Idaho State Department of Education

PERFORMANCE ASSESSMENT PORTFOLIO GUIDANCE

and

PERFORMANCE ASSESSMENT RUBRIC

For *ABCTE* and *Alternate Route to Endorsement* Candidates on Pathway 2

PERFORMANCE ASSESSMENT PORTFOLIO

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Developed by the Penn State Harrisburg Teacher Education Program

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Presentation portfolios are compiled for the purpose of creating an easy-to-read picture of your professional knowledge, skills, and competencies. The portfolio must have a well-organized framework built on goals or standards identified by an organization with a solid reputation in the education field and supported by research.

The Interstate New Teacher Assessment and Support Consortium (INTASC) has established a set of standards that have received national recognition because they are applicable for teachers of all disciplines and all levels. The INTASC Standards were adopted by Idaho in 2004, and with little revision became the IDAHO CORE TEACHING STANDARDS.

The Idaho Department of Education also recognizes the Charlotte Danielson's *Framework for Teaching* (1996) as an important tool to assess teacher competency, and serves as a model for exemplary teaching. Therefore, Danielson's *Framework for Teaching* and the *Idaho Core Teaching Standards* are both referenced here as the framework for the development of this portfolio.

Performance Assessment Portfolio Framework

Danielson's four domains of teaching responsibility and the Idaho Core Teaching Standards are presented below. You **must include all four of Danielson's Domains**, as well as some or all of the Idaho Core Teaching Standards, to organize your portfolio. Some of the artifacts may be used to demonstrate your competence in more than one domain/standard.

The four Danielson Domains are followed by the more detailed Idaho Core Teaching Standards. Note the key indicators for each category to assist you in your portfolio preparation.

Danielson's Domain # 1: Planning and Preparation

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting instructional goals
- Demonstrating knowledge of resources
- Designing coherent instruction
- Assessing student learning

Idaho Core Teaching Standard #1:

Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

KEY INDICATORS

The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- engages students in interpreting ideas from a variety of perspectives.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.

Idaho Core Teaching Standard #2:

Knowledge of Human Development and Learning

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

KEY INDICATORS

The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

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Idaho Core Teaching Standard #7:

Instructional Planning Skills

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS

The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short- and long-range plans.

Danielson's Domain #2: The Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Idaho Core Teaching Standard #5:

Classroom Motivation and Management Skills

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS

The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, works collaboratively and independently, and engages in purposeful learning activities.

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- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

Danielson's Domain #3: Instruction and Assessment

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness

Idaho Core Teaching Standard #3:

Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS

The Candidate:

- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- uses knowledge of different cultural contexts within the community (socioeconomic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.

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Idaho Core Teaching Standard #4:

Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

KEY INDICATORS

The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.
- assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

Idaho Core Teaching Standard #6:

Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS

The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.
- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- uses a variety of media communication tools to enrich learning opportunities.

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Idaho Core Teaching Standard #8:

Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS

The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to make informed choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher-made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analyzing student work.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students themselves.

Danielson's Domain #4: Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Contributing to the school and district
- Growing and developing professionally
- Showing professionalism

Idaho Core Teaching Standard #9:

Professional Commitment and Responsibility

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices of actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.
- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Idaho Core Teaching Standard #10:

School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS

The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

Performance Assessment Portfolio Guidelines

Your portfolio will be unique–a reflection and expression of your own observations, insights, class notes, and other artifacts.

Artifacts

There should be no fewer than 2 and no more than 5 artifacts per domain. Please do not include artifacts that you have not created–such as duplicated worksheets, etc. Some of your artifacts should indicate how you adapt instruction for diverse learners. There are many possible artifacts that can be placed in your portfolio that will provide a clear picture of how you are using best practices in your classroom. Following are some examples. Each artifact should be accompanied by your reflections on the artifact, and how in has informed your teaching. **Those marked with an asterisk are mandatory.**

Assessment (Domain 1 & 3)

*Student work with specific reflections on instructional impact and future planning
*Performance Assessments with specific reflections on how results inform planning
Tests
Projects
Rubrics
Running records
Case studies
Evaluations
Peer critiques
Observation reports
Self-assessment instruments
Simulated experiences

Planning (Domain 1)

*Lesson plans
*Unit plans reflecting appropriate content standards
Curriculum plans
Goal statements
Bulletin board ideas
Community resource documents
Cooperative learning strategies
Field trip plans
Individualized plans/IEPs
Learning stations

Professional Development (Domain 4)

*Professional development plan specific to content area
Awards and certificates
Professional organizations and committees
Professional reading lists
Projects
Volunteer experience descriptions related to content and professional growth
Work experience descriptions related to content area and professional competency

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Classroom Management (Domain 2)

*Seating diagrams reflecting best practices for centers, small group discussion, etc.
Classroom management plan
Management and organizational strategies
Case studies
Problem-solving logs
Rules and procedures
Student contracts
Photos of bulletin boards and displays

Instructional Skills (Domain 3)

*Evaluations from mentor
*Teacher-made materials
Evaluations/Observations done by peers or supervisors
Videotapes of teaching episodes
Audiotapes of teaching episodes
Photographs of students engaged in learning
Multimedia presentations
Student activities
Statements of impact on student learning

Community Involvement (Domain 4)

Community resource documents
Interviews with students, teachers, parents
Letters to parents
Tutoring
Volunteer experience descriptions
Letters of appreciation/recognition

Technology Skills (Domain 1 & 3)

Computer programs
Media competencies
Projects
Teacher-made materials
Content-area website addresses
Multimedia presentations
Interactive software titles

Miscellaneous (Any domain)

Anecdotal records
Pictures and photographs
Teaching video and reflection
Teacher-made materials
Testimonials
Student work

Research (Any Domain)

Article summaries and critiques

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Case studies
Essays
Journals
Meeting and workshop logs
Observation reports from visiting other classrooms

Entry Slips

Entry slips are reflective pieces that detail the importance of each artifact and the standards to which it relates. Each entry slip should be a maximum of 100 words. You should address three major questions per artifact:

- **What?** Describe what the artifact is and provide context.
- **So what?** Why is the artifact important? Why should anyone care? How does this artifact demonstrate your understanding or implementation of a domain/standard in your current content area?
- **Now what?** What is the next step? How can you improve next time? Set appropriate goals that can show growth and development over time.

For **instructional artifacts** (e.g., lesson plans, unit plans, performance assessments, etc.), you should indicate how the artifact impacted your students' learning. This might best be accomplished using an artifact "package" that includes the lesson plan, samples of student work (anonymous), a scoring rubric, a photo of the students engaged in the process of learning, and the entry slip which clearly states evidence that the students learned from this instruction.

Format

There are several possible ways to develop your portfolio. Most people will find it easiest to begin the working portfolio as a collection of paper documents in an expanding file folder or in a box. You are strongly encouraged to collect as many artifacts as possible in digital format to facilitate the assembly of an electronic presentation portfolio. However, you and your mentor will work together to agree upon a format that is most useful for both of you.

Recommended Resources

Danielson. C. (2007). Enhancing professional practice: A framework for teaching. Alexandria, VA: ASCD.

Idaho Core Teaching Standards and Enhancement Standards for Preparation of Personnel http://www.sde.idaho.gov/site/teacher_certification/docs/accredited_docs/2006%20Standards%20Manual-2008%20IHE%20Accountability-1.pdf

Rubric for Scoring Portfolio
Idaho Alternate Routes to Certification/Endorsement
For *ABCTE* and *Alternate Route to Endorsement* Candidates on Pathway 2

Mentor initials indicate that through both observation and candidate reflection, the candidate has completed this component.

Criteria	Incomplete	Complete	Complete with Commendation	Completed
Completeness and Organization of Portfolio	• Organization does not follow Danielson's Framework for Teaching • More than 2 required artifacts are missing • Limited relationship between artifacts and organization categories	• The four domains in Danielson's Framework for Teaching are evident • 1-2 required artifacts are incomplete • Identified artifacts generally support organization categories	• Clearly organized around Danielson's Framework for Teaching • All required artifacts are included and complete • The identified artifacts thoroughly support organization categories.	**YES/No** _____ Mentor Initials
Portfolio Presentation and Mechanics	• Somewhat sloppy and unprofessional • Many extraneous items • Lacks creativity • Final-form written products contain enough surface errors (in mechanics, organization, word-choice, grammar, and so on) to inhibit effective communication to the reviewer	• Mostly professional in appearance • A few extraneous items; somewhat creative • Final-form products Effectively communicate to the reviewer with a few minor errors	• Professional, neat, and attractive appearance • concise, creative • final-form written products are professionally polished and refined to communicate with some degree of sophistication in style and content	**YES/No** _____ Mentor Initials

Note: Document to be used as a formative assessment and not part of the teacher's permanent record

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