

Portfolio/Evidence/Self-Reflection

Domain #1 - Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

ELEMENT	EVIDENCE
Knowledge of Content	EX: * grade level/dept meetings & articulation, *continuing education (list content related coursework here and in Domain 4), *list books & articles, blogs read for subjects you teach *attending D97 workshops for new curriculum (NGSS, UIC math)
Knowledge of Prerequisite Relationships	* connect previously learned information to new lesson, using KWL * familiar with the CCSS for the years above and below what I teach, so I know how curriculum spirals * warm-ups that review information needed to move to new topic
Knowledge of Content-Related Pedagogy	EX: science lab procedures, social studies reenactment, interdisciplinary connections

Component 1b: Demonstrating Knowledge of Students

ELEMENT	EVIDENCE
Knowledge of Characteristics of Age Group	EX: coursework for age level student teaching or past teaching experience
Knowledge of Students' Varied Approaches to Learning	* learning styles inventory, * guided release model group and individual work
Knowledge of Students' Skills and Knowledge	* MAP data analysis * how do you use formative & summative assessments * IEP and 504 information used in planning
Knowledge of Students' Interests and Cultural Heritage	* student interest inventory, * writing assignments on interests and on cultural traditions * attend Multicultural Resource Center events

Component 1c: Selecting Instructional Goals

ELEMENT	EVIDENCE
Value, sequence, & alignment	CCSS, NGSS, outcomes for your discipline
Clarity	(this means what students will LEARN not what they will DO)
Suitability for Diverse Students	(differentiation of process and product for appropriate level of challenge and learning style for ALL students)
Balance	(balance of factual knowledge, conceptual understanding, thinking skills, reasoning and communication)

Component 1d: Demonstrating Knowledge of Resources

ELEMENT	EVIDENCE
Resources for Teaching	* share websites and materials used for resources * media center staff and materials * staff (SpEd, Related Service, Special Area, GTD, etc). * technology use in lessons
Resources for Students	* iPad apps in use in your classroom * books and manipulatives students have access to * community resources, guest speakers

Component 1e: Designing Coherent Instruction

ELEMENT	EVIDENCE
Learning Activities	* reflect instructional outcomes & important concepts * include student choice for interest or higher-level thinking (menus)
Instructional Materials and Resources	* use variety of materials: written, manipulatives, technology/apps * Utilizing data/tech coach for support with lessons (dates of meetings, co-teachings, specific tech used) * Marzano 9
Instructional Groups	* tell evaluator how you created your student groups (test data, pre-req knowledge, assessment, interest, hetero/homogeneous) * cooperative group structure
Lesson and Unit Structure	* share where lessons fit into curriculum map, previous lessons, etc * on-line plan book (write notes into the plans for reflection and future use)

Component 1f: Assessing Student Learning

ELEMENT	EVIDENCE
Congruence with Instructional Goals	*assessments must match learning expectations & outcomes *show how assessments are modified & suitable to individuals
Criteria and Standards	*show how expectations are clearly defined (rubric descriptors?) *show how assessments are part of instructional process
Use for Planning	*show how assessment data guides future planning * show how assessment data guides teacher during instruction

Domain #2 - Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

ELEMENT	EVIDENCE
Teacher interaction with students	
Student interactions with other students	

Component 2b: Establishing a Culture for Learning

ELEMENT	EVIDENCE
Importance of the content	
Expectations for learning and achievement	
Student pride in work	

Component 2c: Managing Classroom Procedures

ELEMENT	EVIDENCE
Management of instructional groups	
Management of transitions	
Management of materials and supplies	
Performance of non-instructional duties	
Supervision of volunteers and paraprofessionals	

Component 2d: Managing Student Behavior

ELEMENT	EVIDENCE
Expectations	

Monitoring of student behavior	
Response to student misbehavior	

Component 2e: Organizing Physical Space

ELEMENT	EVIDENCE
Safety and accessibility	
Arrangement of furniture and use of physical resources	

Domain #3: Instruction

Component 3a: Communicating with Students

ELEMENT	EVIDENCE
Expectations for learning	
Directions and procedures	
Explanations of content	
Use of oral and written language	

Component 3b: Using Questioning and Discussion Techniques

ELEMENT	EVIDENCE
Quality of questions	
Discussion techniques	
Student participation	

Component 3c: Engaging Students in Learning

ELEMENT	EVIDENCE
Activities and assignments	
Grouping of students	
Instructional materials and resources	
Structure and pacing	

Component 3d: Using Assessment in Instruction

ELEMENT	EVIDENCE
Assessment criteria	
Monitoring of student learning	

Feedback to students	
Student self-assessment and monitoring of progress	

Component 3e: Demonstrating Flexibility and Responsiveness

ELEMENT	EVIDENCE
Lesson adjustment	
Response to students	
Persistence	

Domain #4: Professional Responsibilities

Component 4a: Reflecting on Teaching

ELEMENT	EVIDENCE
Accuracy	*reflect on lessons with team, mentor and evaluator, include specific indicators & suggestions for success/ improvement
Use in future teaching	* use feedback from School evaluator post-observations * use feedback from District mentor after observations *use feedback from team conversations for revising lessons *write notes into lessons used for future improvement suggestions

Component 4b: Maintaining Accurate Records

ELEMENT	EVIDENCE
Student completion of assignments	gradebook Canvas
Student progress in learning	student work portfolio MAP analysis of fall to winter to spring Rtl progress monitoring ARI: Assessment for Reading Instruction or QRI: Qualitative Reading Inventory type data
Non-instructional records	payment for field trips, pictures, book orders, etc.

Component 4c: Communicating with Families

ELEMENT	EVIDENCE
Information about the instructional program	curriculum night handouts website, newsletter, blog, wiki, etc.
Information about individual students	* two-way phone & email log (keep personal communication non-judgemental, culturally appropriate, & don't compare to others in class) * student SMART goals created from MAP data or other charting
Engagement of families in the instructional program	volunteers to read, assist, field trips, parent events, observations rubrics and reflections sent home projects include gathering family/home information

Component 4d: Teacher Participates in the Professional Community

ELEMENT	EVIDENCE
Relationships with colleagues	* work with team to share curriculum and lesson planning ideas, *volunteer to take lead on creating or preparing some materials
Involvement in a culture of professional inquiry	* attend all monthly Best Practices classes to work with teachers in similar positions to share, learn and utilize techniques and tools.
Service to the school	* attending all school staff development sessions and participating, utilizing information presented * participating in school events & shows, outdoor ed, breakfasts
Participation in school and district projects	* attending all D97 Institute Day workshops and using ideas presented (give examples) * attend & participate in all Wed PD sessions * attend & participate in D97 monthly Best Practices workshops and 4-6 peer observations (20 hours total) * attended & participated in New Staff Orientation (18 hours total) * EX: attended or volunteered to work at after school or evening functions for my school (such as Family Math Night, band concert, fairs, District Multicultural Fair, etc.)

Component 4e: Growing and Developing Professionally

ELEMENT	EVIDENCE
Enhancement of content knowledge and pedagogical skill	* using information gained from New Staff Orientation (technology, curriculum, D97 initiatives) to plan the start of the school year for students in my classroom * using new tools, strategies and techniques as presented in monthly Best Practices classes (20 hours total class time) * using new information gained from observing D97 master teachers
Receptivity to feedback from colleagues	* using feedback from Lead Mentor observations to enhance teaching and learning * using feedback from Team Leader, Grade Level Leader, Department Leader, administration “walk-through” observations
Service to the profession	* sharing ideas, resources, and strategies with colleagues in similar position during monthly Best Practices program

Component 4f: Demonstrating Professionalism

ELEMENT	EVIDENCE
Integrity and ethical conduct	* “talk to my Team Leader for details” *maintains open mind and complies with district & school expectations
Service to students	*notices student needs and uses resources to assist student
Advocacy	*support students’ best interests as they relate to district expectations (be diplomatic and focus on data/research if you disagree, not emotions!)
Decision making	*decision making based in what student needs and district expectations
Compliance with school and district regulations	* attending all district and school expected meetings and fulfilling all mentoring program activities