

KANSAS STATE
UNIVERSITY

College of Education

Student Intern

Portfolio Handbook



Table of Contents

Introduction to the Portfolio

Portfolio Overview	page 1
Integrity Guidelines	page 2
KSU Conceptual Framework	page 3
Portfolio Documentation and Commentary	page 5
Helpful Hints	page 6
Portfolio Timeline	page 7

Entry 1:

Professional and Philosophical Platform	page 8
---	--------

Entry 2:

Contextual Implications and Student Learning Adaptations	page 11
--	---------

Entry 3:

Instructional Unit Plan	page 16
Part 1: Learning Goals and Objectives	page 17
Part 2: Instructional Design	page 20
Part 3: Analysis of Assessment Procedures	page 26
Part 4: Self Evaluation of Unit	page 32

Entry 4:

Analysis of Classroom Learning Environment	page 34
--	---------

Entry 5:

Formal Observations (5)	page 37
-------------------------	---------

Entry 6:

Professional Logs	page 50
-------------------	---------

Evaluation of Student Teacher Forms	page 55
--	---------

Glossary of Terms	page 57
--------------------------	---------

References	page 63
-------------------	---------

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 six major entries: (1) Professional and Philosophical Platform, (2) Contextual Information and Student and Learning Adaptations, (3) Instructional Unit Plan, (4) Analysis of Classroom Learning Environment, (5) Formal Observations, and (6) Professional Logs. You will provide an overview of your teaching and learning accomplishments in **Entry 1** through the presentation of your resume, philosophy of teaching, and current transcripts. 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**, the design, implementation, assessment of, and reflections on a multi-week Instructional Unit Plan. 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. For **Entry 5** you will include evidence of the development, implementation, observations of, and reflections on five individual instructional lessons. These five lessons must be based on three different subjects and/or three different classroom periods. At least one of these lessons will be from the instructional unit. **Entry 6** will include professional logs to document your interactions with parents and colleagues and your professional development activities.

These six 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.**

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	_____	_____	<p>Professional and Philosophical Platform Start developing immediately</p>
2	_____	_____	<p>Contextual Information and Implications for Student Learning Start describing contextual information early in the semester and add or modify learning adaptations throughout the semester.</p>
3	_____	_____	<p>Instructional Unit Plan You and your cooperating teacher will determine the time frame for designing and implementing your unit plan. It is recommended that you teach shorter instructional sequences before beginning the instructional unit. You must begin Part 3 of this entry, Analysis of Assessment Procedures, before you begin any instruction of the unit.</p>
4	_____	_____	<p>Analysis of Classroom Learning Environment Begin making observations and planning your learning environment early in the semester. It may not be possible to fully answer each question until you have had greater experience with full time student teaching.</p>
5	_____	_____	<p>Formal Observations Formal Observations using the forms provided in Entry #5 should be staggered across the semester. One observation should be included from the teaching of your instructional unit.</p>
6	_____	_____	<p>Professional Logs Begin recording Family Interactions, School and District Contribution and Professional Development activities at the beginning of the semester and continue until the semester is completed.</p>

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.

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

Rubric for Entry 1 (Philosophy of Education)

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

Total Score for Entry 1: _____/8

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.

Checklist for Entry 2 (Contextual Information and Student Learning Adaptations)	No	Yes
The Teacher Describes:		
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
Total Checklist Score		_____/4

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
Knowledge and use of Appropriate Adaptations	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.	
Knowledge of ALL student characteristics (developmental levels, prior knowledge, and interests) and implications for planning and instruction.	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.	
Knowledge of the FOCUS student characteristics (developmental levels, prior knowledge, and interests) and implications for planning and instruction.	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.	
Knowledge of environmental factors (district, school, classroom, community, and family) and implications for planning and instruction.	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.	
Flexibility and Responsiveness	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	
Total Rubric Score:				_____ /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	Class 4	Class 5
Grade Level/Subject Taught					
Number of Students in Classroom					

Contextual Information: <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	Class 4	Class 5	Student Learning Adaptations: <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>
Gender Number of Females: Number of Males:						
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native:						
Language Proficiency Number of English Language Learners (ELL):						
Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level:						
Students with Special Needs 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)

Focus Students Information				
<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. You MUST choose one student with exceptionalities or an English Language Learner as one of your focus students. Complete the chart below referring to these students only as Student A and Student B. Do not use proper names.</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?
Student A			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?
Student 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-week** instructional unit plan. This third entry is divided into four parts: (1) Learning Goals and Objectives, (2) Instructional Design, (3) Analysis of Assessment Procedures, and (4) Self-Evaluation of Instructional Unit. 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. The unit will be planned and implemented as Entry 3 and at least one lesson from the instructional unit will be observed as part of Entry 5. In addition, it is expected that the planning and implementation of the instructional unit will result in family interactions, school and community contributions, and professional development activities to be noted on the professional logs from Entry 6. Consequently, the instructional unit provides a unifying theme for the entire portfolio.

You should begin to discuss the unit with your cooperating teacher early in the semester. You and your cooperating teacher will mutually determine the topic and time frame for the unit. **You must begin Part 3, Analysis of Assessment Procedures, before you begin any instruction of 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):

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

Rubric for Entry 3, Part 1 (Learning Goals and Objectives)				
Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Alignment of Learning Goals and Objectives	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.	
High Expectations	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 or mostly high-level objectives (comprehension, analysis, etc).	
Significance of Learning Goals and Objectives	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.	
Total Rubric Score:				<u> </u> /6

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-week** 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.

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

Rubric for Entry 3, Part 2 (Instructional Design)

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Multiple Learning Strategies	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.	
Adaptations/Differentiation and Equitable Learning opportunities to Meet the Needs of All Students	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 specific contextual information, pre-assessment/ diagnostic information identified.	Adaptations/differentiation and equitable learning opportunities are designed to address the specific contextual information, pre-assessment/diagnostic information identified.	
Active Inquiry, Learner Centered, and Meaningful Student Engagement	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).	
Integration of Technology	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.	
Integration of Reading Strategies	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.	
Integration of Critical Thinking Strategies	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.	
Integration Across and Integration Within Content Fields	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.	
Community Resources	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.	
Total Rubric Score:				_____/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 were designed to address the contextual characteristics and pre-assessment/diagnostic assessment information gathered on your students. What strategies did you use to provide equitable opportunities for all students? What adaptations/differentiation did you make to address varied reading levels and/or students with special needs? What adaptations/differentiation did you make for Focus Students A and B

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

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

4. Integration of Technology:

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

How did students use technology to enhance their learning?

5. Integration of Reading Strategies:

What reading strategies did you use in your unit? Why did you choose these specific strategies? How did 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 did you address critical thinking, problem solving, and higher level thinking in your unit?

7. Integration Within and Across Content Fields:

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

8. Community Resources:

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

Entry 3, Part 3

Analysis 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 and your analysis of student performance in relation to your instructional goals and objectives. You also will discuss how you use student performance data to plan and adjust your instruction. **Begin this task BEFORE you begin your unit instruction.** Provide information, data, and summary results as called for using written descriptions, copies of assessment instruments used, and tables and charts. Copies of assessment instruments should be included in the portfolio. Do not include any student work.

For this entry, you will need to prepare and implement (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. In addition, you will need to collect and analyze the data from each of your instruments, disaggregate the data, and discuss the results. You will be asked to describe how you used assessment data for instructional planning and decision-making. Be sure to include evidence that you are persistent in helping *all* your students succeed. 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.

Checklist for Entry 3, Part 3 (Analysis of Assessment Procedures)

The Teacher:	No	Yes
Presents pre-assessment/diagnostic assessment data in a table or chart	0	1
Presents formative assessment data in a table or a chart	0	1
Reports formative assessment data to students	0	1
Presents summative assessment data in a table or chart	0	1
Lists the level of student performance on each objective	0	1
Lists percentages of students who achieved unit objectives (overall class results)	0	1
Provides evidence of disaggregation of data based on at least two additional classroom subgroups	0	1
Provides evidence of disaggregation of data based on Focus Students A and B	0	1

Total Checklist Score: _____ /8

Rubric for Entry 3, Part 3 (Analysis of Assessment Procedures)				
Rating Indicator → ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Pre-Assessment/ Diagnostic Assessment is Utilized for Planning and Instructional Decision-Making	No pre-assessment/diagnostic data are collected, or the data/information collected is not appropriate for (aligned with) unit objectives.	Appropriate student pre-assessment/diagnostic assessment data are collected, but not used for planning or instructional decision-making.	Appropriate student pre-assessment/diagnostic assessment data are collected and used in planning and instructional decision-making before the unit is taught.	
Formative Assessment is Utilized for Planning and Instructional Decision-Making	No formative assessment data are collected, or the data/information collected is not appropriate for (aligned with) unit objectives.	Appropriate formative student assessment data are collected, but not used for planning or instructional decision-making to help all students achieve success.	Appropriate formative student assessment data are collected and used in planning and instructional decision-making as the unit is taught to persistently help all students achieve success.	
Summative Assessment is Utilized for Planning and Instructional Decision-Making	No summative assessment data are collected, or the data/information collected is not appropriate for (aligned with) unit objectives.	Appropriate summative student assessment data are collected, but not used for planning or instructional decision-making to enhance future success.	Appropriate summative student assessment data are collected and used in planning and decision-making to enhance future success.	
Multiple Formats for Assessment	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.)	
Alignment of Objectives and Assessment	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.	
Assessment Criteria	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: Measurable- All criteria for assessment are described in measurable terms. Comprehensive- Covers essential content and skills from those covered during instruction. Does not assess irrelevant content or skills. Criteria Level- 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: Measurable- All criteria for assessment are described in measurable terms. Comprehensive- Covers essential content and skills from those covered during instruction. Does not assess irrelevant content or skills. Criteria Level- Specifies the minimal level of performance at which students successfully meet the learning objective (demonstrates high yet reasonable expectations).	
Total Rubric Score:				<u> </u> /12

Total Score for Entry 3, Part 3: /20

Unit Assessment Design Template

Pre-Assessment / Diagnostic Assessment					
	Describe the pre-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>	Describe how specific student results impacted your unit plan. How do you plan to differentiate for all learners?
Formal					
Informal Please provide a narrative description of your pre-assessment					

Formative Assessment					
	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>	Describe how specific student results impacted your instruction.
Formative 1					
Formative 2					
What is the minimum level of performance you expect all students to achieve on the formative assessment?					

Summative Assessment					
	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 OR why no adaptations are needed.	Which unit objectives does this assessment address. (each learning objective must be assessed)	Describe how specific results will impact what you would teach next.
Summative					
What is the minimum level of performance you expect all students to achieve on the summative assessment?					
What differences might you expect in the performance between the subgroups and the remainder of the class?					

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 3, Part 3

Analysis of Assessment Procedures Presentation and Analysis of Assessment Data

Pre-Assessment/Diagnostic Assessment Data

- Disaggregate your data using at least two contextual factors in chart/graph/table form (e.g., male/female, ethnicity, SES. etc.).
- Analyze your pre-assessment results.
- Discuss the results in reference to your learning goals and objectives.
(List the level of performance on each objective).
- Describe how you used pre-assessment data to proceed with instruction for all students. What specifically did you do for Focus Students A and B?
- Based on your data, how do you plan to differentiate for all learners?

Formative Assessment Data

Formative Assessment Data #1

- Analyze your formative assessment results.
- Discuss results in reference to your learning goals and objectives. Are students learning what you intended them to learn?
- Discuss any adaptations based on the results of the formative assessments.
- Identify differentiation needed to help all students meet the goals and objectives of the unit.
- Provide evidence that you are persistent in helping all your students succeed. What specifically did you do for Focus Students A and B?
- How did you report these results to your students to help them become more responsible for their own learning?
- How did your students use this information to enhance their own learning?

Formative Assessment Data #2

- Analyze your formative assessment results.
- Discuss results in reference to your learning goals and objectives. Are students learning what you intended them to learn?
- Discuss any adaptations based on the results of the formative assessments.
- Identify differentiation needed to help all students meet the goals and objectives of the unit.
- Provide evidence that you are persistent in helping all your students succeed. What specifically did you do for Focus Students A and B?

- How did you report these results to your students to help them become more responsible for their own learning?
- How did your students use this information to enhance their own learning?

Summative Assessment Data

- Disaggregate and analyze (in chart/graph/table form using the same contextual information from the pre-assessment) your results to reveal differences of achievement based on the students that fall within different contextual factors. What did the disaggregated data reveal?
- List level of performance on each objective.
- Discuss these results in reference to your learning goals and objectives. Did students learn what you intended them to learn? Specifically describe your evidence.
- Did Focus Students A and B learn what you intended them to learn? Specifically describe your evidence.
- Discuss at least one intervention for future instruction for any subgroup performing lower than the rest of the class. What changes could be made in this unit to help all students be successful?

Entry 3, Part 3

**Analysis of Student Achievement
Presentation of Disaggregated Data
Sample**

	<i>Pre-Assessment/ Diagnostic Assessment</i>	<i>Summative Assessment</i>	<i>Percentage of Students Who Achieved Unit Objectives</i>
<i>Whole Class:</i>			
<i>Subgroup:</i>			
<i>Male</i>			
<i>Female</i>			
<i>ELL</i>			
<i>Native Speakers</i>			
<i>Ethnic/Cultural Groups</i>			
<i>Majority Groups</i>			
<i>Identified Students (IEP)</i>			
<i>Non-Identified Students</i>			
<i>Focus Students:</i>			
<i>Focus Student A</i>			
<i>Focus Student B</i>			

Entry 3, Part 4

Self-Evaluation of the Instructional Unit

Entry 3, Part 4 Focus from the Conceptual Framework:

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 Quality Performance Accreditation [QPA]).

(Aligned with Danielson’s FFT Domain 4, Professional Responsibilities)

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

Entry Explanation:

It is important that each teacher is a reflective practitioner who continually assesses his or her teaching and its impact on student learning and uses this information to plan future learning opportunities. For Entry 3, Part 4, use the questions on the attached form to help you reflect on your instructional unit as it is taught.

Rubric for Entry 3, Part 4 (Self-Evaluation of the Instructional Unit)				
Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Effects of Decisions on Student Learning	Teacher provides no evidence or reasons to support conclusions regarding why students did or did not meet learning objectives.	Teacher provides some data or evidence but offers simplistic or superficial reasons or hypotheses to support conclusions regarding why students did or did not meet learning objectives.	Teacher uses evidence and data to support conclusions. He or she explores multiple hypotheses for why students did or did not meet learning objectives.	
Effects of Decisions on Instruction and Assessment	Teacher provides no rationale for why some activities or assessment were more successful than others.	Teacher identifies successful and unsuccessful activities and assessments but only superficially explores reasons for their success or lack of success.	Teacher identifies successful and unsuccessful activities and assessments and provides plausible reasons for their success or lack of success.	
Communication with Students, Families, and Educational Personnel	Teacher provides no information on communication with students, families, or other educators in support of student learning.	Teacher provides little evidence of communication with students, families, or other educators in support of student learning.	Teacher provides evidence of some communication with students, families, and other educators in support of student learning.	
Information from School Improvement Process	Teacher provides no information about the School Improvement Process.	Teacher provides evidence of knowledge of the School Improvement Process in the school or a description of his/her role in the School Improvement Process.	Teacher provides evidence of knowledge of the School Improvement Process in the school and a description of his/her role in the School Improvement Process or explains why he/she has no role in the process.	
Implications for Future Teaching of this Unit	Teacher provides no suggestions for redesigning learning goals, instruction, or assessment.	Teacher provides suggestions for redesigning learning goals, instruction, or assessment but offers no rationale for why these changes would improve student learning.	Teacher provides suggestions for redesigning learning goals, instruction, or assessment and explains why these changes would improve student learning.	
Implications for Professional Development/Continuous Learning	Teacher provides no professional learning goals or goals that are not related to the strengths and weaknesses revealed by teaching this unit	Teacher presents fewer than 2 professional learning goals, or presents goals that are not related to the strengths and weaknesses revealed by teaching this unit	Teacher presents at least two professional learning goals that clearly emerge from the strengths and weaknesses revealed by teaching this unit	
Total Rubric Score:				<u> </u> /12

Total Score for Entry 3, Part 4: /12

Entry 3, Part 4

Self-Evaluation of the Instructional Unit

Name: _____ School: _____

1. Select the learning objectives where your students were the most successful. Provide two or more reasons for this success (Be specific and provide evidence). Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors under your control. Were Focus Students A and B successful? Why or Why not?
2. Select the learning objectives where your students were least successful. Provide two or more reasons for this lack of success (Be specific and provide evidence). Consider your objectives, instruction, and assessment along with student characteristics and other contextual information under your control. Explain any mid-unit adaptations you made to enhance learning for all students. Discuss what you could do differently or better in the future to improve your students' performance. What would you do differently for Focus Students A and B?
3. Discuss how and in what context you have communicated with students, parents, and other professionals about your decisions regarding students' learning and assessment. You must address all three.
4. Demonstrate that you understand the *School Improvement Process* in use in your school and explain how your efforts as a professional fit into it. How can you contribute to achieving the school's *School Improvement Process* goals?
5. Reflect on possibilities for professional development. Describe at least two professional learning goals related to your professional strengths and weaknesses revealed by teaching this unit. Identify two specific activities you will undertake to improve your performance as a teacher in the critical areas you identified.

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)

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

Rubric for Entry 4 (Analysis of Classroom Learning Environment)

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Creating an Environment of Respect and Rapport	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.	
Establishing a Culture for Learning	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.	
Encouraging Appropriate Student Behavior	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.	
Managing Classroom Procedures	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.	
Organizing the Physical Environment	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.	
			Total Rubric Score:	<u> </u>/10

Total Score for Entry 4: /12

Entry 4

Analysis of Classroom Learning Environment

Creating an Environment of Respect and Rapport

Explain how you established and maintained an atmosphere of trust, openness and mutual respect in your 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 you created a culture for learning in your 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 your 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 your 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
-

Entry 5

Formal Observations

Entry 5 Focus from the Conceptual Framework:

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.

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. (Aligned with Danielson's FFT Domain 3, Instruction)

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 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.

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:

Formal observations are another major component of your portfolio. The major focus of this entry is to provide evidence of instruction; however, formal observations also provide evidence of competence in all four categories of the KSU Conceptual Framework. The teaching process, as captured through formal observations, documents your abilities to integrate Perspectives and Preparation (Category 1), The Classroom Learning Environment (Category 2), Instruction (Category 3) and Professionalism (Category 4). Therefore, even though the two standards listed for this entry focus on instruction, the Evidence/Feedback Form and the Professional Progress Form included in this entry assess all four categories of the KSU Conceptual Framework.

You will be observed by your cooperating teacher, your clinical instructor and your faculty supervisor. From these observations select five to include in your portfolio. **At least three of the documented observations need to be from different subjects or class periods and at least one needs to be from your instructional unit.** For each of the five formal observations you will include (1) An instructional plan and Guiding Questions for a Single Lesson (to be completed before the observation) and (2) Reflections on a Single Lesson (to be completed after the lesson). In addition you should include any Evidence/Feedback Form (to be used by the observer during the lesson) and any Professional Progress Forms (to be completed at least once mid-way through the semester and again at the end of the semester) that have been completed based on observed lessons. **Some supervisors may choose to use one Evidence/Feedback Form for more than one observation.** You should also provide a copy of the Contextual Information and Student and Learning Adaptations form (Entry 2) to the person observing you for each of your five formal observations.

Checklist for Entry 5 (Formal Observations)

The Teacher Included:	No	Yes
Five instructional plans and <i>Guiding Questions for a Single Lesson</i>	0	1
Five <i>Reflections on a Single a Lesson</i>	0	1
<i>Evidence/Feedback Forms</i> from five observed lessons (one <i>Evidence/Feedback Form</i> may be used for more than one observation)	0	1
<i>Professional Progress Forms</i> based on observed lessons	0	1
Evidence that <i>Contextual Information</i> from Entry 2 is used in instructional decisions	0	1
Total Checklist Score:		_____/5

Rubric for Entry 5 (Formal Observations)

The following rubric assess the standards and dispositions related to Entry 5 and the teacher’s completion of the requirements for entry 5. The rubric designed to assess all standards and dispositions related to student teaching is included as part of the Professional Progress Form to be included in this entry.

Rating Indicator → ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Multiple Instructional Strategies to Promote Learning	The teacher does not use a variety of strategies and does not provide evidence of student learning.	The teacher uses a few strategies but does not provide evidence linking these strategies to student learning, or does not maintain high expectations, or does not persist in helping all students achieve success.	The teacher consistently uses a variety of appropriate strategies, links these strategies to student learning, maintains high expectations, and persists in helping all students achieve success.	
Effective Verbal and Non-Verbal Communication	No evidence is provided that effective verbal and non-verbal communication among students was taken into account.	The teacher provides some evidence of the importance of positive communication but does not provide opportunities for students to practice communication techniques.	The teacher encourages verbal and non-verbal communication and provides evidence of specific learning activities leading to the development of positive communication.	
Fosters Active Inquiry	The teacher does not actively engage students or encourage active inquiry.	The teacher understands the importance of active engagement and inquiry techniques but does not develop learning activities that build on inquiry learning.	The teacher actively engages students in inquiry learning activities. Specific examples of inquiry learning are provided.	
Supportive Classroom Interactions	The teacher does not encourage student interaction in learning activities.	The teacher promotes positive interactions among students but does not provide specific learning activities that encourage interactions.	The teacher promotes positive interactions among students and provides specific learning activities that encourage positive interactions.	
Total Rubric Score:				_____/8

Total Rubric Score for Entry 5: _____/13

Entry 5

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?

Entry 5

**Student Teaching Formal Observations
Evidence/Feedback Form**

Teacher Candidate: _____ **Observer:** _____
School: _____ **Date:** _____
Grade/Subject: _____ **Time/Length:** _____

CATEGORY 1: Perspectives and Preparation	EVIDENCE
Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of content and structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 	
Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs 	
Establishing Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students 	
Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students 	
Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials, resources, and technology • Instructional groups • Lesson and unit structure 	
Designing Student Assessments <ul style="list-style-type: none"> • Congruence with instructional goals • Criteria and standards • Design of formative assessments • Use for planning 	
Summary of Performance in Category 1 	

Evidence/Feedback Form

CATEGORY 4: Professionalism	EVIDENCE
Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching 	
Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	
Communicating with Families <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program 	
Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects 	
Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
Demonstrating Professionalism <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with university and school regulations 	
Demonstrating Positive Personal Habits <ul style="list-style-type: none"> • Tardy/absent • Clothing • Hygiene 	
Summary of Performance in Category 4 	

Source: Adapted from Danielson, Charlotte. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development

Entry 5

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?

Entry 5

Student Teaching Formal Observations Professional Progress Form

Teacher Candidate: _____ Observer: _____ School: _____
 Date: _____ Grade/Subject: _____ Time/Length: _____

Category 1: Perspectives and Preparation

COMPONENT	UNSATISFACTORY 1	BASIC 2 3 4	PROFICIENT 5 6 7	DISTINGUISHED
Demonstrating Knowledge of Content and Pedagogy	Candidate's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Candidate's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Candidate's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Candidate's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Candidate actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Demonstrating Knowledge of Students	Candidate demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Candidate indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Candidate actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Candidate actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Establishing Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but candidate makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of individual students.
Demonstrating Knowledge of Resources	Candidate demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Candidate does not seek such knowledge	Candidate demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Candidate does not seek such knowledge	Candidate is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Candidate seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
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.
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.

(Highlight all statements on this rubric where evidence was found to support the statements.)

Summary of Progress in Category 1

Category 2: Learning Environment

COMPONENT	UNSATISFACTORY 1	BASIC			PROFICIENT			DISTINGUISHED
		2	3	4	5	6	7	
Creating an Environment of Respect and Rapport	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between candidate and students, and among students.	Interactions, both between the candidate and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.			Civility and respect characterize interactions, between candidate and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.			Students play an important role in ensuring positive interactions among students. Relationships between candidate and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
Establishing a Culture for Learning	Candidate displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Candidate's attempt to create a culture for learning is only partially successful, with both candidate and students appear to be only "going through the motions." Candidate displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.			The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both candidate and students, with students demonstrating pride in their work.			High levels of student energy and candidate passion for the subject create a culture for learning in which both students and candidate share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
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.
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.
Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is a significant mismatch between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the candidate's use of physical resources, including computer technology, is moderately effective. Candidate may attempt to modify the physical arrangement to suit learning activities, with partial success.			The classroom is safe, and learning is accessible to all students; candidate ensures that the physical arrangement supports the learning activities. Candidate makes effective use of physical resources, including computer technology.			The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

(Highlight all statements on this rubric where evidence was found to support the statements.)

Summary of Progress in Category 2

Category 4: Professionalism

COMPONENT	UNSATISFACTORY	BASIC			PROFICIENT			DISTINGUISHED
	1	2	3	4	5	6	7	
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.
Maintaining Accurate Records	Candidate's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Candidate's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.			Candidate's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.			Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful
Communicating with Families	Candidate communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Candidate makes no attempt to engage families in the instructional program.	Candidate adheres to school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.			Candidate communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.			Candidate's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Candidate successfully engages families in the instructional program; as appropriate.
Participating in a Professional Community	Candidate avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Candidate becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.			Candidate participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.			Candidate makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role with colleagues.
Growing and Developing Professionally	Candidate does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Candidate is resistant to feedback from supervisors or colleagues.	Candidate participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Candidate accepts, with some reluctance, feedback from supervisors and colleagues.			Candidate seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Candidate welcomes feedback from supervisors and colleagues.			Candidate actively pursues professional development opportunities, and makes a substantial contribution to the profession. In addition, candidate seeks out feedback from supervisors and colleagues.
Demonstrating 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 school and district regulations and timelines.	Candidate is honest and well-intentioned in serving students and contributing to decisions in the school, but candidate's attempts to serve students are limited. Candidate complies minimally with school and district 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 school and district regulations. Candidate complies fully with school and district 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 school and district regulations.
Demonstrating Positive Personal Habits	Is often late and/or tardy. Does not perform minimum required tasks. Clothing does not allow teacher to complete required duties without interference. Hygiene does not allow students and peers to work with teacher without being offended.	Teacher is regularly in attendance and seldom if ever tardy. Generally clothing is clean and allows teacher to perform required tasks without interference. Hygiene generally allows students and peers to work with teacher without being offended.			Shows dedication by working beyond basic requirements. Is absent only when necessary. Clothing is clean and neat and allows the teacher to perform required tasks without interference. Hygiene allows students and peers to work with teacher without being offended.			

(Highlight all statements on this rubric where evidence was found to support the statements.)

Summary of Progress in Category 4

Source: Adapted from Danielson, Charlotte, (2007). *Enhancing Professional Practice: A Framework for Teaching*. (2nd Edition) Alexandria, VA: Association for Supervision and Curriculum Development.

Entry 6

Professional Logs

Entry 6 Focus from the Conceptual Framework:

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 Quality Performance Accreditation [QPA]).

**Standard 13: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support students' learning and well-being.
(Aligned with Danielson's FFT Domain 4, Professional Responsibilities)**

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.

Entry Explanation:

Professional responsibilities help to make teachers true professional educators. They encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them intermittently. But the activities are critical to preserving and enhancing the profession, both in the impact made to the teacher as well as to other teachers, students and parents.

Professional responsibilities include a wide range of activities from self-reflection and professional growth, to contributions made to the school and district, to contributions made to the profession as a whole. The components also include facilitation of 2-way interactions with the families of students, contacts with the larger community, the maintenance of records and other paper work, and advocacy for students. Teachers who excel in professional responsibilities are highly regarded by colleagues and parents. They can be depended on to serve students' interests and the larger community, and they are active in their professional organizations, in the school, and in the district.

Keep track of these professional responsibilities using the attached forms.

Rubric for Entry 6 (Professional Logs):

Rating → Indicator ↓	0 Performance Not Demonstrated	1 Performance Partially Demonstrated	2 Performance is Demonstrated	Score
Professional Log Reflections	Teacher does not identify professional strengths and weaknesses revealed by keeping professional logs or does not describe any professional learning goals or professional plans based on these goals.	Teacher may describe some professional strengths and weaknesses revealed by keeping professional logs or identify goal and plans related to the professional logs; but does not describe all three components on all three logs.	Teacher describes strengths and weaknesses revealed by keeping professional logs, identifies one or more professional learning goals on each of the three professional logs, and describes specific plans to meet these goals.	
Communication with Families, Community, and Educational Personnel	Teacher provides no evidence of interactions with families, community, or other educators in support of student learning.	Teacher provides little evidence of interactions with families, community, or other educators in support of student learning.	Teacher provides evidence of frequent interactions with families, community, and other educators in support of student learning.	
Participation in the School Improvement Process	Teacher provides no evidence of participation in or contributions to school or district improvement efforts.	Teacher provides little evidence of participation in and/or contributions to school and/or district improvement efforts.	Teacher provides evidence of frequent participation in and contributions to school and/or district improvement efforts.	
Total Rubric Score:				_____/6

Total Score for Entry 6: _____/6

Entry 6

Professional Logs

*Interactions with Families, Community, and Educational Personnel
(To Enhance and Support Student Learning)*

Name: _____ School: _____

Date	Person Interacted With	Type of Interaction	Purpose	Impact on Teaching and Student

Based on your experiences and information from this log, (1) identify your professional strengths and weaknesses in terms of your ability to interact with families, community, and other educational personnel to support student learning, (2) at least one professional goal for continuing to grow professionally in your area of weakness, and (3) plans for achieving this goal.

Entry 6

Professional Logs

*Involvement in and Contributions to School and District Improvement
(To Enhance and Support School and District)*

Name: _____ School: _____

Date	Event (E.g., committee meeting, QPA/NCA activity)	Contribution / Insight	Impact on You, Other Teachers, Students, Parents

Based on your experiences and information from this log, (1) identify professional strengths and weaknesses related to your participation in and contributions to school and district improvement, (2) at least one professional goal for continuing to grow professionally in your area of weaknesses, and (3) plans for achieving this goal.

Entry 6

Professional Logs

*Professional Development Experiences
(To Enhance Your Professional Growth)*

Name: _____ School: _____

Date	Event	Benefits / Learning Derived	Plans for Continual Growth

Based on your experiences and information from this log, (1) identify your professional strengths and weaknesses identified through your professional development experiences, (2) at least one goal for continuing to improve your teaching, and (3) plans for achieving this goal.

Kansas State University • College of Education • Bluemont Hall
Preparing Educators to be Knowledgeable, Ethical, Caring Decision Makers

University Supervisor
 Evaluation of Student Teacher

Student Name _____ Semester _____ Year _____
 Name of School _____ Full Name of Evaluator _____
 City and State _____ Subject(s) _____ Grade Level(s) _____

<p>In the boxes written on the back of this form or the ones in the handbook, underline those words which best describe your student teacher. Then place a check in the cell under the appropriate number (below) depending on which rubric box has the most underlined words.</p> <p>Generally the average of underlined words in the rubric will be selected to determine the numerical score (from 1 through 7) which best represents your student teacher's performance. For example if underlined words are: (1) all in basic cell, check 3 (2) mostly in basic cell with some in proficient cell, check 4</p>	<p>My signature below indicates that I have had an opportunity to read and discuss this evaluation with my university supervisor. It does not necessarily indicate that I agree with the evaluation.</p> <p><input type="checkbox"/> I do want this evaluation as part of my placement file. <input type="checkbox"/> I do not want this evaluation as part of my placement file.</p> <p style="text-align: center;">_____ (Signature of Student Teacher)</p>
---	--

	Unsatisfactory	Basic			Proficient		
	1	2	3	4	5	6	7
Category 1 / Domain I PERSPECTIVES & PREPARATION							
1. Demonstrating Knowledge of Content and Pedagogy							
2. Demonstrating Knowledge of Students							
3. Establishing Instructional Outcomes							
4. Demonstrating Knowledge of Resources							
5. Designing Coherent Instruction							
6. Designing Student Assessments							
Category 2 / Domain II LEARNING ENVIRONMENT							
7. Creating an Environment of Respect and Rapport							
8. Establishing a Culture for Learning							
9. Managing Classroom Procedures							
10. Managing Student Behavior							
11. Organizing Physical Space							
Category 3 / Domain III INSTRUCTION							
12. Communicating with Students							
13. Using Questioning and Discussion Techniques							
14. Engaging Students in Learning							
15. Using Assessment in Instruction							
16. Demonstrating Flexibility and Responsiveness							
Category 4 / Domain IV PROFESSIONALISM							
17. Reflecting on Teaching							
18. Maintaining Accurate Records							
19. Communicating with Families							
20. Participating in a Professional Community							
21. Growing and Developing Professionally							
22. Demonstrating Professionalism							
23. Demonstrating Positive Personal Habits							

- Credit
 No Credit

Portfolio Score

(Signature of Evaluator)

Cooperating Teacher

Evaluation of Student Teacher

Student Name _____ Semester _____ Year _____
 Name of School _____ Full Name of Evaluator _____
 City and State _____ Subject(s) _____ Grade Level(s) _____

<p>In the boxes written on the back of this form or the ones in the handbook, underline those words which best describe your student teacher. Then place a check in the cell under the appropriate number (below) depending on which rubric box has the most underlined words.</p> <p>Generally the average of underlined words in the rubric will be selected to determine the numerical score (from 1 through 7) which best represents your student teacher's performance. For example if underlined words are: (1) all in basic cell, check 3 (2) mostly in basic cell with some in proficient cell, check 4</p>	<p>My signature below indicates that I have had an opportunity to read and discuss this evaluation with my cooperating teacher . It does not necessarily indicate that I agree with the evaluation.</p> <p><input type="checkbox"/> I do want this evaluation as part of my placement file. <input type="checkbox"/> I do not want this evaluation as part of my placement file.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">(Signature of Student Teacher)</p>
---	---

	Unsatisfactory	Basic			Proficient		
	1	2	3	4	5	6	7
Category 1 / Domain I PERSPECTIVES & PREPARATION							
1. Demonstrating Knowledge of Content and Pedagogy							
2. Demonstrating Knowledge of Students							
3. Establishing Instructional Outcomes							
4. Demonstrating Knowledge of Resources							
5. Designing Coherent Instruction							
6. Designing Student Assessments							
Category 2 / Domain II LEARNING ENVIRONMENT							
7. Creating an Environment of Respect and Rapport							
8. Establishing a Culture for Learning							
9. Managing Classroom Procedures							
10. Managing Student Behavior							
11. Organizing Physical Space							
Category 3 / Domain III INSTRUCTION							
12. Communicating with Students							
13. Using Questioning and Discussion Techniques							
14. Engaging Students in Learning							
15. Using Assessment in Instruction							
16. Demonstrating Flexibility and Responsiveness							
Category 4 / Domain IV PROFESSIONALISM							
17. Reflecting on Teaching							
18. Maintaining Accurate Records							
19. Communicating with Families							
20. Participating in a Professional Community							
21. Growing and Developing Professionally							
22. Demonstrating Professionalism							
23. Demonstrating Positive Personal Habits							

 (Signature of Evaluator)

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.

References

- Bridges, N., DeNoon, D., Fridell, J., (2002). *K-State Intern Portfolio Instructions*. Manhattan, KS: Kansas State University College of Education.
- Bridges, N., DeNoon, D., Fridell, J., (2003). *K-State Portfolio Handbook*. Manhattan, KS: Kansas State University College of Education.
- Communicating with Families: Minicourses for Teachers*. (2002). Princeton, N.J.: Educational Testing Service.
- Components of Professional Practice*. (2001). Princeton, J.J.: Educational Testing Service.
- Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Dunn, C., Zolnerowich, B. (2002). *Student Handbook, EDSEC 102, Teaching as a Career*. Manhattan, KS: Kansas State University College of Education.
- Framework Observation Program*. (2001). Princeton, N.J.: Educational Testing Service.
- Framework Portfolio Program*. (2001). Princeton, N.J.: Educational Testing Service.
- Kansas State Department of Education. (2010). *Kansas Performance Teaching Portfolio*. Topeka, KS: Teacher Education and Licensure.
- National Board Certification: A Guide for Candidates*. (2000). Washington, D.C.: American Federation of Teachers.
- Student Teacher's Portfolio Handbook*. (2000). PDK Ball State University Teachers College. Published and distributed by Phi Delta Kappa International Center for Professional Development and Services, Bloomington, IN.