

# Professional Portfolio Candidate Handbook

Contents of this portfolio are developed from the 2009 PACT Consortium standards

## **Professional Portfolio Requirements**

### **Defining the Professional Portfolio**

The University of Arkansas at Monticello (UAM), School of Education professional portfolio is a collection of artifacts, evidence, and reflections. This collection documents the teacher candidate's performance, competence, accomplishments, professional growth, and learning. The portfolio is guided by the five strands of the UAM School of Education Conceptual Framework, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, Specialty Program Association (SPA) standards, and the UAM Teacher Preparation Program Goals. The program goals are based upon the Pathwise Observation Model developed and copyrighted by Educational Testing Service and adopted by the Arkansas Department of Education.

Construction of the professional portfolio will begin during *Clinical Internship*. The professional portfolio is a purposeful collection of work that exhibits the teacher candidate's efforts, progress, and achievements by fostering the development of self-assessment and reflective thinking. The process of reflecting and documenting what the candidate has learned contributes to the self-confidence and professional development of the candidate. The professional portfolio is an overview of the teacher candidate's performance, competence, accomplishments, professional growth, and learning that will guide the candidate as he or she matures into a professional educator.

### **Purpose of the Professional Portfolio**

The portfolio is an overview of the candidate as a developing professional. The portfolio shows what the candidate has achieved and how he or she is progressing. The portfolio will reflect the candidate's overall teaching accomplishments and represent the candidate as a preservice teaching professional. The portfolio serves many specific purposes which include the following: 1) an instrument for continuous self-evaluation and reflection, which leads to improved teaching performance; 2) a means to ensure that INTASC, and SPA standards, as well as the five strands of the UAM Conceptual Framework and the UAM Teacher Preparation Program Goals are being met; 3) a method to help define a candidate's strengths and weaknesses and provide opportunities for university faculty and public school practitioners to guide the candidate toward improved teaching performance; 4) an authentic, performance-based framework within which to evaluate the work of the candidate; and 5) a tool for constructive feedback on the success of the candidate in the field.

The professional portfolio will be utilized by the UAM School of Education as an exit portfolio. In addition, the candidate may choose to use the portfolio as an interview tool. The portfolio will be used to monitor the performance of (*INTASC, and SPA standards, UAM Conceptual Framework, and UAM Teacher Preparation Program Goals*), and evaluate (*Internship*) the educator candidate.

The professional portfolio is a component of the assessment process established by the School of Education. The portfolio is not the responsibility of the faculty, advisor, university supervisor, or cooperating teachers. The educator candidate is responsible for the portfolio; however, the

portfolio does provide the structure for conversation and collaborative decision-making with peers, university faculty, public school faculty, cooperating teachers, and university supervisors. Additionally, the portfolio is used to assess the quality of the teacher education program.

Upon completion of the internship, the professional portfolio will be assessed by the university supervisor and cooperating teacher to determine if specific competencies, outcomes, and standards for the teacher preparation program have been met. The portfolio should be constructed in a way that the candidate will be able to utilize it in the pursuit of future professional employment opportunities.

### **Exit Portfolio**

The electronic professional portfolio will be required as a component for successful completion of the UAM Teacher Preparation Program. The entries required in the portfolio will provide documentation of the candidate's growth and development toward performance standards, teacher education requirements, and commitment to the profession.

The portfolio will document the candidate's achievement in the four domains of teaching responsibilities for planning and preparation, classroom environment, instruction, and professional responsibilities as outlined in the UAM Teacher Preparation Goals. The internship is the capstone experience in the teacher preparation program, and the portfolio focuses on the collection of evidence and reflections based on the act of teaching during internship. The candidate will identify specific episodes of teaching, analyze them, and assess the effectiveness of his or her teaching performance and the outcomes relative to student learning.

The candidate will submit the Professional Portfolio for review at the completion of Clinical Internship II. An assigned committee will review the collection of evidence and score the portfolio using the Professional Portfolio Scoring Rubric. The portfolio will be assessed on content and form, evidence provided, and on the connections made among the evidence and the four domains of teaching responsibilities.

The candidate should connect the evidence to meaningful and successful learning experiences and outcomes that impact student learning. The results of this evaluation are forwarded to the candidate's files in the School of Education and data are gathered to evaluate candidate performance and assist the School of Education in making program improvements. The portfolio is the capstone document which provides a comprehensive collection of authentic evidence of the candidate's continuous growth, development, and construction of meaningful connections among theory, knowledge, performance, standards, and dispositions, that is, what a beginning teacher should know and be able to demonstrate.

### **The Cooperating Teacher's Role in the Portfolio Process**

The candidate should request the cooperating teacher to review the portfolio regularly. It will be most helpful for the cooperating teacher to review the contents of the portfolio during the post-observation interview of each formative observation and the summative evaluation conference.

The portfolio should serve as a catalyst for dialogue and collaboration between the cooperating teacher and the candidate about good teaching practices. This collaboration should be highly personalized with the intent to promote self-reflection and the improvement of teaching skills.

### **The University Supervisor's Role in the Portfolio Process**

The university supervisor serves as the primary link between the university and the local school environment. The university supervisor should review the contents of the portfolio on each visit and/or during the post-observation interview of each formative observation. The university supervisor will also check to ensure that ALL internship requirements are being met in a timely fashion and with professional quality. This collaboration should be highly personalized with the intent to promote self-reflection and the improvement of teaching skills on the candidate's part.

### **Format of the Web-Based Portfolio**

The UAM School of Education professional portfolio will be produced in web-based format during Clinical Internship. The candidate will be required to purchase a Chalk and Wire account. The candidate will maintain an active Chalk and Wire account throughout the Clinical Internship. The candidate may obtain the Chalk and Wire account from the UAM Bookstore. In addition, the candidate will need access to a printer, scanner, Personal Computer, *Microsoft Word* and *PowerPoint*. A computer lab is available for candidate use in the School of Education.

## **Required Format for the Professional Portfolio**

The following guidelines should be used to prepare all parts of your Professional Portfolio. This format will allow faculty/supervisors to efficiently review and score all Professional Portfolio tasks.

### **Portfolio Contents**

- Resume
- Educational Philosophy
- Portfolio Tasks on one Pathwise lesson: The five tasks include: Context for Learning, Planning Instruction and Assessment, Instructing Students and Supporting Learning, Assessing Student Learning, and Reflecting on Teaching and Learning

The Professional Portfolio tasks must originate from one of the following observed lessons:

- Cooperating teacher formative lessons or
- University supervisor formative lessons

All five tasks listed on the **Overview of the Professional Portfolio** must be completed for the lesson chosen for the portfolio.

### **Commentaries Submitted on Paper**

Commentaries are your written descriptive, analytic, and reflective responses to specific prompts in the Professional Portfolio directions. Commentaries should be in the following format.

- Typed or word processed; Font size should be at least 12 pt. size and Times New Roman
- Length kept within suggested page limits. Suggested page lengths are based on double spaced text, 1" margins, and include copies of the prompts.

### **Student Work Samples**

Student work samples will be submitted in **Task 4. Assessing Student Learning**. Student work samples should be submitted in the following format.

- Select samples to meet the criteria indicated by the Professional Portfolio directions.
- Work samples should be written by the students.
- Names of students, yourself, and the school should be removed with correcting fluid, tape, or marker prior to copying/scanning. Label work samples as Work Sample 1, 2, or 3.

### **Documentation of Lessons**

Documentation of lessons such as lesson plans, PowerPoints, assessments, rubrics, overhead transparencies, or other instructional materials will be submitted with various Professional Portfolio tasks to demonstrate the events that occurred in the lesson.

### **Electronic Format for Professional Portfolio**

The Professional Portfolio will be submitted electronically through Chalk and Wire.

### **Use of Submitted Materials**

Professional Portfolios and related materials may be used for training scorers or university faculty/supervisors or for purposes of research for validating the assessment. Candidate names, schools, and students' names will be kept absolutely confidential.

# Overview of Professional Portfolio

All five tasks listed below must be completed for the lesson chosen for the portfolio.

Task	What to Do	What to submit
<b>1. Context for Learning</b>	<ul style="list-style-type: none"> <li>✓ Provide relevant information about your instructional context and your students as learners.</li> </ul>	<input type="checkbox"/> Class Profile <input type="checkbox"/> Context Commentary
<b>2. Planning Instruction &amp; Assessment</b>	<ul style="list-style-type: none"> <li>✓ Complete the Lesson Plan (Instruction Plan left side of the form).</li> <li>✓ Write a commentary that explains your thinking behind the plans.</li> </ul>	<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Planning Commentary
<b>3. Instructing Students &amp; Supporting Learning</b>	<ul style="list-style-type: none"> <li>✓ Write a commentary that analyzes your teaching and your students' learning in the lesson.</li> </ul>	<input type="checkbox"/> Instruction Commentary
<b>4. Assessing Student Learning</b>	<ul style="list-style-type: none"> <li>✓ Select one student assessment from the lesson and analyze student work using evaluative criteria (or a rubric).</li> <li>✓ Identify three student work samples that illustrate class trends in what students did and did not understand.</li> <li>✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction.</li> </ul>	<input type="checkbox"/> Student Work Samples <input type="checkbox"/> Evaluative Criteria or Rubric <input type="checkbox"/> Assessment Commentary
<b>5. Reflecting on Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>✓ Lesson Plan (reflection right side)</li> <li>✓ Write a commentary about what you learned from teaching this lesson.</li> <li>✓ Video of lesson*</li> <li>✓ Self-scored TCRI on video lesson</li> <li>✓ Write a quality self-reflection that clearly communicates your personal growth and development as it relates to this activity.</li> </ul>	<input type="checkbox"/> Lesson Plan Reflection <input type="checkbox"/> Reflection Commentary <input type="checkbox"/> Self-Scored TCRI <input type="checkbox"/> Written Self-reflection from video lesson <input type="checkbox"/> Video Lesson

\*Check with your cooperating teacher and the school principal about the policy for videoing in the school. If necessary, use the Consent Form located in the Professional Portfolio Handbook to obtain parental permission for video/audiotaping the class.

# Task 1. Context for Learning

## Purpose

The Context for Learning task is a brief overview of important features of your classroom context that influence your instructional decisions during the learning segment. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' learning and the school environment. You'll be referring to your description of students and the teaching context in your responses in subsequent tasks.

## Overview of Task

- Select a central focus for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.

## What Do I Need to Do?

- ✓ Complete the **Classroom Profile**. The form must be attached to the **Context Commentary**.
- ✓ Respond to each of the prompts in the **Context Commentary**.

## Context Commentary

Write a commentary of **3-5 double-spaced pages** (including prompts) that addresses the following prompts. Address each prompt separately.

1. Briefly describe the following:
  - a. Type of school/program in which you teach, (e.g., elementary/middle school, or high school)
  - b. Kind of class you are teaching (e.g., third grade self-contained, sixth grade core English/social science)
2. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this learning segment.** Be sure to describe what your students can do as well as what they are still learning to do.
  - a. Academic development  
Consider students' prior knowledge, key skills, developmental levels, and other special educational needs.

b. Language development

Consider aspects of language proficiency in relation to the oral and written English required to participate in classroom learning and assessment tasks. Describe the range in vocabulary and levels of complexity of language use within your entire class. If there are English learners in the classroom, describe what your English learners can and cannot yet do in relation to the language demands of tasks in the learning segment.

c. Social development

Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others.

d. Family and community contexts

Consider key factors such as cultural context, knowledge acquired outside of school, socio-economic background, access to technology, and home/community resources.

3. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

# Task 2. Planning Instruction & Assessment

## Purpose

The Planning Instruction & Assessment task describes and explains your plans for the lesson. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to the curriculum content.

## Overview of Task

- Identify the central focus, student academic content standards and learning objectives for the lesson.
- Identify objectives for developing student learning, taking into account students' prior knowledge and the academic demands of the learning tasks and assessments.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students' learning during the lesson.

## What Do I Need to Do?

- ✓ Complete the Lesson Plan (Instruction Plan left side of the form).
- ✓ Submit copies of all instructional materials, including class handouts, PowerPoints, and informal and formal assessment tools (including evaluation criteria or rubrics) used during the lesson. If any of these are included from a textbook, please provide a copy of the appropriate pages. If any of these items are longer than **four** pages, provide a summary of relevant features in lieu of a copy.
- ✓ Provide appropriate citations for all materials whose sources are from published text, the Internet, or other educators.
- ✓ Respond to each of the prompts in the Planning Commentary.

## Lesson Plan

Complete the Lesson Plan (Instruction Plan left side of the form).

## Planning Commentary

Write a commentary of **3-5 double-spaced pages** (including prompts) that addresses the following prompts. Address each prompt separately.

1. What is the central focus of the lesson? Apart from being present in the school curriculum, student academic content standards, Common Core State Standards, or Arkansas standards/frameworks, why is the content of the learning segment important for your particular students to learn?

2. How do key learning tasks in your plans build on each other to improve student achievement and understanding? Describe specific research based strategies that you will use to build student learning across the lesson. Reference the instructional strategies you have included.
3. Given the description of students that you provided in Task 1.Context for Learning, how do your choices of instructional strategies, materials, technology, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths.
4. Explain how the assessments from your plan allow you to evaluate your students' learning of specific student standards/objectives and provide feedback to students on their learning.
5. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, students with IEPs, Gifted and Talented students). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning.

# **Task 3. Instructing Students & Supporting Learning**

## **Purpose**

The Instructing Students & Supporting Learning task illustrates how you work with your students to impact student achievement during instruction. It provides evidence of your ability to engage students in meaningful tasks and monitor their understanding.

## **Overview of Task**

- Reflect on your lesson and identify learning tasks in which students were actively engaged in learning specific skills and strategies to achieve the lesson objectives.

## **What Do I Need to Do?**

- ✓ Respond to each of the prompts in the Instruction Commentary.

### **Instruction Commentary**

Write a commentary of **3-5 double-spaced pages** (including prompts) that addresses the following prompts. Address each prompt separately.

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the lesson that is important to know in order to understand and interpret the interactions between and among you and your students?
2. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating in the learning task(s) during the lesson. If specific routines or working structures are new to the students, how did you prepare students for them?
3. In the instruction, how did you further the students' knowledge and skills and engage them intellectually to achieve lesson objectives? Provide examples from the lesson of both general strategies to address the needs of all of your students and strategies to address specific individual needs.
4. Describe the strategies you used to monitor student learning during the learning task in the lesson. Cite one or two examples of what students said and/or did in the lesson or in assessments related to the lesson that indicated their progress toward accomplishing the lesson's learning objectives.

# Task 4. Assessing Student Learning

## Purpose

The Assessment of Student Learning task illustrates how you diagnose student learning needs through your analysis of student work samples. It provides evidence of your ability to 1) select an assessment tool and criteria that are aligned with your central focus, student standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.

## Overview of Task

- Summarize and analyze meaningful patterns in whole class performance on a selected student assessment **from the lesson**. The assessment should be the work of individuals, not groups.
- Demonstrate a variety of student performances for the assessment using three student work samples, including any feedback you wrote directly on the work. If student work did not produce a work sample, you may use anecdotal records, or other documentation of the student work. In that case, provide copies of the documentation for three students.
- Analyze the performance of two individual students and diagnose individual learning needs.

## What Do I Need to Do?

- ✓ Provide a copy of the directions/prompt for the assessment.
- ✓ Collect student work from your entire class. Analyze the student work to identify patterns in understanding across the class.
- ✓ Provide **any evaluative criteria (or rubric)** that you used to assess the student work. Evaluative criteria are performance indicators that you use to assess student learning. Categories of evaluative criteria include decoding errors during oral reading, use of supporting detail in a paragraph, use of appropriate adverbs to move a story through time.
- ✓ Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. If multiple drafts of the assessment were collected, you may include all drafts as the work sample.
- ✓ Label these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. If your students use invented spelling, please write a translation directly on the work sample. Be sure that reviewers can distinguish any written feedback to students from the students’ written work.
- ✓ Document your feedback to these three students, either as individuals or as part of a larger group. If it is not written directly on the work sample, provide a copy of any written

feedback or write a summary of oral feedback (summary may be included with Commentary prompt #5 below).

- ✓ Respond to each of the prompts in the Assessment Commentary.

## **Assessment Commentary**

Write a commentary of **3-5 double-spaced pages** (including prompts) that addresses the following prompts. Address each prompt separately.

1. Identify the specific standards/objectives measured by the assessment chosen for analysis.
2. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in both a narrative and a graphic form (e.g., table or chart). Attach your rubric or evaluative criteria, and note any changes from what was planned as described in Planning commentary.
3. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples or the documentation of student work you selected.
4. From the three students whose work samples were selected, choose two students. For these two students, describe their prior knowledge of the content and their individual learning strengths and challenges (e.g., academic development, language proficiency, special needs). What did you conclude about their learning during the lesson? Cite specific evidence from the work samples and from other classroom assessments relevant to the same evaluative criteria (or rubric).
5. What oral and/or written feedback was provided to individual students and/or the group as a whole (refer the reviewer to any feedback written directly on submitted student work samples)? How and why do your approaches to feedback support students' further learning? In what ways does your feedback address individual students' needs and learning goals? Cite specific examples of oral or written feedback, and reference the three student work samples (or documentation of student work) to support your explanation
6. Based on the student performance on this assessment, describe the **next steps** for instruction for your students. If different, describe any individualized **next steps** for the two students whose individual learning you analyzed. These **next steps** may include a specific instructional activity or other forms of re-teaching to support or extend continued learning of objectives, standards, central focus, and/or relevant academic language for the lesson. In your description, be sure to explain how these **next steps** follow from your analysis of the student performances.

# **Task 5. Reflecting on Teaching & Learning**

## **Purpose**

The Reflecting on Teaching & Learning Task describes what you learned from teaching the lesson. It provides evidence of your ability to analyze your teaching and your students' learning to improve your teaching practice.

## **Overview of Task**

- Record your reflections on the right side of the lesson plan after teaching the lesson, discussing how the lesson went for the class as a whole as well as for specific students.
- Review your reflections and your analyses of the effectiveness of instructional and assessment strategies in lesson. Use these specific analyses and reflections to identify more general patterns within your planning, instruction, and assessment practices across the lesson.
- Reflect on your experience teaching the lesson in light of 1) your observations of the effectiveness of your teaching practice in helping your students learn; and 2) the theoretical perspectives and research principles that you learned during teacher preparation.
- Video your lesson.
- Write a quality self-reflection that clearly communicates your personal growth and development as it relates to the videotaped lesson and self-scored TCRI. (This is in addition to the Reflection Commentary.)

## **What Do I Need to Do?**

- ✓ Complete the reflection side of the lesson plan.
- ✓ Respond to each of the prompts in the Reflection Commentary.
- ✓ Video lesson.
- ✓ Complete a self-scored TCRI on the video lesson.
- ✓ Written self-reflection on lesson and self-scored TCRI. (This is in addition to the Reflection Commentary.)

## **Reflection Commentary**

Write a commentary of **3-5 double-spaced pages** (including prompts) that addresses the following prompts. Address each prompt separately.

1. When you consider the content learning of your students and the development of their academic language, what do you think explains the learning or differences in learning

that you observed during the lesson? Cite relevant research or theory that explains what you observed. (See Planning Commentary, prompt # 2.)

2. Based on your experience teaching this lesson, what did you learn about your students as learners (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language, common misunderstandings)? Please cite specific evidence from the lesson as well as **specific** research and theories that inform your analysis.
3. If you could go back and teach this lesson again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics?

## **Candidate Professional Portfolio Scoring Rubric**

**Candidate Name:** \_\_\_\_\_

**Program of Study:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**Semester and Year:** \_\_\_\_\_

**Note:** Candidates must obtain a passing score on each task to pass the portfolio portion of the internship.

**Candidate's Task 1 Score:** \_\_\_\_\_ **(Task 1 - Passing Score 3)**

**Candidate's Task 2 Score:** \_\_\_\_\_ **(Task 2 - Passing Score 9)**

**Candidate's Task 3 Score:** \_\_\_\_\_ **(Task 3 - Passing Score 6)**

**Candidate's Task 4 Score:** \_\_\_\_\_ **(Task 4 - Passing Score 9)**

**Candidate's Task 5 Score:** \_\_\_\_\_ **(Task 5 - Passing Score 3)**

**Candidate's Total Score:** \_\_\_\_\_ **(Total - Passing Score 30)**

**Candidate Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

## Task 1: Context for Learning

<b>INSTRUCTIONAL CONTEXT AND STUDENTS AS LEARNERS</b> <b>How do the key factors influence your planning and teaching of the lesson?</b>			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>The candidate did not provide relevant information about the <b>academic development, language development, social development, and family and community contexts.</b></li> </ul>	<ul style="list-style-type: none"> <li>The candidate provides relevant information about the two of the following contexts: <b>academic development, language development, social development, and family and community.</b> Or The information provided was not relevant to the instructional context or to students as learners.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate provides relevant information about the three of the following contexts: <b>academic development, language development, social development, and family and community.</b> Or The information provided was somewhat relevant to the instructional context or to students as learners.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate provides relevant information about the all of the following contexts: <b>academic development, language development, social development, and family and community.</b></li> </ul>
<b>Task 1 Total</b>			

## Task 2: Planning Instruction and Assessment Rubric

<b>ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS</b> <b>How do the plans support student learning of concepts and skills in developmentally appropriate ways?</b>			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>The standards, learning objectives, learning tasks, and assessments either have <b>no central focus or a one-dimensional focus</b> (e.g., teaching discrete facts or planning activities that do not Target 4 conceptual understanding).</li> </ul>	<ul style="list-style-type: none"> <li>The standards, learning objectives, learning tasks, and assessments have an overall focus that is <b>primarily one-dimensional</b> (e.g., teaching discrete facts or planning activities that do not Target 4 conceptual understanding).</li> <li>A <b>progression</b> of learning tasks and assessments is planned to build limited understanding of the central focus of the lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks <b>or the set of assessment tasks</b> focus on multiple dimensions of learning through <b>clear connections</b>.</li> <li>A <b>progression</b> of learning tasks and assessments is planned to build understanding of the central focus of the lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li>Both learning tasks <b>and the set of assessment tasks</b> focus on multiple dimensions of learning through clear connections.</li> <li>A progression of learning tasks and assessments guides students to build <b>deep understandings</b> of the central focus of the lesson plan.</li> </ul>
<b>MAKING CONTENT ACCESSIBLE</b> <b>How do the plans make the curriculum accessible to the students in the class?</b>			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>Plans <b>refer</b> to students' experiential backgrounds, interests, or prior learning that have <b>little or no relationship</b> to the lesson plan's standards/objectives. OR</li> <li>There are <b>significant content inaccuracies</b> in plans that will lead to student misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Plans <b>draw on</b> students' experiential backgrounds, interests, or prior learning to <b>help students reach</b> the lesson plan's standards/objectives.</li> <li>Plans for the implementation of learning tasks include <b>support to help students</b> who often struggle with the content.</li> </ul>	<ul style="list-style-type: none"> <li>Plans draw on students' prior learning <b>as well as</b> experiential backgrounds or interests to help students reach the lesson plan's standards/objectives.</li> <li>Plans for learning tasks include <b>scaffolding or other structured forms of support</b> to provide <b>access to grade-level</b> standards/objectives.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>Plans include <b>well-integrated</b> instructional strategies that are <b>tailored</b> to address <b>a variety of specific student learning needs</b>.</li> </ul>

<p style="text-align: center;"><b>DESIGNING ASSESSMENTS</b></p> <p style="text-align: center;"><b>What opportunities do students have to demonstrate their understanding of the standards and learning objectives?</b></p>			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>There are <b>limited</b> opportunities provided for students to learn what is measured by assessments. OR</li> <li>There is a <b>significant mismatch</b> between one or more assessment instruments or methods and the standards/objectives being assessed.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities are provided for students to <b>learn what is assessed</b>.</li> <li>It is not clear that the assessment of one or more standards/objectives go beyond <b>surface-level</b> understandings.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities are provided for students to learn what is assessed.</li> <li>The assessments allow students to show <b>some depth of understanding or skill</b> with respect to the standards/objectives.</li> <li>The assessments <b>access both productive (speaking/writing) and receptive (listening/reading) modalities</b> to monitor student understanding.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>Assessments are <b>modified, adapted, and/or designed</b> to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.</li> </ul>
<b>Task 2 Total</b>			

### Task 3: Instructing Students and Supporting Learning Rubric

<b>ENGAGING STUDENTS IN LEARNING</b>			
How does the candidate actively engage students to ensure student achievement of the lesson objectives?			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>Students have <b>limited opportunities</b> in the lesson to engage with content in ways likely <b>to ensure student achievement of the lesson objectives.</b> OR</li> <li>The lesson <b>does not focus on the lesson objectives.</b> OR</li> <li>Classroom management is problematic and <b>student behavior interferes with learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the lesson offer <b>opportunities to ensure student achievement of the lesson objectives.</b></li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the lesson offer <b>structured opportunities to ensure student achievement of the lesson objectives.</b></li> <li>These strategies reflect <b>attention to student characteristics, learning needs, and/or language needs.</b></li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the lesson offer <b>structured and explicit opportunities to ensure student achievement of the lesson objectives.</b></li> <li>These strategies are <b>explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.</b></li> </ul>
<b>MONITORING STUDENT LEARNING DURING INSTRUCTION</b>			
How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>The candidate primarily monitors student understanding by asking <b>surface-level questions</b> and evaluating student responses as <b>correct or incorrect.</b></li> <li>Candidate responses are <b>not likely to promote student thinking.</b> OR</li> <li>Materials or candidate responses include <b>significant content inaccuracies</b> that will lead to student misunderstandings or misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate monitors student understanding by <b>eliciting student responses that requires critical thinking skills.</b></li> <li>Candidate responses represent <b>reasonable attempts to improve student achievement.</b></li> </ul>	<ul style="list-style-type: none"> <li>The candidate monitors student understanding by using higher level questioning to <b>elicit student responses that requires critical thinking skills.</b></li> <li>Candidate responses <b>build on student input to guide improvement of student achievement.</b></li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>The candidate <b>elicits explanations of student thinking about the content and concepts being taught, and uses these explanations to further the understanding of all students.</b></li> </ul>
<b>Task 3 Total</b>			

## Task 4: Assessing Student Learning Rubric

<b>ANALYZING STUDENT WORK FROM AN ASSESSMENT</b>			
<b>How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?</b>			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>The criteria/rubric and analysis have <b>little connection</b> with the identified standards/objectives. OR</li> <li>Student <b>work samples do not support the conclusions</b> in the analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The criteria/rubric and analysis <b>focus on what students did right or wrong</b> in relationship to identified standards/objectives.</li> <li>The analysis of whole class performance describes <b>some differences in levels</b> of student learning for the content assessed.</li> </ul>	<ul style="list-style-type: none"> <li>The criteria/rubric and analysis <b>focus on patterns of student errors, misconceptions or alternate conceptions, skills, and understanding</b> to analyze student learning in relation to standards/objectives.</li> <li>Specific patterns are identified for <b>individuals or subgroup(s)</b> in addition to the whole class.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>The criteria/rubric and analysis focus on <b>partial understandings</b> as well.</li> <li>The analysis is <b>clear and detailed</b>.</li> </ul>
<b>USING ASSESSMENT TO INFORM TEACHING</b>			
<b>How does the candidate use the analysis of student learning to propose next steps in instruction?</b>			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>Next steps are <b>vaguely related to or not aligned with the identified</b> student needs. OR</li> <li>Next steps are <b>not described in sufficient detail</b> to understand them. OR</li> <li>Next steps are <b>based on inaccurate conclusions</b> about student learning from the assessment analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps focus on improving student performance through <b>general support that addresses some identified student needs</b>.</li> <li>Next steps are <b>based on accurate conclusions about student performance</b> on the assessment and are described in sufficient detail to understand them.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps focus on improving student performance through <b>Targeted support</b> to individuals and groups to address specific <b>identified-needs</b>.</li> <li>Next steps are <b>based on whole class patterns</b> of performance and <b>some patterns for individuals and/or subgroups</b> and are described in sufficient detail to understand them.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>Next steps demonstrate a <b>strong understanding</b> of both the identified <b>content and language standards/objectives</b> and of <b>individual students and/or subgroups</b>.</li> </ul>
<b>USING FEEDBACK TO PROMOTE STUDENT LEARNING</b>			
<b>What is the quality of feedback to students?</b>			
<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<ul style="list-style-type: none"> <li>Feedback is <b>general and provides little guidance for improvement</b> related to learning objectives. OR</li> <li>The feedback contains <b>significant inaccuracies</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Timely</b> feedback <b>identifies what was done well and areas for improvement</b> related to specific learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Specific and timely <b>feedback helps the student understand what s/he has done well</b>, and gives <b>suggestions to guide improvement</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Specific and timely comments are <b>supportive and prompt analysis by the student of his/her own performance</b>.</li> <li>The feedback shows <b>strong understanding of students as individuals</b> in reference to the content and language objectives they are trying to meet.</li> </ul>
<b>Task 4 Total</b>			

## Task 5: Reflecting on Teaching and Learning

### INSTRUCTIONAL CONTEXT AND STUDENTS AS LEARNERS

How do analyze your teaching and your students' learning to improve your teaching practice?

Unacceptable 1	Needs Improvement 2	Acceptable 3	Target 4
<ul style="list-style-type: none"><li>The candidate did not identify general patterns within the <b>planning, instruction, and assessment practices</b> across the lesson.</li></ul>	<ul style="list-style-type: none"><li>The candidate did not specifically identify general patterns within the <b>planning, instruction, and assessment practices</b> across the lesson.</li></ul>	<ul style="list-style-type: none"><li>The candidate did specifically identify general patterns within the <b>planning, instruction, and assessment practices</b> across the lesson.</li></ul>	<ul style="list-style-type: none"><li>The candidate did specifically identify general patterns within the <b>planning, instruction, and assessment practices</b> across the lesson. The candidate included specific research and theories that informed their analysis.</li></ul>
<b>Task 5 Total</b>			

## **VIDEO/AUDIOTAPE CONSENT FORM**

The University of Arkansas at Monticello School of Education requires that teacher interns video/audiotape teaching episodes to improve the quality of their teaching.

I give my permission for my child, \_\_\_\_\_, to be video/audio taped for educational purposes only.

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Parent Signature

Date