilitator and guide but not the chief instructional agent. The use of inquiry does not have to be in every lesson, but it should occur often enough that it is a strong instructional component in the teaching of the unit.

**Accommodations:** An accommodation does not alter, in any significant way, the standards or goals of instruction or the ultimate outcome or expectation of instruction (i.e. assignments or tests) but provides needed support through the delivery of instruction (i.e. timing, formatting, setting, scheduling, modes of delivery, and opportunities to respond).

**Adaptations:** Those adjustments in preparation and delivery of instruction and monitoring the learning environment that are made by a teacher to provide more equitable learning opportunities by meeting the unique learning needs of any student. Adaptations also include adjustments deemed necessary to provide fair treatment of students during the assessments of learning. Adaptations include strategies used to provide *equitable learning opportunities* for all students and *accommodations* and *modifications* designed to support students with special educational needs.

**Affective Domain:** The affective domain includes objectives that emphasize feeling and emotion, such as interests, attitudes, appreciation, and methods of adjustment. At the lowest level, students simply attend to a certain idea. At the highest level, students take an idea or a value and act on that idea. Five basic objectives make up this domain: Receiving, Responding, Valuing, Organization, and Characterization by Value (developed by Krathwohl, Bloom, & Masia).

**Analysis:** The process of analysis deals with reasons, motives, and interpretation and is grounded in the concrete evidence that is provided in the materials you submit. Analytical writing shows the reader the thought processes that are used to arrive at the conclusions about a given teaching situation. Analysis involves the "how," "why," or "in what way," a particular situation was or was not successful.

**Assessment Criteria:** Assessment criteria should be established for every objective and assessment instrument a teacher designs or uses. These criteria should be measurable (i.e., all criteria for assessment are described in measurable terms), comprehensive (i.e., essential content and skills should be assessed rather than irrelevant content or skills), and specify the minimal level of performance at which students successfully meet the learning objective (i. e., what the students need to do to demonstrate they have met the objective). The minimal levels of performance should be based on high yet reasonable expectations for student learning.

**Assessment Formats:** There are multiple formats possible for assessment instruments (i.e., multiple choice, short answer, essay, performances, portfolios, observations, etc.) The use of a wide variety of formats for assessment provides additional opportunities for diverse learners to demonstrate what they know and can do. The format for each assessment should be appropriate for measuring student performance levels of the objective being assessed.

**Classroom Learning Environment:** Information related to issues of culture, safety, classroom management, physical environment, and socio-personal interaction that have potential to influence the learning environment.

**Cognitive Domain:** The cognitive domain includes objectives that emphasize intellectual outcomes, such as knowledge, understanding, and thinking skills. This domain is important to all areas of study. It provides a system for teachers to develop lessons that require students to move beyond memorization of facts at the knowledge level to the development of higher level thought processing skills at the synthesis and evaluation levels. The six major categories include: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation (Bloom).

**Collaboration:** The deliberate use by the teacher of educational strategies that require students to work together in pairs or other groupings to solve problems, accomplish tasks, or to achieve learning *goals*. Collaboration may include, but is not limited to, formal cooperative learning strategies.

**Community:** The individuals, families, organizations, businesses, etc. living and/or functioning within and surrounding the district attendance center. The community is a critical component of the *environmental factors* to which the teacher ought to consider and use in planning and delivering instruction to build relationships and create an expanded network to support student learning.

**Community Resources:** These would include institutions, agencies, organizations, industry, students' family members with expertise/knowledge, etc. Examples would include community resources such as individuals, library, museum, hospital, local media, local businesses, or farms and community groups such as Four H or Kiwanis, etc. Community resources can be used to help make the curriculum more relevant and meaningful and to help students feel more connected to parents and the community.

**Contextual Information:** The contextual information that is described in entry 2 Contextual Information and Implications for Student Learning (e.g., gender, ethnicity/culture, SES, language proficiency, academic performance levels, special needs, developmental levels etc.).

**Critical Thinking/Problem Solving:** Critical thinking/problem solving requires higher cognitive processing (e.g., using information in new ways, analyzing information/concepts and/or breaking into sub-parts or sub-concepts, making evaluations and judgments supported by appropriate rationales, creating new constructs, processes or products, etc.). Critical thinking does not include tasks which rely simply on rote learning, list making, recitation, or on simplistic manipulation of numbers, facts, or formulae.

**Developmental Characteristics:** The cognitive, physical, emotional, and social developmental levels of students. Objectives, assessments and activities should be aligned with the skills, abilities, maturity, as well as the intellectual and emotional or behavioral characteristics of the typical student at the grade or level at which one is teaching.

**Differentiation:** A teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. It is an approach to teaching and learning in which students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

**Disaggregation of Data:** Organizing and reporting data from the *pre-assessment/diagnostic assessment* and *summative assessments* to show the achievement levels for *groups* present in the classroom (gender, SES, ELL, students with disabilities, ethnicity, low and high achievers, etc.).

**Equitable Learning Opportunities:** Specific strategies used to provide an equal opportunity to participate in and learn from the planned curriculum and instruction regardless of gender, ethnicity/culture, socio-economic status, language proficiency. These strategies might include maintaining high expectations for all students, use of non-biased/fully inclusive curricular resources, enhancing relevancy and building connection between the curriculum and each student's diverse background, and providing equal opportunities to participate, interact, receive academic feedback, use technology, and explore with manipulatives. Strategies might also include the use of sheltered instruction for English Language Learners and techniques to enhance academic language for students at risk of failure related to a variety of academic and social issues.

**Environmental Factors:** Circumstances or conditions in the district, school, classroom, community, and/or family that might affect the students and their learning. Environmental factors may include: type of community (e.g. urban, suburban, rural), socio-economic conditions, or district transience in the community; family considerations (e.g., large number of military families, deployed parents, highly transient families, etc.); district policies or regulations (e.g., use of curricular resources, field trip policies etc.); school practices or grade configurations (e.g., K-5, K-6, K-8, 6-8, 7-8, 7-9, 7-12, 9-12, 10-12); and classroom setting (e.g., multi-age, self-contained, etc.) or physical attributes of the classroom.

**Ethnic/Cultural Make-up:** The diversity of races, languages, religions, beliefs and practices of the students in your classroom. Cultural practices might include dress, typical foods, and special customs.

**Focus Student:** Two students in your class selected to be featured in your portfolio. See Entry 2 *Contextual Information and Implications for Student Learning* for guidelines.

**Formative Assessment:** Those assessments of student performance, formal or informal, done during the unit to give both the teacher and the student feedback regarding learning and the possible need for either enrichment or remediation.

**Goals:** General learning standards or outcomes. Goals are supported by more specific learning objectives.

**Group and Subgroup:** A group is a number of students in a broad category – e.g. gender. A *subgroup* refers to a subordinate group within the group – e.g. males or females.

**Instrument:** An assessment or test for the purpose of measuring student learning or performance level.

**Integration:** The teacher has the knowledge and ability to import appropriate content, information or processes from other disciplines (subjects) as a means of expanding student thinking, and/or understanding and showing relation and relevance between subject fields i.e., a social studies teacher

integrates math skills into a geographic map lesson, an English teacher incorporates history lessons into a Renaissance Literature unit, an elementary teacher integrates math, science, social studies, and language arts into a unit.

**Language Proficiency:** A student's fluency with the English language. There are a variety of terms educational organizations use to describe students who are not native speakers of English (i.e., ESL students, ESOL students, CLD students etc.). In the student teaching portfolio, the term English Language Learners (ELL) is used.

**Learner-centered Instruction:** Classroom learning activities in which the learner and not the teacher is the center of focus. The teacher may serve as facilitator but not as presenter or director. The student works independently or in a small *group* that is in charge of the learning sequence, timing, goal setting, and production of evidence of learning.

**Learning Context:** Information about the school, community, or individual students that should impact the manner in which the teacher plans, executes, and assesses learning for all students in the class.

**Low and High Level Objectives:** When Bloom (1956) originally presented his *Taxonomy of Educational Objectives*; he described six cognitive objectives as hierarchically arranged from low-level (knowledge, comprehension) to high level (application, analysis, synthesis, evaluation), with higher-level objectives building on the lower ones. Bloom's cognitive objectives can be used when planning instruction and assessment. True/false, matching, multiple-choice, and short answer items are often used to assess knowledge and comprehension (low-level objectives). Essay questions, class discussions, projects, position papers, debates, student work products, and portfolios are especially good for assessing application, analysis, synthesis, and evaluations (high level objectives).

**Modification:** A modification is an adjustment in the ultimate standard, goal, outcome, or expectation of instruction (i.e. a change in the standard the assignment or test is designed to measure). A student may complete part of a standard or a revised goal. He or she may complete an alternative assignment or test that has been aligned with the revised goal to more appropriately meet his or her learning needs. Appropriate modifications are usually described in a student's IEP.

**Narrative:** The ability to describe events in a sequential, chronologically correct, and logically consistent manner. The responses to a prompt or question are presented using complete sentences and Standard English.

**Non-Verbal Communication Among Students:** The use of positive non-verbal strategies could include, but is not limited to the following: using hand or body movements to indicate understanding, showing answers, raising hands up, nodding, using eye contact, smiling etc. These non-verbal strategies fall generally into the categories of active listening and will complement such things as use of body language, paying attention, facing the speaker, etc.

**Objective:** A statement of what students should be able to do as a result of instruction. Objectives must be specific, observable and measurable. They should be focused on the outcomes expected from the instruction and not on the activities done as a part of instruction.

**Pre-Assessment/Diagnostic Assessment:** This is given before instruction to identify the students' performance levels, skills, or knowledge about the topic that is about to be taught. The teacher uses this

assessment to determine students' previous knowledge in order to prepare or adjust objectives appropriately.

**Professional growth/development:** The knowledge-and –skill enhancing activities in the field of teaching.

**Psychomotor Domain:** The psychomotor domain is concerned with motor skills and the performance of the skill. This domain is important to sciences, family and consumer science, technology, physical education, art, and music teachers. The major categories range from perception at the lowest level to origination at the highest level. The seven major categories include: Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation, and Origination (developed by Simpson,).

**Quality Performance Accreditation (QPA):** A process by which schools are assigned a status based upon performance and quality criteria established by the state board. The performance criteria include meeting state requirements on assessments, attendance, and for high schools, graduation rates. There are eleven quality criteria that include a school improvement plan, a staff development plan and having fully qualified staff. Schools may be assigned one of four levels of accreditation status ranging from “Accredited” to “Not Accredited”.

**Rationale:** A statement of justification for the decisions made.

**Readiness:** Student readiness is the students' previous knowledge, skills and understanding of concepts related to the unit objectives. It includes the knowledge that is foundational to achievement of the current unit's objectives as well as previous knowledge of the concepts to be taught.

**Reading:** Understanding the communication of written ideas through skills taught by every teacher across the curriculum. Every teacher should reinforce important reading skills by incorporating them into instruction every day. Some teaching strategies include vocabulary building; using content-based reading material to help students identify main ideas and supporting information; providing questions to generate interest in a reading passage; and many developed systems to teach reading skills such as QAR, SQ3R, and KWL, which all involve questioning and reviewing.

**Rubric:** An assessment tool that defines quality of performance as well as identifying skills, knowledge, or concepts possessed by the student.

**School Improvement Plan:** A plan that is developed by a school that states specific actions for achieving continuous improvement in student performance.

**Special Needs:** A description of students with special needs should not be limited to IEP's. Students with social, familial, emotional, cognitive, language and/or other needs should also be addressed. Students who are functioning below grade level or who have difficulty in reading could be included in the special needs area.

**State/District Standards or Local Curriculum Outcomes:** Objectives should be aligned with state standards. These are available online at <http://www.ksde.org/outcomes/siacurrstds.html>. However, for areas where there are no state standards, teachers should use district standards or local curriculum outcomes.

**Student-Centered Learning:** Knowledge is constructed by the students and the teacher is a facilitator of learning rather than a presenter of information. Teachers help students set achievable goals; encourage

students to assess themselves and their peers; help them work cooperatively in groups, and ensure that they know how to access all the available resources for learning.

**Subgroup:** A group is a number of students in a broad category – e.g., gender. A *subgroup* refers to a subordinate group within the group – e.g. males or females.

**Summative Assessment:** A comprehensive test given at the end of the unit of instruction to check the level of student learning.

**Taxonomy of Educational Objectives:** The Taxonomy of Educational Objectives is a three-domain scheme (cognitive, affective, and psychomotor) for classifying instructional objectives. Each domain is organized in hierarchical order, ranging from low-level categories to high-level categories. The system is based on the assumption that learning outcomes can be described in terms of changes in student performance. Therefore, the taxonomy provides a structure for writing instructional objectives in performance terms (Gronlund).

**Teacher-Centered Instruction:** Instruction in which students work to meet the objectives set by the teacher. They complete activities designed by the teacher to achieve goals determined by the teacher. Students respond to directions and step by step instruction from the teacher as they progress through activities.

**Technology:** Technology includes a wide range of technological tools that a teacher can use to enhance instruction. Examples would include audio-visual devices, computers, calculators, cameras (video and still), adaptive technology, robotics, etc. As part of the unit instructional design, teachers should use technology for researching, planning, and teaching their lessons and students should use technology to develop technological capabilities and to enhance their learning of the content.

**Unit Learning Goal:** The primary goal set by the teacher to guide the learning. The unit learning goal is stated in terms of student performance. It will be further subdivided into subordinate tasks or unit objectives.

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