



TCHL 555 School and Classroom Assessment Proficiency Evaluation Portfolio

Course Alignment to Relevant Standards:

This TCHL 555 Proficiency Evaluation aligns to the following indicators with the Framework for Teaching:

- Designing Student Assessment (1F)
- Using Assessment in Instruction (3D)
- Demonstrating Flexibility and Responsiveness (3E)
- Reflecting on Teaching (4A)
- Growing and Developing Professionally (4E)

This TCHL 555 Proficiency Evaluation aligns to the following indicators with the Kentucky Teacher Standards:

- **STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**
The teacher assesses learning and communicates results to students and others with respect to 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 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Requirements:

This proficiency evaluation includes two 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>

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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:

- Designing Student Assessment (1F)
- Using Assessment in Instruction (3D)
- Demonstrating Flexibility and Responsiveness (3E)
- Reflecting on Teaching (4A)
- Growing and Developing Professionally (4E)

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.

Guided questions:

- Designing Student Assessments
 1. How was your plan for student assessment aligned with instructional outcomes?
 2. What adaptations, if any, were necessary for groups of students?
 3. What assessment criteria and standards were used? Why?
 4. What was your plan for formative assessments? Why were these assessments chosen?

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5. How was your assessment plan results used to drive future instruction?
 - Using Assessment in Instruction
 1. How was assessment used during the lesson to monitor learning progress?
 2. How was feedback to students provided?
 3. How did you assure students new the assessment criteria?
 4. Did you use student self-assessment? How?
 5. Explain how questions, prompts, and assessments were used to diagnose and measure student learning.
 - Demonstrating Flexibility and Responsiveness
 1. How was your instruction adjusted to adapt to student inquiry and interests?
 2. What strategies were employed to assist students having difficulty with concepts?
 - Reflecting on Teaching
 1. Citing specific assessment examples, explain the effectiveness of a lesson in achieving instructional outcomes?
 2. How have you adjust your lessons based on assessment data and reflecting on the effectiveness of your assessment?
 - Growing and Developing Professionally
 1. Describe ways you have engaged in professional development to extend your knowledge about assessment.
 2. Provide, if any, examples of feedback you have received from colleagues and/or supervisors in regards to assessment. Explain how you have used that feedback to improve your assessment practices.
 3. Describe specific examples of professional collaboration with colleagues and supervisors to support research-based practices of assessment.
- A. Include at least ten (10) pieces of job-embedded evidence to support mastery of standards. See the Framework for Teaching document for suggestions of evidence of your ability including formative/summative assessments, scoring guides, etc.

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
Designing Student Assessments	<ul style="list-style-type: none"> Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. 	<ul style="list-style-type: none"> Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<ul style="list-style-type: none"> Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. 	<ul style="list-style-type: none"> Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Using Assessment in Instruction	<ul style="list-style-type: none"> There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. 	<ul style="list-style-type: none"> Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of 	<ul style="list-style-type: none"> Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and 	<ul style="list-style-type: none"> Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some

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	<ul style="list-style-type: none"> Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 	<p>progress in learning.</p> <ul style="list-style-type: none"> Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 	<p>results in accurate, specific feedback that advances learning.</p> <ul style="list-style-type: none"> Students appear to be aware of the assessment criteria; some of them engage in self-assessment Questions, prompts, assessments are used to diagnose evidence of learning. 	<p>evidence that they have contributed to, the assessment criteria</p> <ul style="list-style-type: none"> Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<ul style="list-style-type: none"> Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<ul style="list-style-type: none"> Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or

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				community.
Reflecting on Teaching	<ul style="list-style-type: none"> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson Teacher has no suggestions for how a lesson could be improved. 	<ul style="list-style-type: none"> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Growing and Developing Professionally	<ul style="list-style-type: none"> Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge 	<ul style="list-style-type: none"> Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

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	with others or to assume professional responsibility.		<ul style="list-style-type: none">• Teacher participates actively in assisting other educators.	
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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>Prompt</i>	One or more components addressed below the Accomplished level.	Demonstrates Accomplished or Exemplary performance according to the Kentucky Framework for Teaching standards through narrative and job-embedded evidence for all indicators (1F, 3D, 3E, 4A, and 4E)
<i>Evidence</i>	Included fewer than 10 pieces of job-embedded evidence that clearly support mastery of standards. OR One or more pieces of evidence inadequately supports mastery of standards.	Included 10 or more pieces of job-embedded evidence that clearly support mastery of standards.
<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