



TCHL 545 Classroom Instructional Strategies Proficiency Evaluation Portfolio

Task Overview

Course Alignment to Relevant Standards:

This TCHL 545 Proficiency Evaluation aligns to the following indicators with the Kentucky Framework for Teaching:

- Demonstrating Knowledge of Content and Pedagogy (1A)
- Demonstrating Knowledge of Students (1B)
- Selecting Instructional Outcomes (1C)
- Designing Coherent Instruction (1E)
- Creating an Environment of Respect and Rapport (2A)
- Establishing a Culture of Learning (2B)
- Managing Student Behavior (2D)
- Maintaining Accurate Records (4B)
- Communicating with Families (4C)

This TCHL 545 Proficiency Evaluation aligns to the following indicators with the Kentucky Teacher Standards:

- **STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION** The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- **STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE** The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- **STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS** The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Requirements:

This proficiency evaluation includes three parts:

1. Biographic Information
2. Digital Portfolio
3. Evidence

Part I: Biographical information:

Provide a short statement with the following information:

- Job placement: grade level/content

- Certification area
- Number of years teaching

Part II: Digital Portfolio:

Write a 15-20 page narrative that defines mastery of each of the required components, including demonstrating knowledge of content, pedagogy, and students, selecting instructional outcomes, planning coherent instruction, establishing a respectful learning environment, creating a culture of learning, managing the classroom environment, maintaining accurate records, and communicating with families.

Part III: Evidence

Include up to ten (10) pieces of job-embedded evidence that clearly support mastery of the Components addressed in the Digital Portfolio; this evidence is not to exceed 25 pages total. See the *Framework for Teaching document for suggestions of evidence of your ability to plan instruction, manage the classroom environment, maintain accurate records, and communicate with families. *Each piece of evidence must be hyperlinked to the corresponding Component.*

*Kentucky Framework for Teaching (Adapted from Danielson Framework) at <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

TCHL 545 Proficiency Evaluation Portfolio

Task Instructions

Part I: Biographic Information

Using the template provided, relate the following information:

- Student ID number
- Current job placement (grade level/content)
- Certification area
- Number years teaching experience

Part II: Digital Portfolio

Develop a digital portfolio that demonstrates meeting the **Accomplished or Exemplary** standards for the Framework for Teaching for the following indicators:

- Demonstrating Knowledge of Content and Pedagogy (1A)
- Demonstrating Knowledge of Students (1B)
- Selecting Instructional Outcomes (1C)
- Designing Coherent Instruction (1E)
- Creating an Environment of Respect and Rapport (2A)
- Establishing a Culture of Learning (2B)
- Managing Student Behavior (2D)
- Maintaining Accurate Records (4B)
- Communicating with Families (4C)

Required Components:

Using the template provided, explain how the evidence provided supports meeting each Component listed at the **Accomplished or Exemplary** level. Your discussion must fully address all Guiding Questions included under each Component.

Guiding Questions:

- **Demonstrating Knowledge of Content and Pedagogy**
 1. How do you display extensive and current content knowledge?
 2. What intra- and interdisciplinary content relationships do you incorporate?
 3. What content-specific pedagogical approaches are utilized? How are these selected?
- **Demonstrating Knowledge of Students**
 1. How do you obtain and utilize knowledge of individual student developmental level and background, cultures, skill, language proficiency, interests, **and** special needs in your planning?
 2. How do you actively engage students in content?
 3. How do you use ongoing assessments to assess students' skills level and adapt instruction?
- **Selecting Instructional Outcomes**
 1. Explain how you determine the content and cognitive level of learning outcomes.
 2. How do you ensure your outcomes are rigorous, clear and balanced?
 3. Relate how outcomes reflect the varying needs of individual students.
- **Designing Coherent Instruction**
 1. Explain how you coordinate knowledge of content, of students, and of resources, to design learning experiences.
 2. Relate how these experiences are aligned to instructional outcomes and address different students' needs.
 3. How do you ensure your unit structure is designed for clarity and varied use of instructional groups?
- **Creating an Environment of Respect and Rapport**
 1. Examine teacher-student, student-teacher and student-student interactions in your classroom in terms of respectfulness, caring, and age appropriateness.
 2. Explore the connections among teacher and students in your classroom.
 3. Relate how you respond to disrespectful behavior in your classroom.
- **Establishing a Culture of Learning**
 1. Discuss how your classroom is a "culture of learning", promoting the value of hard work and perseverance in relation to content and activities.
 2. How do you convey high expectations for learning and achievement for **all** students in your classroom?
 3. Relate student pride in work is fostered and exhibited in your classroom.
- **Managing Student Behavior**
 1. Describe how you establish a classroom atmosphere conducive to learning.
 2. How are standards of conduct established and monitored?

3. Describe interventions used for misbehavior and responses for appropriate behavior.
- Maintaining Accurate Records
 1. Explain your record-keeping system for student completion of assignments, including student access to the information.
 2. Define your system for documenting student progress in learning. How are students informed of progress?
 3. How do you document noninstructional information?
- Communicating with Families
 1. Relate how you communicate with **all** families about the instructional program.
 2. Explain how you inform families about individual student progress.
 3. How do you invite/engage families in the instructional program?

Part III. Evidence

Include up to ten (10) pieces of job-embedded evidence to support mastery of the Components addressed in Part II. See the Framework for Teaching document for suggestions of evidence of your ability to demonstrate knowledge of content, pedagogy, and students, select instructional outcomes, plan coherent instruction, establish a respectful learning environment, create a culture of learning, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.***

Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.

How to Create Bookmarks

1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.
6. Repeat this for all areas to which you would like to create a hyperlink.

*This process can be used to create a back button.

Scoring Rubric

	Ineffective	Developing	*Accomplished	*Exemplary
Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline 	<ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Demonstrating Knowledge of Students	<ul style="list-style-type: none"> • Teacher demonstrates little or no understanding 	<ul style="list-style-type: none"> • Teacher indicates the importance of understanding 	<ul style="list-style-type: none"> • Teacher understands the active nature of student learning 	<ul style="list-style-type: none"> • Teacher actively seeks knowledge of students' levels of

	of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	and attains information about levels of development for groups of students. <ul style="list-style-type: none"> The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students 	development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Selecting Instructional Outcomes	<ul style="list-style-type: none"> Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for 	<ul style="list-style-type: none"> Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or 	<ul style="list-style-type: none"> Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the 	<ul style="list-style-type: none"> All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of

	only some students.	integration. <ul style="list-style-type: none"> • Most of the outcomes are suitable for most • of the students in the class in accordance • with global assessments of student • learning 	varying needs of groups of students.	individual students.
Designing Coherent Instruction	<ul style="list-style-type: none"> • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. • Instructional groups do not support the instructional outcomes and offer no variety 	<ul style="list-style-type: none"> • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. • Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. 	<ul style="list-style-type: none"> • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional 	<ul style="list-style-type: none"> • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes are stated as activities rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

			groups.	
Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<ul style="list-style-type: none"> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
Establishing a Culture of Learning	<ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or 	<ul style="list-style-type: none"> The classroom culture is characterized by little commitment to learning by teacher or students. The teacher 	<ul style="list-style-type: none"> The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being 	<ul style="list-style-type: none"> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher

	<p>no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <ul style="list-style-type: none"> • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students 	<p>appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <ul style="list-style-type: none"> • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject 	<p>the norm for most students.</p> <ul style="list-style-type: none"> • The teacher conveys that with hard work students can be successful. • Students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work. 	<p>conveys high expectations for learning by all students and insists on hard work.</p> <ul style="list-style-type: none"> • Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Managing Student Behavior	<ul style="list-style-type: none"> • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the 	<ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. 	<ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student

	student dignity	standards of conduct		misbehavior is sensitive to individual student needs and respects students' dignity
Maintaining Accurate Records	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records
Communicating with Families	<ul style="list-style-type: none"> Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional 	<ul style="list-style-type: none"> Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional 	<ul style="list-style-type: none"> Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. 	<ul style="list-style-type: none"> Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families

	program.	program. Communications are one-way and not always appropriate to the cultural norms of those families.	<ul style="list-style-type: none"> • Information to families is conveyed in a culturally appropriate manner. 	in the instructional program are frequent and successful.
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Source: Kentucky Framework for Teaching (Adapted from Danielson Framework) at <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

*Every indicator must be met at either the **Accomplished or Exemplary** level in order to receive a holistic score of “Pass.”

Proficiency Evaluation Holistic Scoring Guide

	<i>Not Pass</i>	<i>Pass</i>
<i>Biographical Data</i>	One or more components omitted or inappropriate.	Biographical data included and appropriate.
<i>Digital Portfolio (Components with Guiding Questions)</i>	One or more components addressed below the Accomplished level. Narrative length does not meet the 15-20 page requirement. .	Demonstrates Accomplished or Exemplary performance according to the Kentucky Framework for Teaching standards through narrative and job-embedded evidence for all indicators (1A, 1B, 1C, 1E, 2A, 2B, 2D, 4B and 4C) Narrative length meets the 15-20 page requirement.
<i>Evidence</i>	Included fewer than 10 pieces of job-embedded evidence that clearly support mastery of few standards. Exceeds 25 pages total. OR One or more pieces of evidence inadequately supports mastery of standards. Exceeds 25 pages total.	Included 10 or more pieces of job-embedded evidence that clearly support mastery of a variety of standards. Evidence does not exceed 25 pages total.
<i>Professional Language</i>	Limited use of rich, scholarly language.	Rich, scholarly language from the field is utilized throughout.

<i>Writing Mechanics</i>	Typographical, spelling or grammatical errors noted.	Used template provided; deleted guiding questions (red print). Relatively free of typographical, spelling and/or grammatical errors. Formatting includes: Times New Roman 12 Font, double-spacing
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