School of Education

Teacher Performance Portfolio

Art and Music Education – All Grades

Student Guide

Task 1: Professional Responsibility and Growth

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 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 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. *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 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 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 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, Part 1: Instructional Practice

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 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 Template for Student Completion

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

Task 3b, Part 2: Rubric for Instructional Practice

	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 Teacher/Intern demonstrates fine rapport with pupils.			
3) Student Teacher/Intern takes cues and questions from pupils.			
4) Student Teacher/Intern creates safe and comfortable environment.			
5) Student Teacher/Intern reflects on and assesses how successful lesson was.			
6) Student Teacher/Intern can take and utilize constructive criticism.			

Task 4: Knowledge of Formal Assessment

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

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.