



School of Education

# Teacher Performance Portfolio

Early 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 how you plan to continuously communicate with peers, community, and mentors for professional growth after you graduate.
4. Describe 1-2 prior experiences where you have grown in addressing your personal biases and moved toward a culturally responsive pedagogy.
5. 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 Children, Families, and Community

### Task 2: Outline

Component	Tasks	Task Artifact	Scoring of Task	Administered and Graded	Scored By Whom
Knowledge of Children, Families, and Community	Environment, Student and Family 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 the community in which school/program is located.
  - Consider geographic location, transportation, demographic information, resources and services within the community, etc.
2. Describe the children and families enrolled in this school/program.
  - Consider demographic information, interests, ways in which families and general community engages with and within the school/program, etc.
3. Describe the school/program.
  - Consider geographic information, demographic information, grades & population served, curriculum, philosophy and/or mission of the setting, extracurricular programs, family & community engagement, class structure, etc.
4. Identify two (2) children in your class and...
  - a.) Create an in-depth profile that includes (as available):
    - Cultural background and experiences, interests and preferences (i.e. What do you know about this child/student life outside of the classroom?)
    - Development & Learning—consider all developmental domains & executive function skills based on classroom and/or individual assessment data and observations (i.e. What is this child able to do? What is this child learning to do?)
  - b.) Describe how you would design culturally/linguistically responsive-sustaining (CR-S) instruction that supports the students' development and learning. Use theory and evidence-based practices (consider what you've learned in previous courses) to support your design of instruction for each child.

## Task 2 Rubric

Score	Criteria
3 = Satisfactory	Paper provides an in-depth description of children’s developmental contexts--family, community, and school/program. Paper provides an in-depth description and many examples (3+) of each child’s developmental profile. Paper provides a clear and CR-S/developmentally appropriate instructional plan directly related to children’s specific learning needs; contains appropriate source references.
2 = Needs Development	Paper provides a description of children’s developmental contexts-family, community, and school/program. Paper provides a description and a few examples (1-2) of each child’s developmental profile. Paper provides an instructional plan that is clear but is not directly related to children’s specific learning needs or reflective of CR-S/developmentally appropriate pedagogy; contains some appropriate source references.
1 = Unsatisfactory + Needs to Be Redone	Paper provides brief or missing descriptions of children’s developmental contexts-family, community, and school/program. Paper does not provide a description and no examples of each child’s developmental profile. Paper does not provide an instructional plan that is clear and directly related to children’s specific learning needs nor reflective of CR-S/developmentally appropriate pedagogy; contains no appropriate source references.

## 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

- 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 College supervisors for the students.
- Annotate the lesson plans to explain
  - your selection of goals as appropriate for your target content or social development area;
  - how you have considered student prior learning;
  - how have you incorporated students' personal, cultural, and community assets;
  - how technology is utilized to enhance content and learning
- 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.
- Discuss 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; identifies explicit connections to children’s cultural/linguistic characteristics, experiences, and developmental learning needs; modifications & support are clearly evident and capitalizes on children’s strengths; assessments are aligned with stated central focus and learning goal; facilitation/engagement instructional strategies support children’s critical thinking/inquiry skills, are developmentally appropriate and grounded in CR-S pedagogy
2 = Needs Development	Lesson plans are not cohesive enough to support a mini-unit; identifies some generic connections to children’s cultural/linguistic characteristics, experiences, and developmental learning needs; modifications & support are not clearly evident and minimally capitalize on children’s strengths; assessments are not aligned with stated central focus and learning goal; facilitation/engagement instructional strategies minimally support children’s critical thinking/inquiry skills, are minimally developmentally appropriate and generically grounded in CR-S pedagogy.
1 = Unsatisfactory + Needs to Be Redone	Lesson plans are incomplete and/or do not support a mini-unit; identifies no connections to children’s cultural/linguistic characteristics, experiences, and developmental learning needs; modifications & support are not evident and therefore, do not capitalize on children’s strengths; assessments are not aligned with stated central focus and learning goal; facilitation/engagement instructional strategies do not support children’s critical thinking/inquiry skills, are not developmentally appropriate and are not grounded in CR-S pedagogy.

## 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 Clinical Supervisor

### Task 3b: Specific Activity for Student

1. Choose a small group (up to 4 children) or large group (5+ students).
2. Record a minimum of 10 minutes and/or a maximum of 20 minutes of a lesson that you are teaching.
3. Watch the video, use self-reflection form to reflect on what you would change to improve your teaching in the areas below. Provide an annotation (time-stamped) in writing to provide specific examples and support your reflection notes.
  - (a) facilitation/engagement and instructional strategies
  - (b) content, materials, and learning activities for the children involved;
  - (c) modifications/support specific to children’s cultural/linguistic and developmental needs.
4. Participate in Peer Feedback to discuss your teaching, self-reflection, and areas for change/improvement. Use Peer Feedback form to document reflection and feedback activity.

### Task 3b Rubric

Score	Criteria
3 = Satisfactory	Video is appropriate and clear; reflection and peer feedback include in-depth analysis; reflection is thoughtful and addresses the key areas of: facilitation/engagement/instructional strategies, content, learning activities, and modifications/support specific to children’s cultural/linguistic and developmental needs. communication, and classroom management.
2 = Needs Development	Video is appropriate and clear; reflection and peer feedback need a greater analytic focus; or reflection/peer feedback 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/peer feedback is superficial.

## 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. Examine, analyze, and summarize assessment data for the entire group of children that participated in your lesson and indicate what you learned from the assessment data.
2. Examine, analyze, and summarize assessment data from your two (2) target children AND based on the data and other informal assessments (e.g., artifacts, observational data, etc.), describe 2 examples of culturally/linguistically, and developmentally appropriate interventions to meet their learning needs. Interventions must be grounded in theoretical frameworks.

### 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*

<b>Select one of the following formats:</b>
<ol style="list-style-type: none"><li>a. 2–3-page essay (single spaced)</li><li>b. Letter to a mentor teacher</li><li>c. Narrated video (maximum 5 minutes)</li><li>d. Narrated PowerPoint (maximum 5 minutes)</li></ol>
<b>1. <i>What are Your Strengths and Weaknesses as an Educator?</i></b>
<b>2. <i>What is Your Plan for Growth as an Educator After You Graduate?</i></b>
<b>3. <i>What is Your Plan to Continuously Communicate with Peers, Community, and Mentors?</i></b>
<b>4. <i>Share a Description of 1-2 Prior Experiences of Addressing Personal Biases and How You Have Moved Toward Culturally Responsive Pedagogy.</i></b>
<b>5. <i>What is Your Plan to Stay Informed of Current Content and Pedagogical Knowledge?</i></b>

## Task 2 Template for Student Completion

(a maximum of 6 pages; not including citations/references)

**1. Describe the community in which your placement school/program is located.**

- Consider geographic location, transportation, demographic information, resources and services within the community, etc.

**2. Describe the children and families enrolled in this school/program.**

- Consider demographic information, interests, ways in which families and general community engages with and within the school/program, etc.

**3. Describe the school/program.**

- Consider geographic information, demographic information, grades & population served, curriculum, philosophy and/or mission of the setting, extracurricular programs, family & community engagement, class structure, etc.

**4. Identify two (2) children in your class and...**

**a.) Create an in-depth profile that includes (as available):**

- Cultural background and experiences, interests and preferences (i.e., What do you know about this child/student life outside of the classroom?)
- Development & Learning—consider all developmental domains & executive function skills based on classroom and/or individual assessment data and observations (i.e., What is this child able to do? What is this child learning to do?)

**b) Describe how you would design culturally/linguistically responsive-sustaining (CR-S) instruction that supports the students' development and learning.**

- c.) Use theory and evidence-based practices (consider what you've learned in previous courses) to support your design of instruction for each child.

## Task 3a Template for Student Completion

<b>Lesson Plan Template (Student Teaching/Internship)</b>
Your Name: Date: Age/Grade of Students in Classroom: Topic of Lesson:
<b><u>Connection to Children, Families &amp; Community</u></b>
a.) In 1-2 sentences, state the central focus of this lesson. b.) How is this lesson connected to students’ expressed interests and curiosity? c.) What prior knowledge will students need and/or have that will strengthen their learning in this specific lesson? d.) What personal/cultural assets do students possess that will strengthen their learning in this specific lesson? e.) How will this lesson connect/extend to children’s family/community experiences?
<b><u>Modifications &amp; Support</u></b>
<i>Student Engagement</i> a.) How will you modify this lesson to address students’ specific learning needs, ensure their active engagement, and learning goal in this specific lesson? <i>Technology Integration</i> a.) How and what forms of technology will be integrated into this specific lesson? <i>Learning Environment</i> a.) How will the physical environment reflect and support the learning goal of this specific lesson? <i>Materials</i> a.) List the materials you will use to support the learning goal of this specific lesson? <i>Language/Literacy</i> a.) What key vocabulary will students be introduced to that will support the learning goal in this specific lesson? b.) Briefly describe/list instructional strategies that you will use to support students’ language/literacy development specific to this lesson?
<b><u>Learning Standards/Objectives &amp; Assessments</u></b>
Learning Standards Associated with this lesson (at least 3 standards) <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b><u>Goals/objective for this specific lesson:</u></b>
a.) Use Bloom’s Taxonomy to develop the goal/objective of this specific lesson b.) Identify 1 (one) of the standards above and create an objective/learning goal based on your chosen standard (i.e. “Students will be able to...” )
Assessments: What is your plan for assessing the outcome of this specific lesson’s goal/objective?

<ul style="list-style-type: none"><li>• Informal</li><li>• Formal</li></ul>
<b><u>Facilitating Student Engagement &amp; Learning</u></b>
<i>Beginning:</i>
<i>Middle:</i>
<i>End:</i>

## Task 3b Template for Student Completion

1. Choose a small group (up to 4 children) or large group (5+ students).
2. Record a minimum of 10 minutes and/or a maximum of 20 minutes of a lesson that you are teaching.
3. Watch the video, use self-reflection form to reflect on what you would change to improve your teaching in the areas below. Provide an annotation (time-stamped) in writing to provide specific examples and support your reflection notes.
  - (a) facilitation/engagement and instructional strategies
  - (b) content, materials, and learning activities for the children involved;
  - (c) modifications/support specific to children’s cultural/linguistic and developmental needs.
4. Participate in Peer Feedback to discuss your teaching, self-reflection, and areas for change/improvement. Use Peer Feedback form to document reflection and feedback activity.

### Task 3b: Recording Log

Activity	Date Completed	Date Submitted
Video recording (10-20 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 with class peers		

Task 3b: Self-Reflection Form

EDC 795 Self-Reflection Form	
<b>Name:</b>	
<b>Date:</b>	
<b>Title of Videotaped Lesson:</b>	
<b>My Glows:</b>	
	<i>What do you like? What do you think you did well in this specific lesson?</i>
<b>My Grows:</b>	
	<i>What areas would benefit from more thought, planning, resources and/or overall revision?</i>
<b>Action Plan:</b>	
	<i>Specifically state what you would do differently. (Consider the ways in which you would use peer feedback)</i>

## Task 4 Template for Student Completion

1. *Examine, analyze, and summarize assessment data for the entire group of children that participated in your lesson and indicate what you learned from the assessment data.*
2. *Examine, analyze, and summarize assessment data from your two (2) target children AND based on the data and other informal assessments (e.g., artifacts, observational data, etc.), describe 2 examples of culturally/linguistically, and developmentally appropriate interventions to meet their learning needs. Interventions must be grounded in theoretical frameworks.*

Analysis of Assessment Data
<p><b>A. Pre and Post Assessment Report</b></p> <ol style="list-style-type: none"><li><i>Examine, analyze, and summarize the assessment data from your mini-unit (could be in the form of a Table or Graph)</i></li><li><i>Provide a short narrative of key observations of student strengths and struggles</i></li></ol>
<p><b>B. Summary of Formal and Informal Assessment Data for Student 1:</b></p> <ol style="list-style-type: none"><li><i>Name or source of assessment data for Student 1</i></li><li><i>Main points noted in the data presentation or reports</i></li><li><i>Theoretical framework that informs your recommended intervention</i></li><li><i>Culturally and linguistically appropriate Interventions that will address Student 1's learning needs:</i><ol style="list-style-type: none"><li><i>Intervention 1</i></li><li><i>Intervention 2</i></li></ol></li></ol>
<p><b>C. Summary of Formal and Informal Assessment Data for Student 2:</b></p> <ol style="list-style-type: none"><li><i>Name or source of assessment data for Student 2</i></li><li><i>Main points noted in the data presentation or reports</i></li><li><i>Theoretical framework that informs your recommended intervention</i></li><li><i>Culturally and linguistically appropriate Interventions that will address Student 2's learning needs:</i><ol style="list-style-type: none"><li><i>Intervention 1</i></li><li><i>Intervention 2</i></li></ol></li></ol>