School of Education

Teacher Performance Portfolio

Childhood Education

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 are different from you in identity (country of origin, language, religion, etc.) in your class through creating an in-depth profile that may include (as available):
    (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 (based on classroom assessment data).
2. Describe how you would design instruction in the target subject that supports the students' learning and behavioral, with reference to theories of learning and evidence-based practice from readings and discussions in your Methods courses.
3. Describe the learning environment of the school and classroom through writing and diagrams.

Task 2 Rubric

Score	Criteria
3 = Satisfactory	Student profiles are based on relevant data, complete in presentation; can be used to construct instructional plan to address students' specific learning needs; contain appropriate source references; classroom is thoroughly described
2 = Needs Development	Student profiles are based on relevant information that was not systematically collected; or are missing relevant parts of the assignment; cannot be used to develop instructional design that would match students' specific learning needs; no description of classroom
1 = Unsatisfactory + Needs to Be Redone	Student profiles are brief and missing information; no instructional plan can be developed that is relevant to student learning needs; no description of classroom

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 field, 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 student's College supervisor.
2. Annotate/Embed Comments 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
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 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 Clinical Supervisor 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: Rubric for Instructional Practice

Task 3b, Part 2: Specific Activity for Student

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

Task 3b, Part 2 Rubric

This evaluation rubric is designed to evaluate the overall performance of student teachers or interns using ten InTASC Standards: 1) learner development, 2) content knowledge, 3) planning for instruction, 4) learning environment, 5) application of content, 6) instructional strategies, 7) formative assessment. Performance indicators align with components from the Danielson Framework for Teaching, and indicators are labeled with their corresponding Danielson component.

Rubric	Unsatisfactory + Needs to Be Redone	Needs Development	Satisfactory
Score	1	2	3
I. LEARNER DEVELOPMENT AND DIFFERENCES (3 items - *InTASC: [#1]; DF: [1b]*)	Displays or applies little or no understanding of each learner's developmental differences in the context of teaching. Shows no knowledge of each learner's unique culture, interests, and experiences and does not indicate that such knowledge is valuable. Displays no understanding and knowledge of students' skills, language proficiency, and special needs and does not indicate that such knowledge is valuable.	Displays and applies partial but enough understanding of each learner's developmental differences. Recognizes the value of understanding each learner's unique culture, interests, and experiences but partially displays this knowledge or only displays it for the class as a whole. Recognizes the value of understanding students' skills, language proficiency, and special needs, but displays this knowledge only for the class as a whole and/or possesses incomplete or inaccurate information about it.	In addition to an accurate knowledge of each learner's developmental differences and exceptions to the general patterns, displays and applies knowledge of the extent to which individual students follow the general patterns. Recognizes and consistently applies understanding of each learner's unique culture, interests and experiences in the context of teaching. Recognizes the value of, and displays and applies to understand, individual students' skills, language proficiency, and special needs.
II. CONTENT AND PEDAGOGY (3 items - *InTASC: [#4]; DF: [1a; 1e]*)	Makes content errors and/or does not correct errors made by students and shows a complete lack of understanding of how academic content relate to concepts within and outside of the discipline. Plans completely ignore prerequisite knowledge important to student learning of the content. Plans display no understanding of pedagogical approaches suitable to student learning of the content and offer no opportunities for students to think critically, creatively, or collaboratively.	Is familiar with the important concepts for instruction in the discipline but displays a lack of awareness of how these concepts relate to one another making minimum connections within and outside of the discipline. Plans display sufficient awareness of prerequisite learning, anticipating some misconceptions and making content accessible enough for students' understanding. Plans reflect familiarity with a suitable range of effective pedagogical approaches creating some learning opportunities for students to think critically, creatively, and collaboratively.	Demonstrates extensive knowledge and understanding of academic content for instruction, making relevant connections within and outside of the discipline. Plans show extensive understanding of prerequisite relationships among topics and concepts, anticipate misconceptions, use powerful analogies or examples, and break down central concepts or processes. Plans reflect familiarity with a wide range of effective pedagogical approaches in the discipline creating ample learning opportunities for students to think critically, creatively, and collaboratively.

Rubric	Unsatisfactory + Needs to Be Redone	Needs Development	Satisfactory
Score	1	2	3
III. PLANNING FOR INSTRUCTION (4 items - *InTASC: [#7]; DF: [1e]*)	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, and are not designed to engage students in active intellectual activity. Technology used is not appropriate, nor suitable to students' learning, and does not support the instructional outcomes or engage students in meaningful learning. Proposed assessment procedures are not congruent with instructional outcomes or there is no proposed approach to assessment.	Some of the materials and resources are suitable for students, support the instructional outcomes, and engage students in meaningful learning. Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Some evidence of how it engages engage students in meaningful learning is provided. Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Some evidence of how it engages engage students in meaningful learning is provided. Most of the instructional outcomes are assessed through a clear assessment strategy, including some assessment methodologies adapted for groups of students.	All of the materials and resources are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning. Learning activities follow a coherent sequence aligned to instructional goals, are designed to engage students in high-level cognitive activity and are appropriately differentiated for individual learners. Technology used is appropriate, highly suitable to students' learning, and is aligned with learning objectives. Strong evidence of how it engages engage students in meaningful learning is provided. Proposed approach to assessment is fully aligned with instructional outcomes in both content and process.

Rubric	Unsatisfactory + Needs to Be Redone	Needs Development	Satisfactory
Score	1	2	3
IV. LEARNING ENVIRONMENT (5 items - *InTASC: [#3]; DF: [2d])*	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior. Does not respond to misbehavior, or the response is inconsistent, repressive, or disrespectful of student dignity. Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the candidate. Much instructional time is lost due to inefficient classroom routines and procedures; students are not meaningfully engaged; there is no evidence that students know or follow established routines. Classroom is unsafe; the candidate makes poor use of physical resources and space; there is no evidence of the candidate managing instructional groups, transitions, and the handling of materials and supplies effectively.	Monitors student behavior against established standards of conduct. Response to student misbehavior is consistent, proportionate, and respectful to students and is somewhat effective. Candidate-student interactions are consistently appropriate but may reflect inconsistencies in a few areas. Students exhibit satisfactory respect for the teacher. Little or no loss of instructional time due to efficient classroom routines and procedures; students are minimally but meaningfully engaged; with repeated guidance and prompting, students follow established classroom procedures. Classroom is safe; candidate's use of physical resources is appropriate; his/her management of instructional groups, transitions, and/or the handling of materials and supplies is successful.	Monitoring is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Response to misbehavior is highly effective and sensitive to students' individual needs. Candidate interactions with students reflect genuine respect and caring for individuals as well as groups of students. Instructional time is maximized due to efficient classroom routines and procedures; students are meaningfully engaged; routines are well understood and may be initiated by students. Classroom is safe; candidate and students use physical resources easily and skillfully; students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.

Rubric	Unsatisfactory + Needs to Be Redone	Needs Development	Satisfactory
Score	1	2	3
V. APPLICATION OF CONTENT (5 items - *InTASC: [#5]; DF: [3a]*	The purpose in a lesson or unit is unclear to students. Explanation of the content is unclear or confusing or uses inappropriate language. Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. Spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or incorrectly, leaving students confused. Outcomes represent low expectations for students and a lack of rigor. They do not reflect meaningful learning in the discipline or a connection to a sequence of learning.	The purpose for the lesson or unit is clear with acceptable implementation success. Explanation of the content is uneven but still connects with students' knowledge and experience. Activities and assignments are appropriate to most students and engage them mentally, with a limited number of them not engaged. Spoken and written language is correct. Vocabulary is limited but sufficient and clear enough for student understanding. Outcomes are moderately rigorous. Most important, learning in the discipline is measurable and suitable for most of the students in the class based on a global assessment of student learning.	The purpose of the lesson or unit is clear, including where it is situated within broader learning, linking that purpose to student interest. Explanation of content is creative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Spoken and written language is correct, and expressive, with well-chosen vocabulary that enriches the lesson. The candidate finds opportunities to extend students' vocabularies. All outcomes are rigorous and represent important learning in the discipline. They are written in the form of student learning, are measurable, and take into account the varying needs of individual students.

Rubric	Unsatisfactory + Needs to Be Redone	Needs Development	Satisfactory
Score	1	2	3
VI. INSTRUCTIONAL STRATEGIES (3 items - *InTASC: [#8]; DF: [3c])*	Instructional groups are inappropriate for students or the instructional outcomes. The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes or require only rote responses with only one approach. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. Lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both with little or no meaningful student engagement.	Instructional groups are productive and reasonably appropriate to the students or the instructional purposes of the lesson; the learning tasks are aligned with the instructional outcomes but require only minimal thinking by students and some opportunity for them to explain their thinking. Creates a discussion among students rather than recitation, with most students involved with some successful results. Lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing is slow at times but sufficiently appropriate to allow most students to be meaningfully engaged.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson; all students are intellectually engaged in challenging content through well-designed learning tasks; there is evidence of some student initiation of inquiry and contributions to the exploration of important content. Creates an atmosphere where students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Teacher's questions or prompt challenge student cognitively. Lesson's structure is highly coherent and the pacing is appropriate for all students allowing for reflection and closure.

Rubric	Unsatisfactory + Needs to Be Redone	Needs Development	Satisfactory
Score	1	2	3
VII. ASSESSMENT (4 items - *InTASC: [#6]; DF: [3d])*	Teacher does not monitor student learning; feedback is absent or of poor quality; students do not engage in self- or peer assessment. Students are not aware of the criteria and performance standards by which their work will be evaluated. Interaction between candidates and students is predominantly recitation style, with the teacher mediating all questions and answers. Cannot assess nor tell whether the lesson was effective or achieved its instructional outcomes or profoundly misjudges the success of the lesson.	Teacher monitors the progress of groups of students, making limited use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students; little or students engage in self-assessment. Students know some of the criteria and performance standards by which their work will be evaluated. Some students self-assess and monitor their own progress. Creates a discussion among students, stepping aside when appropriate. Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met, citing only a few pieces of evidence.	Teacher actively and systematically assesses individual students' understanding, and monitors their progress each; High-quality, accurate and specific feedback comes from many sources, including students. Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students self-assess and monitor their own progress. Creates an atmosphere where students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Accurately assesses the lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples as evidence.

Task 4: Knowledge of 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 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 group 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 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.

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 with supporting theory and justification.
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 and/or theory.
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 or theory.

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 Personal Growth

Select one 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. ***Discuss Your Strengths and Weaknesses as an Educator***
2. ***Describe Your Plan for Growth as an Educator After Graduation***
3. ***Describe How You Plan to Continuously Communicate with Peers, Community, and Mentors***
4. ***Describe 1-2 Prior Experiences Where You Have Grown in Addressing 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

Knowledge of Students

*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.*
 	
A. State the source(s) of information:
    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 content or social development area (based on classroom assessment data).
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 content or social development area (based on classroom assessment data).
D. Describe the learning environment of the school and classroom through writing and diagrams.

Task 3a Template for Student Completion

1. **Lesson Plan**

   [Attach your lesson plan.]

2. Comments/Embedded Explanation
a. Appropriateness of goal
b. Consideration of student prior learning
c. Incorporation of students' personal, cultural, and community assets
d. Technology to enhance learning

3. **Pre and Post Assessment**

[attach a copy of pre and post assessment]

4. **Learning Environment**

   A. Provide 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 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

Checklist for Task 3b

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 4 Template for Student Completion

1. *Analyze the pre and post data from the assessment that you designed for your 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 group 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 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. **Pre and Post Assessment Report**
   a. Summary of Assessment data from your mini-unit (could be Table or Graph)
   b. A short narrative of key observations of student strengths and struggles
B. **Summary of Formal and Informal Assessment Data for Student 1:**
   a. Name or source of assessment data for Student 1
   b. Main points noted in the data presentation or reports
   c. Instructional Recommendations for Student 1:
      i. Recommendation 1
         1. Theory/research for Recommendation 1
      ii. Recommendation 2
         1. Theory/research for Recommendation 2
C. **Summary of Formal and Informal Assessment Data for Student 2:**
   a. Name or source of assessment data for Student 2
   b. Main points noted in the data presentation or reports
   c. Instructional Recommendations for Student 1:
      i. Recommendation 1
         1. Theory/research for Recommendation 1
      ii. Recommendation 2
         1. Theory/research for Recommendation 2