School of Education

Teacher Performance Portfolio

Art and Music Education – All Grades

Administration Guide

Working Group

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Task 1: Professional Responsibility and Growth

Task 1: Outline

Component	Tasks	Task Artifact	Scoring of Task	Administered and Graded	Scored By Whom
Professional Responsibilities & Professional Growth	Essay/narration of reflection on professional practice thus far.	2–4-page essay or 5 minute video or 5 minute narrated PowerPoint	Rubric/Score: 3 = Satisfactory 2 = Needs Development 1 = Unsatisfactory + Needs to Be Redone	Administered: Between weeks 1-3 into semester. Graded: Within 2 weeks of submission	Seminar instructor

Task 1: Specific Activity for Student

1. Discuss your strengths and weaknesses as an educator, and how you plan to grow in areas of need.
2. State your plan for professional growth and continued professional development when you graduate.
3. Describe 1-2 prior experiences where you have grown in addressing your personal biases and moved toward a culturally responsive pedagogy.
4. State your plan to stay informed of current knowledge of content and pedagogy

Task 1: Rubric

Score	Criteria
3 = Satisfactory	Student presentations incorporate NYS Teaching Standards and Culturally Responsive-Sustaining Educational Frameworks; describe how they have been active as professionals; include a self-reflection on their strengths and weaknesses; include a plan for continued professional development.
2 = Needs Development	Student presentations make cursory mention of Standards and Frameworks; describe how they have been active as professionals; do not include sufficient depth of self-reflection; do not detail a plan for continued professional development.
1 = Unsatisfactory + Needs to Be Redone	Student presentations are brief and/or missing information on Standards, Frameworks, professional activities, self-reflections, and plans for continued professional development.

Task 2: Knowledge of Students and Context for Learning

Task 2: Outline

Component	Tasks	Task Artifact	Scoring of Task	Administered and Graded	Scored By Whom
Knowledge of Students	Student profile(s)	Written document - 2-3 pages per student	Rubric/Score: 3 = Satisfactory 2 = Needs Development 1 = Unsatisfactory + Needs to Be Redone	Administered: between weeks 4-6 Graded: Within 2 weeks of submission	Seminar instructor

Task 2: Specific Activity for Student

1. Describe 2 students who have differing learning needs in your class through creating an in-depth profile that may include (as available):

(a) Cultural or language background based on short interview or questionnaire based on samples that you have from class (family cultural practices, interests, preferences);

(b) Learning needs from school records (language, cognitive, behavioral);

(c) Prior learning in one target academic, behavioral, or self-care goal (based on classroom assessment data).

2. Describe how you would design instruction in the target focus area that supports the students' learning and behavior, with reference to theories of learning and evidence-based practice from readings and discussions in your Methods courses.

Task 2: Rubric

Score	Criteria
3 = Satisfactory	Student profiles are based on relevant data, complete in presentation; has a relevant and Standards-aligned instructional plan to address students' specific learning needs; contain appropriate source references.
2 = Needs Development	Student profiles are based on relevant information that was not systematically collected; or are missing relevant parts of the assignment; instructional design is limited in connection to Standards and/or tailored to students' specific learning needs; or instructional design in not shown to be evidence-based.
1 = Unsatisfactory + Needs to Be Redone	Student profiles are brief and missing information; instructional plan does not address Standards or information that would be relevant to student learning needs; instructional plan is not evidence-based.

Task 3a: Knowledge of Content & Instruction, Learning Environment

Task 3a: Outline

Component	Tasks	Task Artifact	Scoring of Task	Administered and Graded	Scored By Whom
Knowledge of Content & Instruction, Learning Environment	Lesson Plans for 3-4 lessons within mini-unit.	Written document (with diagrams or drawings) - 2-3 pages per lesson, with annotations	Rubric/Score: 3 = Satisfactory 2 = Needs Development 1 = Unsatisfactory + Needs To Be Redone	Administered: Between weeks 6 – 8 (matched with student teacher pacing chart) Graded: Within 2 weeks of submission	Student Teaching Seminar Instructor

Task 3a: Specific Activity for Student

1. Using the lesson plan format for your fieldwork, create a mini-unit or collection of 3-4 lesson plans for a large or small group of students, or individual students, stating goals and learning activities. This may be developed along with the College supervisors for the students.
2. In the lesson plans, provide an embedded explanation for:
   (a) your selection of goals as appropriate for your target content or social development area;
   (b) how you have considered student prior learning;
   (c) how have you incorporated students' personal, cultural, and community assets;
   (d) how technology is utilized to enhance content and learning
3. Based on the goals of your mini-unit, create a short pre and post assessment in your target content or social development area to administer to students.
4. Describe the learning environment of the school and classroom and discuss, through writing and diagrams, how given an ideal teaching environment, what are 3 ideas/strategies you would incorporate to create a high quality environment in your target content or social development area, based on research evidence that was discussed in your Methods classes.

Task 3a Rubric

Score	Criteria
3 = Satisfactory	Lesson plans are cohesive to support a mini-unit; annotation identifies connections with student characteristics and learning needs; technology integration is evident; pre and post assessment is appropriate to unit; ideal environment recommendations are grounded in theory and evidence.
2 = Needs Development	Lesson plans are missing key components; or connections with student learning needs are unclear; or assessments need revision; or learning environment recommendations need a stronger evidence base.
1 = Unsatisfactory + Needs to Be Redone	Lesson plans, annotations, technology integration, and assessments are incomplete or not matched with content and context; or learning environment recommendations are missing or weak and not evidence-based.

Task 3b: Instructional Practice

Task 3b: Outline

Component	Tasks	Task Artifact	Scoring of Task	Administered and Graded	Scored By Whom
Instructional Practice	Video-taped lesson	20-min video of actual lesson (using SWIVL with time-stamped comments, or self-reflection paper).	Rubric/Score: 3 = Satisfactory 2 = Needs Development 1 = Unsatisfactory + Needs To Be Redone	Administered: Between weeks 8 - 10 Graded: Within 2 weeks of submission	Student Teaching Seminar Instructor

Task 3b, Part 1: Specific Activity for Student

1. Record 20 minutes of a lesson that you are teaching (at least 10 minutes uninterrupted + clips).
2. Watch the video and provide an annotation (time-stamped) in writing or audio as a self-reflection on what you would change to improve your teaching in:
    (a) content and learning activities for the students involved;
    (b) communication and inclusion of students' cultural background and learning needs
    (c) behavior and/or classroom management, social-emotional environment, and student engagement.
3. Watch the video with your Student Teaching seminar instructor and discuss your teaching, self-reflection, and areas for change/improvement.

Task 3b, Part 1: Rubric for Video

Score	Criteria
3 = Satisfactory	Video is appropriate and clear; review and discussion include in-depth analysis; reflection is thoughtful and addresses the key areas of content, learning activities, communication, and classroom management.
2 = Needs Development	Video is appropriate and clear; review and discussion need a greater analytic focus; or reflection is thoughtful but missing some component, or not sufficiently in-depth.
1 = Unsatisfactory + Needs to Be Redone	Video is incomplete or missing; or analysis was not completed; or reflection is superficial.

Task 3b, Part 2 Specific Activity for Students

1. *Based on the 20-minute video that submitted, your Student Teaching Instructor will complete the following evaluation.*

Task 3b: Rubric for Instructional Practice

This evaluation rubric is designed to evaluate the overall performance of student teachers or interns using the following standards for Music and Art educators:

National Association of Schools of Music (NASM): Competencies and Standards

Item 3. (Pedagogy)
Essential Competencies, Experiences, and Opportunities (H.IX.E.3.)
a. Ability to organize and conduct instruction in the major performing medium, including performance at the highest possible level and understanding of the interrelationships between performance and teaching; knowledge of applicable solo, ensemble, and pedagogical literature; the ability to apply a complete set of musicianship skills to the teaching process; and knowledge of applicable technologies, particularly with respect to group instruction.
b. Knowledge of pedagogical methods and materials related to individual and group instruction in a principal performing medium and opportunities to observe and apply these in a variety of teaching situations. This includes an understanding of human growth and development and understanding of the principles of learning as they relate to music teaching and performance. It also includes the ability to assess aptitudes, backgrounds, interests, and achievements of individuals and groups of students, and to create and evaluate specific programs of study based on these assessments.

National Art Education Association (NAEA): Standards

Effective educators who are certified/licensed in visual art should:
- Have a thorough understanding of the visual arts including history, studio skills, art criticism, aesthetics, and the study of visual art and cultures.
- Have a knowledge of teaching methodologies and how to apply them to the visual arts classroom.
- Have an ongoing understanding of and ability to integrate current and emerging technology into their teaching.
- Understand students as learners, including diverse characteristics, abilities, and learning styles.
- Help students understand the ways in which the arts make meaning, connect with the entire curriculum, and prepare students for success in school, work, and life.
- Pursue ongoing professional development to support their continuous improvement in both teaching and the art

	1 = Unsatisfactory + Needs to Be Redone	2 = Needs Development	3 = Satisfactory
1) Student Teacher/Intern creates a sound lesson plan with clear learning objectives.			
2) Student demonstrates fine rapport with pupils.			
3) Student takes cues and questions from pupils.			
4) Student creates safe and comfortable environment.			
5) Student reflects on and assesses how successful lesson was.			
6) Student can take and utilize constructive criticism.			

Task 4: Knowledge of Formal Assessment

Task 4: Outline

Component	Tasks	Task Artifact	Scoring of Task	Administered and Graded	Scored By Whom
Knowledge of Assessment	Evaluation of 2 data sources. - Assessment of student progress on mini-unit - Summary of data from standardized student periodic assessment	2–4-page summary	Rubric/Score: 3 = Satisfactory 2 = Needs Development 1 = Unsatisfactory + Needs to Be Redone	Administered: Between weeks 9 - 12 Graded: Within 2 weeks of submission	Student Teaching Seminar Instructor

Task 4: Specific Activity for Student

1. Analyze the pre and post data from the assessment that you designed for your whole classroom or small group of students during your mini-unit and indicate what you learned from the assessment data.
2. Examine and summarize assessment data from your target 2 students or a small group of 4-5 within the classroom, based on their formal diagnostic, periodic, or content area assessments, and other informal assessments (e.g., artifacts, observational data, etc.) and describe 2 examples of appropriate interventions to meet their learning needs.

Task 4: Rubric

Score	Criteria
3 = Satisfactory	Pre-Post assessment data are analyzed and presented; other assessment data are summarized; examples of appropriate interventions based on student learning needs are presented.
2 = Needs Development	Pre-Post assessment data are not adequately summarized; or other assessment data are insufficiently discussed; or interventions suggested are not fully grounded in the data.
1 = Unsatisfactory + Needs to Be Redone	Pre-Post assessment data are missing; or other assessment data are superficially summarized; or interventions suggested are not appropriate to the data.

Process Information

- **Timing:** All tasks are to be completed during the Student Teaching semester and graded by the seminar instructor.
- **Timing:** For each task, a recommended timeframe for administration and submission is provided in the Outlines.
- **Use for Instruction:** Tasks and artifacts MAY BE USED for student feedback and discussion, peer review and discussion, or other instructional purposes within the class. Final submissions MAY INCLUDE revisions that have incorporated the feedback.
- **Administration:** For each task, a template is provided in the Appendix.
  - All written assignments must be in academic English, as per the requirements of the teacher preparation program.
  - All videos must be clear, with appropriate audio quality. Video clips must be edited for smooth transitions and time stamps.
- **Administration:** For assistance with the video component (Task 3b) for your students and yourselves, please contact the Manager, Technology, Teaching and Learning
- **Grading:** For each task, set up an "Assignment" in Taskstream.
- **Grading:** Set up the grading for each "Assignment," using the Rubric provided.
- **Grading:** At the end of the semester, ensure that the Taskstream folders containing scores for each student on each Rubric are ready for submission to the Director of Assessment
- **Grading:** At the end of the semester, a random selection of 10% of student artifacts will be obtained for independent scoring by another faculty member as a reliability evaluation.

Task 1: Template for Student Completion

1. *Discuss your strengths and weaknesses as an educator, and how you plan to grow in areas of need.*
2. *State your plan for professional growth and continued professional development when you graduate.*
3. *Describe 1-2 prior experiences where you have grown in addressing your personal biases and moved toward a culturally responsive pedagogy.*
4. *State your plan to stay informed of current knowledge of content and pedagogy*

Plan for Professional Growth

Select <u>one</u> of the following formats:
    a. 2–3-page essay (single spaced)
    b. Letter to a mentor teacher
    c. Narrated video (maximum 5 minutes)
    d. Narrated PowerPoint (maximum 5 minutes)

1. Describe Your Strengths and Weaknesses as an Educator
2. Describe Your Plan for Growth as an Educator After Graduation
3. Describe Your Plan to Continuously Communicate with Peers, Community, and Mentors
4. Describe 1-2 Prior Experiences Where You Have Addressed Your Personal Biases and Moved Toward Culturally Responsive Pedagogy
5. Describe Your Plan to Stay Informed of Current Content and Pedagogical Knowledge

Task 2 Template for Student Completion

1. *Describe **2 students** in your class through creating an in-depth profile that may include information from an interview or questionnaire that you create or information from students' school and classroom records.*
2. *Describe 2 appropriate recommendations for individualized instruction for each of these 2 students in the target content or social development area that supports the students' learning, with reference to theories of learning and evidence-based practice from readings and discussions in your Methods courses.*

A. **State the source(s) of information for the Student Profiles:**
   a. if you have created an interview or questionnaire, include that with your assignment
   b. if you are using existing measures or data sources, name the school or class assessments or sources that were used.

B. **Profile for Student 1:**
   (a) Cultural background based on short interview or questionnaire based on samples that you have from class (cultural practices, interests, preferences);
   (b) Learning needs from school records (language, cognitive, behavioral);
   (c) Prior learning in one target subject area (based on classroom assessment data).

   B. **Instructional Recommendations for Student 1:**
      a. Recommendation 1
         i. Theory/research for Recommendation 1
      b. Recommendation 2
         i. Theory/research for Recommendation 2

C. **Profile for Student 2:**
   (a) Cultural background based on short interview or questionnaire based on samples that you have from class (cultural practices, interests, preferences);
   (b) Learning needs from school records (language, cognitive, behavioral);
   (c) Prior learning in one target subject area (based on classroom assessment data).

   C. **Instructional Recommendations for Student 2:**
      a. Recommendation 1
         i. Theory/research for Recommendation 1
      b. Recommendation 2
         i. Theory/research for Recommendation 2

Task 3a Template for Student Completion

1. *Using the lesson plan format for your program, create a mini-unit or collection of 3-4 lesson plans for a large or small group of students, or individual students, stating goals and learning activities. This may be developed along with the College supervisors for the students.*
2. *Annotate/Comment on the lesson plans to explain*
      (a) *your selection of goals as appropriate for your target content or social development area;*
      (b) *how you have considered student prior learning;*
      (c) *how have you incorporated students' personal, cultural, and community assets;*
      (d) *how technology is utilized to enhance content and learning*

   A. [attach copy of lesson plan(s) with comments/explanations

3. *Based on the goals of your mini-unit, create a short pre and post assessment in your target subject area to administer to students.*

   A. [attach copy of pre and post assessment]

4. *Describe the learning environment of the school and classroom and discuss, through writing and diagrams, how given an ideal teaching environment, what are 3 ideas/strategies you would incorporate to create a high quality environment in your target content or social development area, based on research evidence that was discussed in your Methods classes.*

   A. Short description of the school environment
   B. Description of current learning environment of classroom (you may include a diagram or picture)
   C. Idea/Strategy for improved or ideal environment 1:
         a. Idea/Strategy 1
         b. Theory/research for idea/strategy 1
   D. Idea/Strategy for improved or ideal environment 2:
         a. Idea/Strategy 2
         b. Theory/research for idea/strategy 2
   E. Idea/Strategy for improved or ideal environment 3:
         a. Idea/Strategy 3
         b. Theory/research for idea/strategy 3

Task 3b, Part 1: Template for Student Completion

1. *Record 20 minutes of a lesson that you are teaching (at least 10 minutes uninterrupted + clips).*
2. *After watching the video with your college supervisor, provide an annotation (time-stamped) in writing or audio as a self-reflection on what you would change to improve your teaching in:*
   - (a) *content and learning activities for the students involved;*
   - (b) *communication and inclusion of students' cultural background and learning needs*
   - (c) *behavior and/or classroom management, social-emotional environment, and student engagement*

Task 3b, Part 1: Video Completion Checklist

Activity	Date Completed	Date Submitted
Video recording (20 minutes of teaching activity)		
Video recording review and edits		

Self-Reflection audio or write-up:
 What you would change to improve your teaching in:
   (a) content and learning activities for the students involved;
   (b) communication and inclusion of students' cultural background and learning needs
   (c) behavior and/or classroom management, social-emotional environment, and student engagement		

Video recording review with professor individually or in class		

Task 3b, Part 2 Template for Student Completion

1. *Arrange classroom observations with your College Supervisor and discuss your instructional practice.*
2. *Both the classroom observations and the video recording will be evaluated using the rubric below.*

Task 4 Template for Student Completion

1. Analyze the pre and post data from the assessment that you designed for your whole classroom or small group of students during your mini-unit and indicate what you learned from the assessment data.

2. Examine and summarize assessment data from your target 2 students or a small group of 4-5 within the classroom, based on their formal diagnostic, periodic, or content area assessments, and other informal assessments (e.g., artifacts, observational data, etc.) and describe 2 examples of appropriate interventions to meet their learning needs.

A. **Pre and Post Assessment Report**
   a. Summary of Pre and Post Assessment data from your mini-unit for the whole classroom (could be Table or Graph)
   b. A short narrative of key observations of student strengths and struggles overall
B. **Summary of Formal and Informal Assessment Data for Student 1/Small Group:**
   a. Name and/or source of assessment data for Student 1
   b. Main points noted in the data presentation or reports
   c. Interventions that will address Student 1/Small Group's learning needs:
      i. Intervention 1
      ii. Intervention 2
C. **Summary of Formal and Informal Assessment Data for Student 2 (if applicable):**
   a. Name and/or source of assessment data for Student 2
   b. Main points noted in the data presentation or reports
   c. Interventions that will address Student 2's learning needs:
      i. Intervention 1
      ii. Intervention 2