



Kansas Performance Teaching Portfolio

Content Guidelines

Teacher Education and Licensure
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KPTP Academic Integrity Guidelines

Academic integrity is engaging in honest and responsible scholarly activity. It includes abstention from falsification, misrepresentation, or deception in the preparation of the KPTP. The KPTP submitted must be the candidate's original work. Teachers are expected to act with personal and professional integrity at all times.

Examples of Violating Academic Integrity:

- *Plagiarism*: This means copying work (such as words, phrases, sentences, paragraphs or ideas) from someone else's writing and putting them into a KPTP as original work.
- Submitting a KPTP, or parts of a KPTP, that was prepared by a person other than the candidate.
- Submitting a KPTP, or parts of a KPTP, that was previously submitted by someone else.
- Not properly citing sources used in the KPTP document (such as lesson plan format).
- Fabricating context, numerical, or other data.
- Extensive *collaboration* with others in preparing the KPTP: Having someone else plan the teaching or write sections of the candidate's KPTP.

Any suspected violation of the Academic Integrity Policy will be brought to the attention of the institution where the candidate is enrolled.

The institution is expected to investigate the suspected violation following individual institutional policy and procedure.

Overview

The Kansas Performance Teaching Portfolio (KPTP) is designed to provide the teacher candidate an opportunity to demonstrate how he/she uses contextual factors in a classroom to design and implement a unit of study. The teacher candidate will provide information about the unit's lesson plans and assessments. Specific information about how the instruction is modified for two individual students within the classroom is also required. In addition, the teacher candidate will reflect on the implementation of the unit for the whole class and the two focus students.

The KPTP assesses competency according to the Kansas Professional Standards (see Appendix A for summary of the Standards; see www.ksde.org for full description of the Standards). For the purpose of the KPTP, the Standards have been clustered into 6 Focus Areas that represent key areas of teaching practice. The Focus Areas are:

Focus Area A: ANALYSIS OF CONTEXTUAL INFORMATION

The teacher candidate will 1) have acquired a knowledge base of how students learn and develop, 2) provide learning opportunities that will support their understanding of child development, 3) have the knowledge to select developmentally appropriate differentiated instruction, and 4) include multiple instructional strategies to meet the needs of all learners including those with exceptionalities. Kansas Standards 1,2, and 3

Focus Area B: ANALYSIS OF LEARNING ENVIRONMENT FACTORS

The teacher candidate: 1) demonstrates the ability to provide different approaches to learning; 2) creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners; 3) understands a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading; 4) plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading; 5) demonstrates the ability to integrate across and within content fields; 6) understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information. Kansas Standards 3,4,7,11, and 12

Focus Area C: INSTRUCTIONAL IMPLEMENTATION

The teacher candidate understands and uses a variety of appropriate instructional strategies including a wide range of technological tools to develop various kinds of students' learning including critical thinking, problem solving, and reading. The teacher candidate ensures effective student use of technology. Kansas Standards 4,11, and 12

Focus Area D: ANALYSIS OF CLASSROOM LEARNING ENVIRONMENT

The teacher candidate uses an understanding of individual and group motivation and behavior, including effective verbal and non-verbal communication techniques to create a positive learning environment that fosters active inquiry, supportive interaction, collaboration, and self-motivation in the classroom. Kansas Standards 5 and 6

Focus Area E: ANALYSIS OF ASSESSMENT PROCEDURES

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. The teacher candidate monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly. Kansas Standard 8

Focus Area F: REFLECTION AND SELF-EVALUATION

The teacher candidate 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 out opportunities to grow professionally, and participates in the school improvement process. The teacher candidate fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being. Kansas Standards 9 and 10

The KPTP measures the teacher candidate's ability to design, deliver, and reflect on an entire unit of study through four distinct sources of evidence which are:

Task #1. Contextual Information & Learning Environment Factors

In this Task the teacher candidate will demonstrate an understanding of the students in the class and how student characteristics are used for planning instruction and establishing a classroom environment conducive to learning.

Task #2. Designing Instruction

In this Task the teacher candidate will demonstrate the ability to design a *unit of study* for the students in the classroom. Within this unit of study, the teacher candidate is required to plan for the use of assessment, technology, reading strategies, integration of content, differentiation, and resources.

Task #3. Teaching and Learning

In this Task the teacher candidate will demonstrate the skills of lesson delivery and assessment of student learning over the course of the entire unit of study that was designed in Task 2. Two lessons from this unit of study will be developed in detail in order to be observed as well as video recorded.

Task #4. Reflection and Professionalism

In this Task the teacher candidate will demonstrate the ability to critically examine and reflect on his or her teaching performance and the impact of instruction on the students. In addition, Task 4 is also intended for the teacher candidate to evaluate professionalism and commitment to lifelong learning.

KPTP Guidelines

1) General Guidelines:

- a. Read each task and rubric descriptions entirely before beginning work on any part of the portfolio.
- b. Develop a timeline for completion. (As a reference, participants report that during the pilot of the KPTP, the average amount of time to complete the written portion of each task is: Task #1: 3-4 hours , Task #2: 6-8 hours, Task #3: 4-5 hours , and Task #4: 2-3 hours).
- c. Develop an outline and set a due date for each task, realizing that some parts of each task can be occurring simultaneously. For example, the daily teaching reflections required in Task 3 can be collected at the same time as the daily communications log required in Task 4.
- d. Before submitting the portfolio, check responses to see if all prompts and questions have been addressed, compare responses to the criteria listed in the rubrics, make sure all items in the checklists are completed, and all other required products are included. The required products should be clearly labeled and placed in the appendices in the order that they are requested.
- e. **Do not use names of candidate, teachers, students, schools, school districts or cities.**

2) Guidelines for Making Selections:

The major selections that must be made to complete the KPTP are:

- a. Class selection
 - If teaching more than one class, select a class that includes a diverse population with a range of achievement levels, exceptionalities, and/or cultural or linguistic backgrounds. The candidate will need to demonstrate an ability to teach students who have a variety of needs.
- b. Subgroup selection
 - Select a subgroup based on the information and analyzed data collected during the Contextual Information portion of Task 1. The candidate will need to consistently track and analyze the progress of the students in the subgroup compared to the whole class.
- b. Focus student selection
 - Select two focus students for whom specific information will be provided in Tasks 1, 2, and 3.
 - One of the focus students should be either a student with exceptionalities or an English Language Learner in order to enable the candidate to demonstrate ability to modify lessons and assist these students in meeting all the unit objectives.
 - The focus students should be from the class selected.

Kansas Performance Teaching Portfolio

c. Unit selection

- Choose a topic that is aligned to Kansas state academic standards and is age and developmentally appropriate.
- Choose a unit that will have at least four learning objectives, a recommended eight lessons, pre-assessment, formative assessments, and a summative assessment.
- Choose a set of lessons that will allow demonstration of:
 1. Integration of reading strategies to promote student understanding.
 2. Integration of technology to facilitate student learning.
 3. Integration within and across content fields with the goal of extending student learning and fostering a deeper understanding of the content.
 4. Utilization of resources in the school and broader community.

d. Focus lesson selection

- Select two of the unit lessons to be featured and video recorded. Choose lessons that demonstrate a broad range of teaching ability. The candidate will provide specific information about these two focus lessons in Tasks 2 and 3.

3) Formatting Guidelines:

- a. Use 11 point, Arial font.
- b. Single space both the narrative portions and tables.
- c. **Do not exceed 35 pages** excluding appendices.
- d. Appendices should be used to provide supplemental information to help the scorer gain a better understanding of lessons, assessments, scoring rubrics, etc. Appendices should not be used to convey key responses to task prompts.
- e. Abbreviations used in document must be defined in an appendix (e.g. PBS- Positive Behavior Supports).

4) Video Recording Guidelines:

- a. The video recorded lessons will be the two focus lessons provided in Task 2.
- b. The video recorded lessons will be observed by either your faculty supervisor or the administrator of the school in which you are student teaching. See the observation form in the appendix for these guidelines.
- c. Work with the classroom teacher to obtain permission to record each student.
- d. Use a high quality video recording that captures both teacher and student voices.
- e. Practice videotaping a sample lesson and review it prior to videotaping the actual lessons for Task 3.

5) Artifact collection guidelines:

- a. Two detailed lesson plans should be included in the portfolio appendix.
- b. Copies of assessments should also be included. This includes pre-assessments, formative assessments, and a summative assessment. If scoring rubrics are used, include the rubrics in the appendix.

Task #1 Contextual Information & Learning Environment Factors

Task Overview:

Task #1 is all about the class and the learning environment. In this task, the candidate will demonstrate an understanding of who is in the classroom and how that information is used to plan instruction and establish a classroom environment conducive to learning. The purpose of this task is to address Focus Areas A and D. Responses to this task will be scored on the extent to which they provide clear, convincing, appropriate, consistent, and effective evidence according to the rubrics at the end of this task.

Composing Responses:

This task has been divided into steps with specific directions and prompts to assist in providing responses. Responses must address all of the prompts provided for each step.

Step 1: General Contextual Information

- **Narrative 1.1.1**
 - Type of Community in which teaching will take place
 - Details about the overall makeup of the district **AND** Details about the overall makeup of the school
 - Details about district/school requirements that impact and guide instruction

Step 2: Classroom Contextual Information

- **Table 1.2.1**
 - Details about the overall makeup of the class in which teaching will take place
 - Subgroup of students **AND** rationale of why the subgroup was chosen
- **Table 1.2.2**
 - Student Characteristics: Intellectual, Social, and Personal for Whole Class **AND** the Subgroup
 - Specific Implications that the student characteristics will have for instruction of the Whole Class **AND** the Subgroup

Step 3: Focus Students Information

- **Table 1.3.1**
 - Provide information about the TWO focus students selected from this class that would benefit from modified instruction

Step 4: Implications for Classroom Learning Environment

- **Narrative 1.4.1**
 - Plan how a positive learning environment for the whole class will be created **AND** provide a rationale for decisions
 - Describe how adaptations will be provided to the Subgroup **AND** the Focus Students to become self-motivated and work cooperatively/productively **AND** provide a rationale for decisions

Helpful Reminders:

- Select a class that will be used for all four tasks in the KPTP. Select a class that includes a range of student diversity including achievement levels, exceptionalities, cultural or language diversity.
- Responses to all four steps in task 1 will be based on this class only.
- Select two focus students from this class who will be specifically addressed in steps 3 and 4.

Step 1: General Contextual Information

Directions: In this step, write a brief narrative about the broader context in which teaching will take place while completing this portfolio (district, school, and community). **No specific names should be listed.** Use a variety of resources to find this contextual information including district/school websites, school administrators, school counselors, cooperating teachers, student records, students' families, etc. Response should be limited to one page.

Narrative 1.1.1 General Contextual Information (limited to 1 page)

Include information regarding:

- the type of community in which teaching will take place (Ex. urban, rural, or suburban)
- details about the overall makeup of the district (Ex. 3 high schools and 10 elementary schools; district report card information on student performance);
- details about the overall makeup of the school (Ex. Pre K–grade 6, 345 students)
- details of district or school requirements that impact and guide instruction (Ex. Mandated curricula, standardized tests or other assessments, annual yearly progress, scheduling, etc.).

Step 2: Classroom Contextual Information

Directions: In this step, complete Table 1.2.1 and Table 1.2.2 with information about the students in the class selected. Use a variety of resources to find this contextual information including school administrators, school counselors, cooperating teacher, student records, etc. At the end of Table 1.2.1, identify a Subgroup of students (e.g., males, females, ethnicity, parental support, etc.) and provide a rationale for the selection. Response should be limited to one page.

Table 1.2.1. Class Contextual Information (limited to 1 page)

Grade level _____ Content area (e.g., mathematics) _____ Topic (e.g., geometry) _____	
Age range of students _____ Number of male students _____	
Total number of students _____ Number of female students _____	
Percentage of students receiving free lunch _____ Percentage of students receiving reduced lunch _____	
[if free/reduced lunch information not available for class, provide school percentages]	
Area in which students live (check all that apply) Urban _____ Suburban _____ Rural _____	
Ethnicity of students (give numbers)	_____ African American or Black _____ Hispanic or Latino _____ Native American/Alaskan Native _____ White _____ Asian or Pacific Islander _____ Other (specify) _____
Language proficiency of students (give numbers)	_____ Fluent English Proficient _____ English Language Learners
Identified special needs categories represented (give numbers)	_____ Specific Learning Disability _____ Speech/Language Impaired _____ Hard of Hearing _____ Visually Impaired _____ Deaf _____ Orthopedically Impaired _____ Deaf-Blind _____ Emotionally Disturbed _____ Other Health Impaired _____ Autism _____ Multiple Disabilities _____ Intellectually Disabled _____ Brain Injury _____ Gifted _____ Established Medical Disability (0-5 yrs) _____ Developmentally Delayed (0-10 yrs) _____ At risk for developmental disabilities _____ Other (Specify) _____
Subgroup Selected (describe the group):	
Rationale for Selection:	

Kansas Performance Teaching Portfolio

Directions: Think about the intellectual (readiness, cognitive abilities, learning needs, developmental levels, etc.), social (emotional, attitudinal, motivational, etc.), and personal characteristics of the class and subgroup (physical, social, individual experiences, talents, language, culture, family and community values, etc.). In Table 1.2.2, describe the specific characteristics and the implications for instruction. Table response limited to one page.

Table 1.2.2 Student Characteristics and Implications for Instruction (limited to 1 page)

Student Characteristics	Specific Descriptions Indicate whether this was for the Whole Class (W) and Subgroup (S)		Specific Implications For Instruction Whole Class (W) and Subgroup (S)	
	W	S	W	S
Intellectual Characteristics - Including readiness, cognitive abilities, learning needs, developmental levels, etc.				
Previously demonstrated academic performance/ ability: % Above standard _____ % Meets standard _____ % Below standard _____				
Social Characteristics - Including emotional, attitudinal, motivational, etc.				
Personal Characteristics - Including physical, social, individual experiences, talents, language, culture, family and community values, etc.				

Step 3: Focus Students Information

Directions: In this Step, provide information about the two selected focus students who would benefit from modified instruction. If the class includes students with exceptionalities or English Language Learners [as indicated on Table 1.2.1], they **MUST** be chosen as one of the focus students. Complete Table 1.3.1 below referring to these students only as Student A and Student B. Do not use proper names. Table response limited to one page.

Table 1.3.1 Focus Students Information (limited to 1 page)

	Describe this student using information from Table 1.2.1	Why was this student selected?	What was learned about this student? Address characteristics from Table 1.2.2	Based on this information, what are implications for this student's instruction?
STUDENT A			Intellectual	
			Social	
			Personal	
STUDENT B			Intellectual	

Kansas Performance Teaching Portfolio

			Social	
			Personal	

Step 4: Implications for Classroom Learning Environment

Directions: In this step, use the contextual information in Table 1.2.1 and Table 1.2.2 to describe a plan for establishing a positive learning environment for the class as a whole. Strategies in the plan should address self-motivation, positive relationships, positive classroom behavior, cooperation, active engagement and purposeful learning in the classroom. Provide a rationale for response.

Describe how adaptations will be provided to the subgroup and the focus students to become self-motivated and work productively and cooperatively. Provide a rationale for responses (limited to two pages).

Narrative 1.4.1 Classroom Learning Environment Implications (limited to 2 pages)

WHOLE CLASS:

SUBGROUP:

FOCUS STUDENT A:

FOCUS STUDENT B:

CHECKLIST OF TASK #1 CONTEXTUAL INFORMATION AND LEARNING ENVIRONMENT FACTORS

STEP	REQUIREMENT (what to do)	REQUIRED MATERIALS (what to submit)
1. General Contextual Information	<ul style="list-style-type: none"> <input type="checkbox"/> choose a class <input type="checkbox"/> gather contextual information about district, school and community <input type="checkbox"/> write Narrative 1.1.1 	<ul style="list-style-type: none"> <input type="checkbox"/> Narrative 1.1.1 General Contextual Information [1 page]
2. Classroom Contextual Information	<ul style="list-style-type: none"> <input type="checkbox"/> gather class and subgroup contextual information <input type="checkbox"/> complete Table 1.2.1 Class Contextual Information <input type="checkbox"/> consider student characteristics and collect information <input type="checkbox"/> complete Table 1.2.2 Student Characteristics and Implications for Instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Table 1.2.1 Class Contextual Information [1page] <input type="checkbox"/> Table 1.2.2 Student Characteristics and Implications for Instruction [1 page]
3. Focus Students Information	<ul style="list-style-type: none"> <input type="checkbox"/> select two focus students <input type="checkbox"/> complete Table 1.3.1 Focus Students Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Table 1.3.1 Focus Students Information [1 page]
4. Implications for Classroom Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> create a learning environment plan <ul style="list-style-type: none"> <input type="checkbox"/> describe for whole class <input type="checkbox"/> describe for a subgroup <input type="checkbox"/> describe for focus students 	<ul style="list-style-type: none"> <input type="checkbox"/> Narrative 1.4.1 Classroom Learning Environment Implications [2 pages]

Maximum [6 pages]

Scoring Rubric

Task #1 - Contextual Information and Learning Environment Factors

Focus Area A	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 2 Educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.</p>	<p>Responses include:</p> <p>Incomplete or ineffective intellectual, social, and personal developmental influences on learning.</p> <p>Minimal or inappropriate information about the characteristics of the community, district, school, and/or class.</p> <p>Minimal or inappropriate implications for instruction.</p>	<p>Responses include:</p> <p>Limited intellectual, social, and personal developmental influences on learning.</p> <p>Limited information about the characteristics of the community, district, school, and/or class.</p> <p>Limited implications for instruction.</p>	<p>Responses include:</p> <p>Multiple intellectual, social, and personal developmental influences on learning.</p> <p>Detailed and appropriate information about the characteristics of the community, district, school, and/or class.</p> <p>Detailed and appropriate implications for instruction.</p>
<p>Standard 3 Educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners including those with exceptionalities.</p>	<p>Responses for 2 focus students provide:</p> <p>Incomplete or inappropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.</p> <p>Minimal or inappropriate implications for instruction.</p>	<p>Responses for 2 focus students provide:</p> <p>Limited references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.</p> <p>Limited implications for instruction.</p>	<p>Responses for 2 focus students provide:</p> <p>Detailed and appropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.</p> <p>Detailed and appropriate implications for instruction.</p>

Kansas Performance Teaching Portfolio

<p>Focus Area D</p>	<p>Criteria Not Met Ineffective, minimal, little or no evidence</p>	<p>Criteria Partially Met Limited, uneven evidence</p>	<p>Criteria Met Clear and Convincing, appropriate, consistent, effective</p>
<p>Standard 5 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.</p>	<p>Responses provide:</p> <p>Incomplete or inappropriate strategies for the whole class to promote an environment conducive to positive student learning.</p> <p>Inappropriate or no strategies for the selected subgroup to become self-motivated and work productively and cooperatively.</p> <p>Minimal, inappropriate or no strategies for the selected focus students to become self-motivated and work productively and cooperatively.</p>	<p>Responses provide:</p> <p>Limited strategies for the whole class to promote an environment conducive to positive student learning.</p> <p>Limited strategies for the selected subgroup to become self-motivated and work productively and cooperatively.</p> <p>Limited strategies for the selected focus students to become self-motivated and work productively and cooperatively.</p>	<p>Responses provide:</p> <p>Multiple, detailed and appropriate strategies for the whole class to promote an environment conducive to positive student learning. Strategies should address self-motivation, positive relationships, positive classroom behavior, cooperation, and purposeful learning.</p> <p>Detailed and appropriate strategies for the selected subgroup to become self-motivated and work productively and cooperatively.</p> <p>Detailed and appropriate strategies for the selected focus students to become self-motivated and work productively and cooperatively.</p>

Task #2 – Designing Instruction

Task Overview:

Task #2 is about PLANNING a unit of study. The focus of the unit will be on one content area (e.g. science, math, social studies). Choose objectives that are aligned with state standards for the content area and plan a series of lessons that will enable students to achieve those objectives. Within the unit, design lessons including the use of technology, reading strategies, integration of other content, and community resources. Identify and/or design assessments that will verify student achievement of the objectives. Include two (2) detailed lessons that will be video recorded and observed. Include technology and reading strategies at least once within those two plans. Additionally, prepare adaptive plans for each of the two detailed lessons for the two Focus Students identified in task #1. The purpose of this task is to address Focus Areas A, B, and E. Responses to this task will be scored on the extent to which they provide clear, convincing, appropriate, consistent, and effective evidence according to the rubrics at the end of this task.

Composing Response:

The task has been divided into four steps with specific directions and prompts to assist in providing responses. Responses must address all of the prompts for each step and be organized in the four steps below.

Step 1: Grade Level, Content, Topic and Rationale

- **Table 2.1.1**
 - Identify Grade Level, Content, Topic, & Rationale of the Unit

Step 2: Unit Design (including pre-assessment)

- **Table 2.2.1**
 - Identify objectives, state the alignment between objectives and state standards, & list instructional strategies
 - Assessments: provide information on pre-assessment, formative assessment, and summative assessment.
 - Describe factors to consider for differentiation
- **Table 2.2.2**
 - Include use of reading strategies, technology, integration across curriculum, and use of community resources.

Step 3: Detailed Planning (formative and summative assessments)

- **Create and attach TWO detailed lesson plans in Appendix B.**
- **Narrative 2.3.1**
 - Rationale for lesson plan design
- **Table 2.3.2**
 - Adaptive Plans for Focus Students A and B

Step 4: Unit Assessment Plan to Measure Student Learning

- **Provide THREE or more assessments and/or supplemental materials (e.g. rubrics; test keys) in Appendix C**
- **Table 2.4.1**
 - Detailed explanation of assessments and how they will address unit objectives

Helpful Reminders:

When planning Unit Design, consider:

- **Topic Selection:** Select a topic that allows for integration across content.
- **Lesson Duration:** The available time for each lesson; lesson duration should take into consideration content development as well as student motivation and interest.
- **Lesson Variety:** Differentiate for a range of abilities and learning styles. The lesson delivery should be both teacher centered and student centered.
- **Communications Log:** Contacting/planning individuals who may be resources (*students, parents, community members, and other professionals*) during the unit. Record any contact in the Communications Log for Task 4.

When selecting the two detailed lesson plans to feature, consider:

- **Video Recording:** These lessons will be observed and video recorded. Feedback should be provided.
- **Reflection:** Reflect on what occurred including lesson design and delivery and student response to instruction.
- **Differentiated Instruction:** Target activities to the whole class as well as to the focus students selected; take everyone into consideration as these lessons are planned.
- **Technology:** Purposeful use of technology in the lessons. For example, use technology to create activities and research topics; to deliver material to the students; and involve students in using technology.

When planning assessment for focus students, subgroup, and for the whole class, consider:

- **Alignment:** Assessments must align with objectives. *What* will students learn about the unit topic?
- **Objectives:** The objectives must be measurable. *How* will student learning be measured?
- **Assessment:** Vary formative assessments using both formal and informal measures. Summative assessment should align with the content in the pre-assessment to allow for measurement of student growth (see Glossary for assessment definitions).
- **Scoring:** Any assessment must be scored in an ethical manner in order to give all students an opportunity to demonstrate understanding.

Step 1: Grade Level, Content, Topic, and Rationale

Directions: In step 1, identify the grade level, content area, topic and rationale of the unit. The major focus of the unit lessons will be on the content area identified. Specify the overall goals for this unit and the length of time available per lesson. Finally, provide a written rationale for choosing this unit topic, including how it addresses state standards and why it is appropriate at this time. Table 2.1.1 should be limited to one page.

Table 2.1.1 Grade Level, Content, Topic, and Rationale (limited to 1 page)

Category	Description
Grade Level	
Content Area	
Unit Topic	
State Standards Addressed (written format)	
Average Lesson Time	
Why did was this unit topic selected?	
How does this unit address state curriculum standards?	
Why is this unit appropriate at this time?	

Step 2: Unit Design

Directions: In Step 2, provide specific information for the unit plan. Identify the objectives, state the alignment between objectives and state standards, and list the instructional activities/strategies that will be used. Provide information on the assessments to be used (pre-assessment, formative assessment and summative). Describe factors to consider for differentiation. The unit must include the use of technology, reading strategies, integration of content within and across the curriculum, and the utilization of community resources. Identify two of the unit lessons that will be observed and video recorded.

Complete the Unit Design Table 2.2.1 provided. The Unit Design Table 2.2.1 will be limited to four pages. Information will include:

- 1. Unit Objectives:** List each objective and identify the level of learning (e.g. Bloom's Taxonomy) being addressed.
 - Objectives (cognitive, affective and/or psychomotor) need to be written at a variety of levels (e.g. Bloom's Taxonomy).
 - Each objective must be measurable, grade level, age, and developmentally appropriate.
 - An appropriate number of objectives (four to eight) for this unit.
 - Each objective will be assessed and data provided to show the level of student learning on each objective in Task #3.
- 2. Pre-assessment:** Select, implement, and analyze a pre-assessment.
 - Selection: Create, adapt, or use an existing assessment. The pre-assessment should assess the majority (or all if possible) of the objectives.
 - Implementation: Give the assessment and analyze the results prior to teaching lessons.
 - After the pre-assessment is given, analyze and describe any alterations to lessons/unit to reflect what was learned about student knowledge from the pre-assessment.
 - Include a copy of the pre-assessment and answer key/rubric in Appendix A.
- 3. Date:** Include the month and day the teaching will take place for each lesson.
 - One lesson may be taught over several days or more than one lesson may be taught in a single day.
- 4. Lesson Objectives:** Each lesson needs a minimum of one objective.
 - Use the objectives identified at the top of Table 2.2.1. Identify each objective by number.
- 5. Instructional Activities/Strategies:** Identify and describe the instructional activities and strategies used for each lesson.
 - Be sure to include both teacher-centered and student-centered models of instruction.
- 6. Formative Assessment:** Indicate what type of formative assessment is used.
 - The unit must include a minimum of one formal formative and one informal formative assessment.

Kansas Performance Teaching Portfolio

7. **Adaptations/Differentiation:** List the criteria for differentiated instruction that will be used.
 - Differentiation may be provided for whole group, subgroups and/or individuals.
 - Address multiple learning styles and intelligences, accommodate varied levels of reading skills, and/or adapt or modify instruction based upon classroom analysis in task 1.

8. **Identified Lessons:** Indicate which type of lesson is identified using the following code:
 - V – Lessons (must identify two) to be video recorded and observed
 - T – Lesson integrates technology
 - R – Lesson uses reading strategies
 - I – Lesson demonstrates integration of content across and within content fields
 - C – Lesson utilizes community resources

9. **Summative Assessment:** This will be described fully in step 4
 - To facilitate the analysis of student learning, it is recommended that the summative assessment content be aligned with the pre-assessment content.

Table 2.2.1 Unit Design Table (limited to 4 pages)

Obj. No.	Unit Objectives	Level(s) (e.g. Bloom's Taxonomy)
1		
2		
3		
4		
5		
Etc.		
Pre-assessment:		

Kansas Performance Teaching Portfolio

Describe the pre-assessment used		Explain rationale for choosing this assessment		Explain the specific adaptation(s) made for Students A and B OR why no adaptation(s) are needed	Which objectives does this assessment address?	Identify how the assessment will be scored	Describe specific student results and how those results will impact the unit plan
Lesson	Date	V T R I C*	Lesson Objective(s)	Instructional Activities/ Strategies	Formative Assessment (formal/informal)	Describe Specific Adaptations/ Differentiation	
1							
2							
3							
4							
5							
6							
7							
8							
Etc.							
Summative Assessment:							

*V-Lessons (must identify two) to be video recorded and observed; T- Lesson integrates technology; R- Lesson uses reading strategies; I- Lesson demonstrates integration of content across and within content fields; C- Lesson utilizes community resources

Provide a copy of the Pre-assessment document and the corresponding scoring key/rubric in Appendix A.

Please note that video recordings and observation forms are NOT submitted with final KPTP for confidentiality purposes.

Directions: Compose a narrative response to the series of questions regarding the unit design. This table should be limited to two pages.

Table 2.2.2 Unit Design Narrative (limited to 2 pages)

Why are the objectives appropriate?	
Why are the lessons sequenced in this manner?	
Why were these instructional strategies/activities selected?	
How do the instructional strategies/activities address the learning objectives for this unit?	
How will a variety of levels of thinking skills be addressed (e.g., Bloom’s Taxonomy)? Give specific examples of use.	
Explain the reading strategies that will be used throughout the unit. Give specific examples. (Remember that using text is not a reading <u>strategy</u>)	
What resources will be needed for this unit (include school <u>and</u> community resources)?	
How will technology be integrated within the unit? Explain both teacher use and student use.	
How does the unit demonstrate integration of content across <u>and</u> within content fields?	
How does the unit demonstrate both teacher-centered and student-centered instructional strategies?	

Step 3: Detailed Planning

Part 1 - Focus Lesson Plans 1 and 2

Directions: In step 3, create and attach two detailed lesson plans in Appendix B. Use any lesson plan format that is comfortable so long as it includes the information listed below. Both of the lessons will be video recorded, so make plans now to have a camera available (see *Video Recording Guidelines* in the Assessment Overview). Also note that teacher-centered and student-centered models of instruction should be evident in at least one lesson. A specific and appropriate reading strategy must be included in at least one lesson. At least one lesson must show integration within and across content fields. Technology must also be used in at least one of the lesson plans. Include a copy of the lesson plans in the appendix.

Make certain to include the following information in each lesson plan [maximum 2 pages each].

- Topic selected
- Curriculum standards addressed
- Lesson objectives identified by number from Table 2.2.1
- Connection to student background knowledge
- Assessment for lesson objectives
- Model(s) of instruction used
- Level of Understanding (e.g., Bloom's Taxonomy)
- Differentiated Instruction
- Reading Strategy
- Technology Use
- Community Resources
- Materials
- Integration within and across content fields

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Directions: Respond to the following questions to elaborate on the focus lesson plans.

Narrative 2.3.1 Lesson Plan Design (limited to 2 pages)

Question	Lesson Plan 1	Lesson Plan 2
What will the students entering this lesson already know about the topic?		
What type of assessment was chosen? Why?		
How were the specific differentiated activities needed to adapt/accommodate for individual learning needs for the Whole Class, Subgroup, and Focus Students determined?		
Why was the specific reading strategy(ies) identified in the plan chosen?		
How is critical thinking and problem solving addressed in the lesson plans?		
How does the technology utilized enhance student learning?		
Discuss specific classroom routines and procedures that will be in place with this lesson to maximize instructional time.		
How will the active and equitable participation of all students during this lesson be ensured?		
How does the lesson demonstrate teacher-centered and student-centered instructional strategies?		

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Part 2 – Adaptations to Lesson Plans for Focus Students

Part 2 Directions: Consider Focus Students A and B from Task 1 and the implications for their instruction. For these two focus students, determine and describe what specific adaptations/accommodations will be made to each detailed lesson. If it is determined that no adaptations are necessary, indicate that decision and explain the reasoning. If the adaptations provided include the use of a paraprofessional, describe their role in the lesson delivery. Complete Table 2.3.2 below. This response limited to one page.

Table 2.3.2 Adaptive Plans (limited to 1 page)

PLAN FOR INSTRUCTION	LESSON PLAN 1		LESSON PLAN 2	
	STUDENT A	STUDENT B	STUDENT A	STUDENT B
What specific adaptations/modifications to the instructional plan are needed? Why are these adaptations appropriate for the student? <i>If adaptations are determined to be unnecessary, identify the part(s) of the plan that will not be adapted (if any). Why are adaptations/modifications not needed?</i>				

Step 4 – Unit Assessment Plan to Measure Student Learning

Directions: This section focuses on the assessment plan for the unit. Provide the following evidence:

- Describe one informal formative assessment that was used in this unit. If applicable, place it in Appendix C
- Provide a copy of one formal formative assessment and the corresponding rubric or scoring key in Appendix C.
- Keep in mind that a variety of assessment formats is recommended.
- Describe the minimum level of performance expected for all students to achieve on the summative assessment.
- Provide a copy of the summative assessment and the corresponding scoring key/rubric in Appendix C

Table 2.4.1 Unit Assessment Design Table (limited to 2 pages)

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	Describe the assessment to be used	Explain rationale for choosing this assessment	Explain the specific adaptation(s) made for Students A and B OR why no adaptation(s) are needed	Which objectives does this assessment address?	Identify how the assessment will be scored	Describe how specific student results will impact the unit plan
Formative Assessment <i>- Informal</i>						
Formative Assessment <i>- Formal</i>						
Summative Assessment						
What is the minimum level of performance expected of all students to achieve on the summative assessment?						
Are any differences in performance expected between the subgroup described in Task 1 and the remainder of the class? Explain.						

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**CHECKLIST OF TASK #2
DESIGNING INSTRUCTION**

STEP	REQUIREMENT (What to do)	REQUIRED MATERIALS (What to submit)
1. Grade Level, Content, Topic, and Rationale	<ul style="list-style-type: none"> <input type="checkbox"/> Select a content area and unit topic <input type="checkbox"/> Complete Table 2.1.1 	<ul style="list-style-type: none"> <input type="checkbox"/> Table 2.1.1 Grade Level, Content, Topic and Rationale [1 page]
2. Unit Design	<ul style="list-style-type: none"> <input type="checkbox"/> Design a preassessment to be given to class <input type="checkbox"/> Implement preassessment <input type="checkbox"/> Analyze data and determine what changes need to be made to unit design <input type="checkbox"/> Provide specific information for the Unit Design, Complete Table 2.2.1 <input type="checkbox"/> Complete a Unit Design Narrative, Complete Table 2.2.2 	<ul style="list-style-type: none"> <input type="checkbox"/> Preassessment document and scoring key or rubric in Appendix A <input type="checkbox"/> Table 2.2.1 Unit Design Table [4 pages] <input type="checkbox"/> Table 2.2.2 Unit Design Narrative [2 pages]
3. Detailed Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Plan two detailed lessons for the whole class that will be video recorded and observed *please note that the video recordings or observation verification forms will NOT be submitted with final KPTP for confidentiality reasons. <input type="checkbox"/> Respond to the questions in the Lesson Plan Design Table 2.3.1 <input type="checkbox"/> Determine and describe adaptations to each detailed lesson plan for Focus Students A and B, Table 2.3.2 	<ul style="list-style-type: none"> <input type="checkbox"/> Two complete Lesson Plans (in Appendix B) [2 pages each] <input type="checkbox"/> Table 2.3.1 Lesson Plan Design [2 pages] <input type="checkbox"/> Table 2.3.2 Adaptive Plans [1 page]
4. Unit Assessment Plan to Measure Student Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Select/create, formative assessments and a summative assessment with rubrics or scoring key that focuses on the unit designed for the whole class, Complete Table 2.4.1 	<ul style="list-style-type: none"> <input type="checkbox"/> Table 2.4.1 Unit Assessment Design Table [2 pages] <input type="checkbox"/> Informal Formative Assessment Document (if applicable in an appendix C) <input type="checkbox"/> Formal Formative Assessment Document and scoring key or rubric (in Appendix C) <input type="checkbox"/> Summative Assessment Document and scoring key or rubric (in Appendix C)

Maximum [12 pages] excluding appendices

Scoring Rubric
Task # 2 - Designing Instruction

Focus Area A	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 1 Educator demonstrates the ability to use central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.</p>	<p>Objectives are not grade level and age appropriate; are not tied to curricular standards.</p> <p>Objectives do not accurately include major concepts of the discipline.</p> <p>Instructional activities provide minimal opportunities to make subject matter meaningful for all students.</p>	<p>Objectives are unevenly tied to curricular standards and grade level appropriate or inaccurate connections are made.</p> <p>A limited number of the objectives include major concepts of the discipline.</p> <p>Instructional activities create limited opportunities that make subject matter meaningful for all students.</p>	<p>The majority of the objectives are grade level and age appropriate; are clearly tied to curricular standards.</p> <p>Objectives accurately include major concepts of the discipline.</p> <p>Instructional activities consistently create opportunities that make subject matter meaningful for all students.</p>
<p>Standard 2 Educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.</p>	<p>The instructional design does not demonstrate an understanding of how individuals learn and the range of individual variations within the classroom.</p> <p>The instructional design does not include instructional activities that are developmentally appropriate and does not have appropriate adaptations to meet the needs of all learners.</p>	<p>The instructional design addresses limited understanding of how individuals learn and the range of individual variations within the classroom.</p> <p>The instructional design includes limited instructional activities that are developmentally appropriate and/or has limited or inappropriate adaptations to meet the needs of all learners.</p>	<p>The instructional design is appropriate and addresses how individuals learn and the range of individual variations within the classroom.</p> <p>The instructional design includes instructional activities that are developmentally appropriate and has appropriate adaptations to meet the needs of all learners.</p>

Kansas Performance Teaching Portfolio

Focus Area B	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 3 Educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners including those with exceptionalities.</p>	<p>The instructional design provides minimal variety in or equitable approaches to learning opportunities.</p> <p>The instructional design contains no adaptations and differentiations.</p>	<p>The instructional design is limited in providing different or equitable approaches to learning.</p> <p>The instructional design includes partially appropriate adaptations or differentiations.</p>	<p>The instructional design provides different approaches to learning, as well as equitable opportunities for all students.</p> <p>The instructional design includes clear evidence of appropriate adaptations and differentiations to meet the needs of all students.</p>
<p>Standard 4 Educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p>	<p>The instructional design does not include a variety of appropriate instructional activities and strategies and does not include both teacher-centered and student-centered models of instruction.</p> <p>The instructional design does not incorporate instructional strategies that require critical thinking and problem solving.</p>	<p>The instructional design identifies limited variety of appropriate instructional activities and strategies and may fail to include both teacher-centered and student-centered models of instruction.</p> <p>The instructional design incorporates instructional strategies that require critical thinking and problem solving, but they are not tied to the unit objectives.</p>	<p>The instructional design identifies a variety of appropriate instructional activities and strategies and includes both teacher-centered and student-centered models of instruction.</p> <p>The instructional design incorporates appropriate instructional strategies that require critical thinking and problem solving related to the unit objectives.</p>

Kansas Performance Teaching Portfolio

Focus Area B	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 7 Educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.</p>	<p>The instructional design is not based on student knowledge, community resources, and/or subject matter.</p> <p>The instructional design does not create a bridge between curriculum goals and students' experiences.</p> <p>No alignment exists between objectives, instructional activities and assessments.</p> <p>Reading strategies are not used in the unit.</p>	<p>The instructional design is partially based on student knowledge, community resources, and/or subject matter.</p> <p>The instructional design creates a limited connection between curriculum goals and students' experiences.</p> <p>While some alignment exists, it is unevenly aligned between objectives, instructional activities <u>and</u> assessments.</p> <p>Reading strategies are described in the overall unit plan but are limited in enhancing instruction.</p>	<p>The instructional design is based on student knowledge, community resources, and subject matter.</p> <p>The instructional design creates an effective bridge between curriculum goals and students' experiences.</p> <p>The alignment between objectives, instructional activities <u>and</u> assessments is clear.</p> <p>Reading strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed reading strategy that enhances the content.</p>
<p>Standard 11 Educator understands the ability to integrate across and within the content fields to enrich curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.</p>	<p>The instructional design does not integrate content across or within field.</p>	<p>There is limited evidence that the instructional design creates learning experiences which integrate content within and across subject areas.</p>	<p>There is clear evidence that the instructional design creates learning experiences which integrate content within and across subject areas.</p>

Kansas Performance Teaching Portfolio

Focus Area B	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 12 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.</p>	<p>Teacher use of technology is not evident in the instructional design or is not effective.</p> <p>Student use of technology is not evident in the instructional design or is not used effectively.</p> <p>Technology strategies are not used in the unit.</p>	<p>Teacher use of technology is evident in the instructional design; however effectiveness is limited.</p> <p>Student use of technology is evident in the instructional design; however effectiveness is limited.</p> <p>Technology strategies are described in the overall unit plan.</p>	<p>Effective teacher use of technology is evident in the instructional design and clearly enhances instruction.</p> <p>Effective student use of technology is evident in the instructional design and clearly enhances student learning.</p> <p>Technology strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed technology strategy that enhances the content.</p>
Focus Area E	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 8 Educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</p>	<p>The instructional design includes pre-assessments and summative assessments that do not align with the unit objectives.</p> <p>The instructional design does not have formative assessments that are aligned to the unit's objectives.</p> <p>The assessment plan does not include a description of how the results of the assessments will be used.</p> <p>Neither detailed lesson plan includes formative assessments or adaptations.</p>	<p>The instructional design includes pre-assessments and/or summative assessments that align with the objectives.</p> <p>The instructional design has some formative assessments that are partially aligned to the unit's objectives.</p> <p>The assessment plan includes a limited description of how the assessment results will be used.</p> <p>One of the two detailed lesson plans includes formative assessments and/or adaptations.</p>	<p>The instructional design includes pre-assessments and summative assessments that align with unit objectives.</p> <p>The instructional design has formative assessments that are clearly aligned to all of the unit's objectives.</p> <p>The assessment plan includes a clear description of how the results of the assessments will be used.</p> <p>Each of the two detailed lesson plans includes formative assessments and adaptations or gives an explanation why they are not necessary.</p>

Task #3 – Teaching and Learning

Task Overview

Task 3 is all about IMPLEMENTATION: teaching, learning and improving professional practice. In this task, the candidate will demonstrate an ability to implement an instructional unit (developed in Task 2) and then analyze and reflect on teaching. Keep a daily teaching reflection log of lessons to be completed following each day's lesson (Step 1). Within this log, pay particular attention to the focus students who were previously identified and respond to specific prompts regarding these students. In Step 2 of this task, the observation, video recording, and narrative reflection on the two detailed unit lessons provided in Task 2 will take place. Again, respond to specific prompts for this section. In the final step of this task, analyze the assessment plan. Analyzed data from the pre-assessment should be used to inform the instructional unit for Task 2 and then implemented here in Task 3. This step requires that assessment data, analysis, and interpretation are provided for pre-assessment, formative assessments, and summative assessment in relation to the unit objectives. The purpose of this task is to address Focus Areas C, D, and E.. Responses to this task will be scored on the extent to which they provide clear, convincing, appropriate, consistent, and effective evidence according to the rubrics at the end of this task.

Composing Response:

This Task has been divided into three steps. Tables and narrative responses will be completed and submitted for each step as identified below. Attach additional documents where required.

Step 1: Daily Teaching Reflection

- **Table 3.3.1**
 - Provide descriptions, analysis, and reflection on: plans for Instruction, performance of the lesson, and implications for future instruction.
 - Address prompts for Focus Students A and B.

Step 2: Lesson Observation and Reflection

- **Video recording AND observation by supervisor for focus lessons 1 & 2**
- **Table 3.2.1**
 - Address both Instructional Strategies AND Classroom Learning Environment prompts in reflection for each lesson.

Step 3: Assessment

- **Table 3.3.1**
 - Report data from pre-assessment, formative assessment, AND summative assessment.
 - Discuss interpretation of the data for each assessment.
 - Provide overall summary of data for the Whole Class, Focus Students, AND the Subgroup.
- **Table 3.3.2a**
 - Chart/Table/Graphs of disaggregated data for Pre-assessment.
- **Table 3.3.2b**
 - Chart/Table/Graphs of disaggregated data for Summative Assessment.

Kansas Performance Teaching Portfolio

Helpful Reminders:

When analyzing unit lessons, consider...

- Completing the daily teaching reflection log each day rather than waiting for a later time to construct responses.
- Make sure the daily log shows analysis and reflection and is not just a restatement of what happened for that lesson.
- Record any communications with individuals who are resources (*students, parents, community members, and other professionals*) in the Communications Log for Task #4.

When video recording detailed lessons, consider...

- Selecting lessons where there will be teaching to observe on the video. (an assessment day where students sit quietly and take a test would not be a good selection).

When analyzing focus students' work, consider ...

- Utilizing the focus prompts to guide responses.
- Consulting support staff to provide additional strategies for working with these students.

When displaying assessment results for the unit, consider...

- Selecting contextual factors that make sense for the group of students.
- Select the most appropriate form to display the data using a chart, table, or graph and present information in a way that is clear and easy to read.
- Completing the preassessment prior to developing the Unit plans.
- Showing how the data was analyzed and utilized.

Step 1: Daily Teaching Reflection

Directions: In this task, the unit created in Task 2 will be implemented and performed. After teaching each day, provide descriptions, analysis, and reflections that respond to the following questions using Table 3.1.1. In the reflections, address the prompts for Focus Students A & B. The overall Daily Teaching Reflection Log should be limited to no more than four pages.

Focus Prompts: The following questions refer to the Unit Design created in Task 2.

- Were the lesson plans for the day followed, or were adjustments made? Explain response.
- How well did the lesson go?
 - What went well?
 - What did not go well?
- How effective were the plans for instruction?
 - Did students meet each objective that was set for this lesson? Explain response.
 - Describe how lesson strategies were effective in eliciting student learning?
- Describe the implications for future instruction based on analysis.

Focus Prompts: For Focus Students A and B address the following questions (when most appropriate):

- How were pre-assessment results used to inform instruction for each student in this unit?
- How were formative assessments used to inform instruction for each student?
- Was the plan for adaptations successful for the achievement of the unit objectives for each student? Explain.

Table 3.1.1 Narrative Daily Teaching Reflection Log (limited to 4 pages)

Day 1:
Day 2:
Day 3:
Day 4:....Continue to reflect for each day of the unit ...

**Step 2: Lesson Observation and Reflection
(Observed and Video Recorded)**

Directions: Focus Lessons 1 & 2 selected in Task 2 ***NEED*** to be video recorded **and** observed by the university supervisor or an administrator. An Observation Verification Form is located in Appendix C and must be used by the university supervisor or administrator. Make two copies of the form to be used. Review the videotape to help analyze and reflect on the lesson. After each of the video recorded lessons is reviewed, answer the following reflection questions for each of the lessons using the table below (Table 3.2.1). **Remember at least one of the observed video-recorded lessons needs to have integration within and across content fields, at least one must include a specific and appropriate reading strategy, and at least one must demonstrate the use of technology (could be the same lesson). Overall response should be limited to three pages.**

Questions for Reflection: Respond to the questions below for **each** of the video-recorded lessons based on viewing the video recording and feedback received on the observation verification form. (Include evidence/examples from the video recording when appropriate.)

Table 3.2.1 Narrative Reflection of Video Recorded and observed Lessons 1 & 2 (limited to 2 pages)

Instructional Strategies Questions	Lesson 1	Lesson 2
Overall, how did the instructional strategies for the lesson positively impact learning for all students? How do you know students met or did not meet the objective(s)? <i>Justify response with specific examples/evidence from the video.</i>		
In what ways was the use of instructional strategies to address the diverse cognitive, emotional, and social needs of all students successful? <i>Provide specific examples.</i>		

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Instructional Strategies Questions	Lesson 1	Lesson 2
Describe how students were meaningfully engaged in active inquiry and higher level thinking.		
How were instructional strategies effective in providing equitable learning opportunities for all students? <i>Provide specific examples.</i>		
Was integration within and across content fields successful? <i>Provide specific examples.</i>		
Classroom Learning Environment Questions	Lesson 1	Lesson 2
Describe how a variety of verbal and nonverbal communication techniques were used to foster active inquiry, collaboration, and supportive interaction in the classroom. <i>Provide specific examples.</i>		
How conducive was the overall classroom learning environment in supporting positive social interaction, equitable engagement, and self-motivation? <i>Provide specific examples.</i>		

Step 3: Assessment

Directions: Report the data (e.g. percents) and discuss (using Table 3.3.1) the interpretation of the data from the pre-assessment, formative assessments, and summative assessment. Use the following prompts to guide responses. In reporting the data, provide an overall summary of class performance as well as disaggregated by previously identified Subgroup and Focus Students from Task 1. Overall response should be limited to no more than three pages.

Pre-assessment

- Disaggregate data for the Whole Class, Subgroup, and Focus Students in chart/graph/table form.
- Analyze pre-assessment results.
- Discuss the results in reference to each learning objective(s).
- Describe how pre-assessment data was used to proceed with instruction for all students.
- What is the plan to differentiate for all learners?

Formative

- Analyze formative assessment results.
- Discuss results in reference to each learning objective(s). Which students did not learn what was intended they learn? Discuss adaptations based on the results of formative assessments.
- Identify differentiation implemented to help all students meet the goals and objectives of this unit.

Summative

- Disaggregate and analyze (in chart/graph/table form for the Whole Class, Subgroup, and Focus Students) results. What did the disaggregated data reveal?
- Discuss the results in reference to the learning objectives.
- Did all students learn what was intended they learn? Explain.

Kansas Performance Teaching Portfolio

Table 3.3.1 Narrative Reflection of Preassessment, Formative Assessments, and Summative Assessment (limited to 3 pages)

Pre-assessment	
Overall analysis of results.	
Discuss the results in reference to the learning objectives.	
Describe how pre-assessment data was used to proceed with instruction for all students.	
What is the plan to differentiate for all learners?	
Formative Assessment	
Overall analysis of results.	
Discuss the results in reference to the learning objectives. Are students learning what was intended they learn?	
Discuss any adaptations based on the results of formative assessments.	
Identify differentiation needed to help all students meet the goals and objectives of this unit.	

Kansas Performance Teaching Portfolio

Summative Assessment	
What did the disaggregated data of the assessment reveal?	
Discuss the results in reference to the learning objectives.	
Did all students learn what was intended they learn? Explain.	

Table 3.3.2a Chart/Table/Graphs of disaggregated data for the Preassessment (limited to one page)

Due to the varied nature of data collected by the teacher candidates, each **candidate is asked to create a chart/table/graph** that includes data for the Whole Class, Subgroup, and Focus Students. Title the table/chart/graph and use labels to accurately portray the data.

Table 3.3.2b Chart/Table/Graph of disaggregated data for the Summative Assessment (limited to one page)

Due to the varied nature of data collected by the teacher candidates, each **candidate is asked to create a chart/table/graph** that includes data for the Whole Class, Subgroup, and Focus Students. Title the table/chart/graph and use labels to accurately portray the data.

Kansas Performance Teaching Portfolio

**CHECKLIST FOR TASK #3:
TEACHING AND LEARNING**

STEP	REQUIREMENT (What to do)	REQUIRED MATERIALS (What to submit)
1. Daily Teaching Reflection	<ul style="list-style-type: none"> <input type="checkbox"/> Teach each lesson of the unit created in Task 2 and reflect each day on the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Table 3.1.1 Narrative Daily Teaching Reflection [4 pages]
2. Lesson Observation and Reflection	<ul style="list-style-type: none"> <input type="checkbox"/> Video record Detailed Lessons #1 & #2 <input type="checkbox"/> Coordinate with “supervisor” to observe lessons <input type="checkbox"/> Reflect on each of the lessons 	<ul style="list-style-type: none"> <input type="checkbox"/> Table 3.2.1 Narrative Reflection of Video Recorded Lessons 1 & 2 [2 pages]
3. Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct pre-assessment <input type="checkbox"/> Conduct formative assessments <input type="checkbox"/> Conduct summative assessment <input type="checkbox"/> Analyze data from all assessments <input type="checkbox"/> Reflect on data 	<ul style="list-style-type: none"> <input type="checkbox"/> Table 3.3.1 Narrative Reflection of Pre-assessment, Formative Assessments, and Summative Assessment [3 pages] <input type="checkbox"/> Chart/Table/Graph of Disaggregated Data for Pre-assessment (list as Table 3.3.2a) [1 page] <input type="checkbox"/> Chart/Table/Graph of Disaggregated Data for Summative Assessment (list as Table 3.3.2b) [1 page]

Maximum [11 pages]

Task #3 - Teaching and Learning

<p>Focus Area C</p>	<p>Criteria Not Met Ineffective, minimal, little or no evidence</p>	<p>Criteria Partially Met Limited, uneven evidence</p>	<p>Criteria Met Clear and Convincing, appropriate, consistent, effective</p>
<p>Standard 4 Educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p>	<p>Minimal teaching and learning strategy used, or strategies are not appropriate for students' diverse contextual factors and reading abilities.</p> <p>Minimal teaching and learning strategies used or strategies do not meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Instructional strategies used are not aligned with content and learning objectives being taught.</p> <p>Does not monitor student learning.</p> <p>Students are not engaged in active inquiry or higher level thinking.</p>	<p>Limited number of teaching and learning strategies used but are not always appropriate for students' diverse contextual factors and reading abilities.</p> <p>Limited number of teaching and learning strategies used, but strategies do not consistently meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Instructional strategies are aligned with content but not all learning objectives being taught OR Instructional strategies are aligned with learning objectives, but not appropriate for the content being taught</p> <p>Monitors student learning, but does not adjust instructional strategies in response to learner feedback.</p> <p>Students are engaged in active inquiry, but not higher level thinking OR students are engaged in higher level thinking, but not active inquiry.</p>	<p>Uses a variety of teaching and learning strategies that are appropriate for students' diverse contextual factors and reading abilities.</p> <p>Uses multiple teaching and learning strategies to meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Uses instructional strategies that are aligned with content and learning objectives being taught.</p> <p>Monitors and adjusts strategies in response to learner feedback (pre-assessment data, formative assessments)</p> <p>Uses teaching practices to meaningfully engage students in active inquiry and higher level thinking (i.e. questioning concepts, developing learning strategies, seeking resources, conducting independent investigations)</p>

Kansas Performance Teaching Portfolio

<p>Standard 11 Educator understands the ability to integrate across and within the content fields to enrich curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.</p>	<p>The ability to integrate across and within content fields is not demonstrated.</p>	<p>Demonstrates the ability to integrate across or within the content fields but integration does not support learning.</p>	<p>Demonstrates the ability to integrate across and within content fields. Integration supports learning.</p>
<p>Standard 12 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.</p>	<p>Does not incorporate technology</p>	<p>Incorporates technology and justifies its enhancement of instructional practices, but does not help all students use instructional technology effectively OR helps all students use instructional technology effectively, but use did not enhance instruction OR infrequent use of technology with little impact on student learning</p>	<p>Incorporates technology and justifies the use of technology to enhance instructional practices, and help all students use instructional technology effectively.</p>
<p>Focus Area D</p>	<p>Criteria Not Met Ineffective, minimal, little or no evidence</p>	<p>Criteria Partially Met Limited, uneven evidence</p>	<p>Criteria Met Clear and Convincing, appropriate, consistent, effective</p>
<p>Standard 5 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.</p>	<p>No clear evidence to support maintaining an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students.</p> <p>A minimal range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom were used and not all were effective.</p>	<p>Limited evidence to support maintaining an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students.</p> <p>A range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom were used, but not all were effective.</p>	<p>Maintains an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students.</p> <p>Uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom</p>

Kansas Performance Teaching Portfolio

Focus Area E	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 8 Educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</p>	<p>Variety of assessment techniques are not evident. Variety of assessment types are not evident.</p> <p>Data are <u>not</u> disaggregated or used to improve instruction OR data are <u>not</u> provided</p> <p>Assessment is <u>not</u> used to inform or improve instruction for focus students</p>	<p>More than one type of assessment is given, but there is no evidence showing that resulting data were used to improve instructional practice</p> <p>Data are disaggregated, but not used to inform or improve instruction</p> <p>Assessment is used and explained, but did not address the two focus students' needs; OR did not result in relevant modification; OR assessment is used and explained for only one focus student</p>	<p>Used a variety of informal and formal assessment techniques (i.e. portfolios, multiple choice, short answer, essay, observations, performance assessments, student self-reflections)</p> <p>Disaggregated data were analyzed, and assessment results used to inform and improve instruction</p> <p>As a result of assessment results, monitors teaching strategies in relation to focus students' success; modifies plans and instructional approaches accordingly.</p>
Focus Area F	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 9 Educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions students.</p>	<p>Reflection demonstrates a minimal or ineffective ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording minimally identifies the positive impact for learning in regard to the</p>	<p>Reflection demonstrates a limited ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording is limited in identifying the positive impact for learning in regard to the</p>	<p>Reflection demonstrates a consistent and thorough ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording clearly and effectively identifies the positive impact for learning in regard to the</p>

Kansas Performance Teaching Portfolio

	<p>instructional strategies used. Or reflection is absent.</p> <p>Reflection of the lesson observation/video recording minimally identifies the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates a minimal or nonexistent reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students.</p>	<p>instructional strategies used.</p> <p>Reflection of the lesson observation/video recording is limited in identifying the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates a limited reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students.</p>	<p>instructional strategies used.</p> <p>Reflection of the lesson observation/video recording clearly and effectively identifies the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates an effective and convincing reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students.</p>
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Task #4 – Reflection and Professionalism

Task Overview

Task 4 is all about REFLECTION on professional practice. Analyze the effects of instruction on student learning and determine which objectives were most successful and which were least successful. Reflect on strategies for improvement in future instruction as well as professional growth. The purpose of this task is to address Focus Area F. Responses to this task will be scored on the extent to which they provide clear, convincing, appropriate, consistent, and effective evidence according to the rubrics at the end of this task.

Composing Response:

This task has been divided into three steps. Tables and narrative responses will be completed and submitted for each step as identified below.

Step 1: Reflection on Learning Objectives

- **Narrative 4.1.1**
 - Reflect on TWO most successful learning objectives
 - Reflect on TWO least successful learning objectives

Step 2: Reflection on Future Professional Development

- **Narrative 4.2.1**
 - Reflect on TWO aspects of teaching to improve
 - Include potential professional learning activities

Step 3: Professionalism

- **Table 4.3.1**
 - Provide a contact from each category: Students, Parents, Community Members, and Other Professionals
- **Narrative 4.3.2**
 - Reflect on the impact that communication with members of the community had on teaching.

Helpful Reminders:

When reflecting on lessons and assessments, consider...

- The rationale for success and lack of success of student learning objectives.
- Improvements that could be made to lesson planning and future teaching.
- The impact these improvements could have on anticipated professional growth activities.

When constructing communication log, consider...

- Completing the log as events occur as opposed to trying to construct the chart from memory.

Step 1: Reflection on Learning Objectives

Directions: Respond to the following in narrative form. Overall response should be limited to two pages.

- Based on the analysis of assessment results from Task 3, identify the two learning objectives (by number from Table 2.2.1) from the unit where students were most successful and provide a reflection that gives more than one reason for each of the successes identified.
- Utilize objectives, adaptations, instruction, and assessment along with student characteristics and other contextual factors to develop the reflection. Also discuss at least two things that could be done differently in the future to extend these successes to continue students' academic growth.
- Based on analysis of all the assessment results from Task 3, identify the two learning objectives from the unit where students were least successful and provide a reflection that gives more than one reason for the identified lack of success for each.
- Utilize objectives, adaptations, instruction, and assessment along with student characteristics and other contextual factors to develop the reflection.
- Discuss at least two things that could be done differently in the future to improve student performance.
- Based on the analysis of assessment results, what other conclusions could be made about the students' learning?
- Based on the analysis of assessment results, how did making adaptations to instruction ultimately affect student learning?

Narrative 4.1.1 Reflection on Learning Objectives (limited to 2 pages)

Based on the analysis of all the assessment results, identify TWO learning objectives from the unit where students were most successful.	Give more than one reason for each of the successes identified.	Discuss at least TWO things to do differently in the future to extend these successes to continue students' academic growth.
Objective 1:		
Objective 2:		

Kansas Performance Teaching Portfolio

Based on the analysis of all the assessment results, identify TWO learning objectives from the unit where students were least successful.	Give more than one reason for the identified lack of success for each.	Discuss at least TWO things to differently in the future to improve students' performance.
Objective 1:		
Objective 2:		
Based on the analysis of assessment results, what other conclusions could be made about the students' learning?		
Based on the analysis of assessment results, how did making adaptations to instruction ultimately affect student learning?		

Step 2: Reflection on Future Professional Development

Directions: Respond to the following in narrative form. The overall response should be limited to one page.

- In narrative form, reflect on teaching this unit and identify at least two aspects of instruction that could be improved. Provide reasoning. What specific professional development opportunities/activities will help to acquire that knowledge or skill?

Narrative 4.2.1 Reflection on Future Professional Development (limited to 1 page)

Identify at least TWO aspects of instruction that could be improved. Explain reasoning.	What specific professional development opportunities/activities will help to acquire that knowledge or skill?
Aspect 1:	
Aspect 2:	

Step 3: Professionalism

Directions: Using the tables below, respond to the following prompts. The overall response should be limited to three pages.

1. Provide a table of communications made to members of the learning community (*students, parents, community members, and other professionals*). Indicate who was contacted, the reason, etc. (see examples below). Provide at least one contact for each of the four categories of the learning community listed above. **The contact with a community member must come from beyond the schools within the district.**

Kansas Performance Teaching Portfolio

Table 4.3.1 Communication Log (limited to 2 pages)

Date	Person Contacted	Method of Contact	Reason for Contact	Result or Impact on Instruction	Follow Up (if necessary)
Example: Aug. 31	J's mother	Email	"J" saw another student being bullied. "J" intervened on behalf of the bullied student.	Mother was excited; will mention event to student this evening	Student of the Day Certificate.
Example: August 31	City's Public Librarian	Personal conversation	Teaching a unit on the impact of the Civil War; needed trade books and resources to prepare and implement the unit of study	Multiple resources available to myself and the students to ensure a variety of reading levels and a variety of genre. Students gained insight and knowledge pertinent to the Civil War.	N/A Not Applicable

Directions: Reflect on the communication log and the impact it had on the overall unit. The overall response should be limited to one page.

Narrative 4.3.2 Reflection on Impact of Communications (limited to 1 page)

Taking into consideration all of the contacts in the log, reflect on the impact these contacts had on the delivery of the unit plan.

Kansas Performance Teaching Portfolio
**CHECKLIST FOR TASK #4:
 REFLECTION AND PROFESSIONALISM**

STEP	REQUIREMENT (What to do)	REQUIRED MATERIALS (What to submit)
1. Reflection on Learning Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> Select two successful learning objectives and two least successful learning objectives and reflect on reasons for each <input type="checkbox"/> Discuss at least two things to do differently in the future. <input type="checkbox"/> Reflect on student learning. <input type="checkbox"/> Reflect on how adapting instruction affected student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Narrative 4.1.1 Reflection on Learning Objectives [2 pages]
2. Reflection on Future Professional Development	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on implications for future professional growth 	<ul style="list-style-type: none"> <input type="checkbox"/> Narrative 4.2.1 Reflection on Future Professional Development [1 page]
3. Professionalism	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain a log of professional communications <input type="checkbox"/> Reflect on the log of communications 	<ul style="list-style-type: none"> <input type="checkbox"/> Table 4.3.1 Communication Log [2 pages] <input type="checkbox"/> Narrative 4.3.2 Reflection on Impact of Communications [1 page]

Maximum [6 pages]

Kansas Performance Teaching Portfolio
Scoring Rubric
Task #4 - Reflection and Professionalism

Focus Area F	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective
<p>Standard 9 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 out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation).</p>	<p>Reflection does not identify learner objectives where students were successful and/or provides no rationale for success.</p> <p>Reflection does not identify learner objectives where students were less than successful and/or provides no rationale for lack of success.</p> <p>Reflection does not identify or discuss strategies to extend instruction for successful learner objectives.</p> <p>Reflection does not identify or discuss strategies to improve instruction on less than successful learner objectives.</p> <p>Adaptations for instructional changes were insufficient or missing.</p> <p>No goals for professional growth were identified, OR goals did not emerge from teaching the unit.</p>	<p>Reflection identifies one learner objective where students were successful and provides rationale for success.</p> <p>Reflection identifies one learner objective where students were less than successful and provides rationale for lack of success.</p> <p>Reflection identifies and discusses one strategy to extend instruction for successful learner objectives.</p> <p>Reflection identifies and discusses one strategy to improve instruction on less than successful learner objectives.</p> <p>Limited adaptations for instructional changes were identified with minimal discussion provided.</p> <p>One goal for professional growth that emerged from teaching this unit was identified.</p>	<p>Reflection identifies two learner objectives where students were successful and provides rationale for success.</p> <p>Reflection identifies two learner objectives where students were less than successful and provides rationale for lack of success.</p> <p>Reflection identifies and discusses two or more strategies to extend instruction for successful learner objectives.</p> <p>Reflection identifies and discusses two or more strategies to improve instruction on less than successful learner objectives.</p> <p>Multiple adaptations for instructional changes were provided and discussed.</p> <p>Two goals for professional growth that emerged from teaching this unit were identified.</p>

Kansas Performance Teaching Portfolio

<p>Standard 10 Educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.</p>	<p>Documentation provides limited or no information on communication with students, parents, community members and other professionals or omits one or more categories.</p> <p>Reflection on the impact of communications made in regard to student learning is insufficient or missing.</p>	<p>Documentation provides a general description of communication with students, parents, community members and other professionals.</p> <p>Minimal reflection on the impact of communications made in regard to student learning is provided.</p>	<p>Documentation provides a specific description of communication with students, parents, community members and other professionals.</p> <p>Insightful reflection on the impact of communications made in regard to student learning is provided.</p>
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Appendix A

Kansas State Department of Education Professional Education Standards

KSDE Professional Education Standard 1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

KSDE Professional Education Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

KSDE Professional Education Standard 3: 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 that are adapted to diverse learners, including those with exceptionalities.

KSDE Professional Education Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

KSDE Professional Education Standard 5: 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 Professional Education Standard 6: 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 Professional Education Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

KSDE Professional Education Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

KSDE Professional Education Standard 9: 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 out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation).

KSDE Professional Education Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being

KSDE Professional Education Standard 11: The educator understands the ability to integrate across and within the content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

KSDE Professional Education Standard 12: 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 Professional Education Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Appendix B

Kansas Performance Teaching Portfolio Glossary of Terms

For the purpose of the Kansas Performance Teaching Portfolio (KPTP), the following terms have these definitions:

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 the facilitator and guide but not the chief instructional agent. The use of inquiry does not have to be in every lesson, but should occur often enough that it is a strong instructional component in the teaching of the unit.

Activity/strategy – The specific steps, strategies and/or actions used in instruction.

Adaptations - Those adjustments in preparation and delivery of instruction and monitoring the learning environment that are made by the teacher to meet the special learning needs of any student. It also includes adjustments deemed necessary by the teacher to provide fair treatment of students during the assessments of learning.

Analysis – The process of analysis deals with reasons, motives, and interpretation and is grounded in the concrete evidence that is provided in the materials submitted. 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 –

- **Pre-assessment** - This is given before instruction to identify each students' abilities, skills or knowledge about the topic that is about to be taught. The teacher uses this assessment to determine each students' previous knowledge in order to prepare or adjust instruction appropriately.
- **Formative** – 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 remediation or enrichment.
- **Summative** – A comprehensive assessment given at the end of the unit of instruction to determine the levels of student learning.
- **Formal** - Assessments that are data driven. The teacher uses data from assessment results to inform instruction. For examples, see the rubric criteria for Focus Area E on page 42.
- **Informal** - Assessments that are not data driven but rather observation and performance driven. The teacher uses observation and performance indicators to inform instruction. For examples, see the rubric criteria for Focus Area E on page 42.

Kansas Performance Teaching Portfolio

Classroom learning environment - Information related to the factors/issues and strategies of self-motivation, positive relationships, positive classroom behavior, cooperation, active engagement, and purposeful learning in the classroom.

Community resources – These would include institutions, agencies, organizations, business and industry, students’ family members with expertise/knowledge, etc. from outside the school district. Examples could include libraries, museums, local media, community groups like Kiwanis, Rotary, 4 H, etc.

Contextual factors (data) -Factors that are characteristic of the setting (context) e.g. ethnic, gender, special needs, developmental levels, varying intellectual/academic performance levels, SES, emotional and/or behavioral.

Cooperating teacher – General term referring to the pre-K – 12 teacher with whom the student teacher works. Sometimes called a clinical or classroom teacher.

Differentiated instruction - Differentiated Instruction is 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, analyzing and reporting data from the diagnostic preassessment assessment and summative assessment to show the achievement levels for groups present in the classroom (contextual factors e.g., gender, SES, ELL, students with disabilities, ethnicity, low and high achievers,).

Diversity – Understanding that each individual is unique, and accepting and respecting individual differences, including the characteristics of: race, ethnicity, gender, socio-economic status, exceptionalities, language, geographic area, religious beliefs, and other ideologies.

Focus lesson - Two of the unit lessons will be featured in the portfolio. See *KPTP Overview- Teaching Performance Assessment Guidelines* for additional information.

Focus student - Two students in the class will be selected to be featured in this portfolio. See *KPTP Overview- Teaching Performance Assessment Guidelines* for help in the selection of focus students.

Kansas Performance Teaching Portfolio

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

Lesson - a structured period of time where learning is intended to occur. It involves one or more students being taught. A lesson may be either one section of a [textbook](#) or, more frequently, a short period of time during which learners are taught about a particular subject or taught how to perform a particular activity.

Level of learning - From a learning psychological perspective (e.g., Bloom's Taxonomy), levels of learning, also known as levels of thinking, refer to competencies a learner can achieve. Taking into account learning levels is a key issue in [instructional design](#).

- **Low and High Level Objectives:** When Bloom (1956) originally presented his taxonomy, 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 assessments. 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).
- **Lower Level/Knowledge Objective:** For the purposes of the KPTP, a knowledge objective requires students to define, list, memorize, name, recall, recognize, recite or record. Knowledge objectives may involve student comprehension where students demonstrate that they understand the meaning of what they have learned by describing, distinguishing between, discussing, explaining, expressing, identifying, locating, or reporting.
- **Middle Level/Skill Objective:** A skill objective requires students to apply the information that they have learned. Students apply, demonstrate, illustrate, practice, translate, interpret or dramatize.

Modified instruction – Adjustments in the preparation and delivery of instruction and to the learning environment that are made by the teacher to met the special learning needs of any student.

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 - 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, using hand gestures to indicate, for example, "Good job!" These non-verbal strategies fall generally into categories of active listening and will compliment such things as use of body language, paying attention, facing the speaker, etc.

Kansas Performance Teaching Portfolio

Objectives - Generally, learning objectives are written in terms of learning *outcomes*: What will students *to learn* as a result of the lesson? To define lesson's objectives, consider the following questions: What will students accomplish during this lesson? To what specific level (i.e. 75% accuracy) will the students perform a given task in order for the lesson to be considered satisfactorily accomplished? Exactly how will the students show that they understood and learned the goals of the lesson? Will this occur through a worksheet, group work, presentation, illustration, etc? Additionally, make sure that the lesson's objective fits in with district and/or state educational standards for the grade level.

Professional growth/development – continuous learning that is based on individual needs and meets both of the following criteria:

- (1) The learning prepares a person for access to practice, maintains the person's access to practice, builds and individual's knowledge or skills, or is requested by the employing educational agency
- (2) The learning positively impacts the individual or the individual's students, school or school district.

Also see KSDE licensure regulation 91-1-215 (f).

Rationale - A statement of justification for the decisions made.

Reading strategies - an activity used to help students increase reading abilities and understand text. They are the methods of instruction that will enable the students to become proficient readers (e.g. visualization, prediction).

Reflection – A thought process that is engaged in after a teaching experience. This type of thinking allows teachers to make decisions about how to approach similar situations in the future - deciding whether to do something the same way as in the past, differently, or not at all. Although reflective thought may occur any time, this reflection component is to show how a teacher used what was learned from teaching experiences to inform and improve practice in the future.

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

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.

Standards

- **Educational** - Educational standards define the knowledge and skills students should possess at critical points in their educational career.
- **Professional** – Education standards are adopted by the state board and specify the knowledge, competencies, and skills necessary to perform in a particular role or position. Please see *Appendix A for the Kansas State Department of Educational Professional Education Standards* for further information.

Kansas Performance Teaching Portfolio

Student-centered learning - is that knowledge is constructed by students and that the teacher is a facilitator of learning rather than a presenter of information. To put this approach into practice, teachers need to help students set achievable goals; encourage students to assess themselves and their peers; help them to work co-operatively in groups and ensure that they know how to exploit all the available resources for learning.

Student characteristics -

- Intellectual characteristics – readiness, cognitive abilities, learning needs, developmental levels, etc.
- Social characteristics – emotional, attitudinal, motivational, etc.
- Personal characteristics – physical, social, individual experiences, talents, language, culture, family and community values, etc.

Student-centered activities – Learning activities in which the students, not the teacher, are the focus.

Subgroup (see Contextual Factor) - 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. Categories do not have to be limited to physical attributes. They can include cognitive characteristics.

Supervisor – institutional faculty member supervising student teaching experience will observe video recorded lessons and complete the lesson observation form (Appendix C) OR building administrator can act as supervisor if faculty supervisor is unavailable.

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 – For use with this KPTP, technology includes a range of tools a teacher can use to enhance instruction. Refers specifically to electronic equipment. Examples would include smart boards, document cameras, web-based media, calculators, media devices, cameras [video and still], adaptive technology devices, robotics, etc.

Physical Education: Examples may include digital stop watches, digital audio and video devices, PDAs, heart rate monitors, pedometers, computer-based fitness portfolios, web-quests, etc.

Unit – A section of an academic course focusing on a selected theme or concept. A unit may also correspond to a chapter in a curriculum text. See *KPTP Overview- Teaching Performance Assessment Guidelines* for additional information.

Appendix C
KPTP Verification of Observation

(To be returned to Teacher Candidate for reflection NOT submitted for scoring)

Teacher Candidate		Date
School and District		Subject and Grade
University Supervisor	OR	Administrative Supervisor
Lesson Content/Title		

Teacher candidates are to be evaluated by the following rubric, and comments are to be included. Please provide specific examples of skills the student has demonstrated.

N/O	1	2	3	4
Not observed	Needs Improvement	Developing	Skilled	Exemplary
	Not ready to assume responsibility for classroom	Currently developing expected beginning skills	Meets expected skills of a beginning teacher	Exceeds expected skills of a beginning teacher

Kansas Performance Teaching Portfolio

ASSESSMENT OF KANSAS STANDARDS

N/O 1 2 3 4

The teacher candidate demonstrates:

1. The ability to clearly communicate expectations and provide instructions effectively. _____
2. The ability to utilize effective questioning techniques to promote higher level thinking skills. _____
3. The ability to present learning opportunities and activities that are developmentally appropriate for students. _____
4. The ability to assist students in making connections to their own experiences. _____
5. The ability to adapt lessons, activities, and resources for individual students as needed during instruction. _____
6. The ability to utilize a variety of instructional strategies effectively. _____
7. The ability to elicit and develop students' critical thinking, problem-solving, and reflection skills. _____
8. The ability to promote students' independent learning. _____
9. The ability to engage and motivate students effectively. _____
10. The ability to set clear behavioral expectations and respond to student behaviors with consistency. _____
11. The ability to encourage positive social interactions and cooperative work skills. _____
12. The ability to maintain productivity and on-task behavior. _____
13. The ability to communicate in an effective, positive, and dignifying manner with students. _____
14. The ability to guide students to develop their own communication and collaboration skills. _____
15. The ability to effectively monitor student engagement and participation in classroom activities. _____
16. The ability to support and engage students in learning to apply technology. _____

Kansas Performance Teaching Portfolio

ASSESSMENT OF TEACHER CANDIDATES' LEVEL OF PROFESSIONAL DISPOSITIONS

N/O 1 2 3 4

The teacher candidate demonstrates:

- 1. Ethical values and concern for students' welfare, safety, and development. _____
 - 2. Respect for the dignity and worth of all students. _____
 - 3. The ability to talk with all students, listens to all students, and demonstrates sensitivity to distress. _____
 - 4. Enthusiasm for teaching and learning, and enjoyment in interacting with students. _____
 - 5. Ability to instill in all students a sense of responsibility for and commitment to learning. _____
 - 6. Professional conduct, appearance, and communication. _____
- Total Points:** _____

Additional Comments:

Please sign and date in the appropriate space:

University supervisor Date

OR

Administrative supervisor Date

Kansas Performance Teaching Portfolio



Kansas State Department of Education



Dr. Diane DeBacker
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An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612; 785-296-3204