

Portfolio Planning

I. Effective teaching

1 (A) USING INSTRUCTIONAL STRATEGIES THAT MAKE LEARNING MEANINGFUL AND SHOW POSITIVE IMPACT ON STUDENT LEARNING	
<ol style="list-style-type: none">1. Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire.2. Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives.3. Students actively engage in tasks that are meaningful, reflect their own life experiences, and are directly related to the learning targets.4. Students engage in a variety of learning tasks, such as direct, indirect, cooperative, and independent. Students know how to articulate, demonstrate, and apply the appropriate skills and strategies to be successful in each type of learning task.5. Students engage in making learning choices; pursue knowledge on their own; and work cooperatively or independently to develop, research, and complete learning tasks.	

1 (B) USING A VARIETY OF ASSESSMENT STRATEGIES AND
DATA TO MONITOR AND IMPROVE INSTRUCTION

1. Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets.
2. Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable.
3. Students keep and review with their teacher records of their learning progress to identify *their own* specific needs for growth
4. Students regularly use their work to examine and reflect on their achievement of learning targets. Students set individual goals and outline the steps required to reach those goals.
5. Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing. Students can articulate what worked, what did not, and what they need to do differently next time.
6. Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work.
7. Students participate in communication with parents/guardians and in decision-making about their learning progress and assessment data.
8. Students create and use scoring criteria to assess their own and others' work.

1 (C) USING APPROPRIATE CLASSROOM MANAGEMENT PRINCIPLES, PROCESSES, AND PRACTICES TO FOSTER A SAFE, POSITIVE, STUDENT-FOCUSED LEARNING ENVIRONMENT.

1. Students have a voice regarding classroom standards, rules, and consequences. Classroom standards are evident as demonstrated by student behavior.
2. Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors.
3. Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively.
4. Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively.
5. Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.
6. Students display the skills needed to take a leadership role in some part of collaborative work.

1 (D) DESIGNING AND/OR ADAPTING CHALLENGING CURRICULUM THAT IS
BASED ON THE DIVERSE NEEDS OF EACH STUDENT

1. Students can articulate the required learning targets.
2. Students know what is needed to move to the next level of performance.
3. Students are aware of and utilize resources for assistance, remediation, acceleration, or enrichment, as appropriate.
4. Students articulate how the new learning builds on their prior knowledge and individual needs. Students understand the importance of their learning and why it is useful to them.
5. Students engage in high- level thinking skills, demonstrating a variety of strategies to analyze information and solve problems.
6. Students reflect on their thinking strategies, communicate what strategies worked well and what strategies did not, and adjust as necessary.

1 (E) DEMONSTRATING CULTURAL SENSITIVITY IN TEACHING AND IN
RELATIONSHIPS WITH STUDENTS, FAMILIES, AND COMMUNITY MEMBERS.

1. Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise.
2. Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities.
3. Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and other's cultural identities.
4. Students of all cultural backgrounds are able to connect *personal* experiences to new learning.
5. Students articulate criteria to differentiate between culturally respectful/demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions.

1 (F) INTEGRATING TECHNOLOGY INTO INSTRUCTION AND ASSESSMENT

1. Students use a variety of technological skills and select technologies appropriate to instructional and assessment tasks.
2. Students use technology as a tool to enhance learning, increase personal productivity and foster self-expression.
3. Students learn and demonstrate the responsible and ethical use of technology.

1 (G) INFORMING, INVOLVING, AND COLLABORATING WITH FAMILIES AND COMMUNITY MEMBERS AS PARTNERS IN EACH STUDENT'S EDUCATIONAL PROCESS, INCLUDING USING INFORMATION ABOUT STUDENT ACHIEVEMENT AND PERFORMANCE.

1. The teacher uses effective structures to form partnerships with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement.
2. The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly.
3. The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student.
4. The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.

II. Professional Development

2 (A) EVALUATING THE EFFECTS OF HIS/HER TEACHING THROUGH FEEDBACK AND REFLECTION	
<ol style="list-style-type: none">1. The teacher conducts assessments during instruction to monitor student understanding and makes immediate adjustments to instruction as necessary.2. The teacher uses multiple sources of classroom-based summative assessments, including school, district, and state data, to strengthen what worked well, identify needed changes, and make necessary instructional adjustments.3. The teacher systematically seeks and receives feedback from a variety of sources, including parents, students, peers, and administrators. The teacher engages in reflective analysis of the best use of the information, and determines the appropriate response.	

2 (B) USING PROFESSIONAL STANDARDS AND DISTRICT CRITERIA TO ASSESS PROFESSIONAL PERFORMANCE, AND PLAN AND IMPLEMENT APPROPRIATE GROWTH ACTIVITIES	
<ol style="list-style-type: none">1. The teacher uses criteria, including education research and professional standards, to assess professional performance and to set professional goals. The teacher's goals are evolving and s/he adapts them to respond to new information and experiences.2. The teacher develops a comprehensive learning plan for each growth area, realistic methods for obtaining that growth, and a clearly articulated timeline of anticipated activities and resources.3. The teacher collects evidence that illustrates how student learning opportunities and achievement are connected with the teacher's professional growth efforts.	

2 (C) REMAINING CURRENT IN SUBJECT AREA(S), THEORIES, PRACTICE, RESEARCH, AND ETHICAL PRACTICE	
<ol style="list-style-type: none">1. The teacher consistently demonstrates depth and breadth of knowledge for each content area s/he teaches, and can articulate the scope and progression of student learning.2. The teacher consistently demonstrates knowledge and understanding of the Essential Learnings and/or Grade Level Expectations and connects them to the content and processes required for students to meet the standards.3. The teacher articulates the connection between intentional, research-based decisions and their impact on student learning.	

III. Professional Contributions

3 (A) ADVOCATING FOR CURRICULUM, INSTRUCTION, AND LEARNING ENVIRONMENTS THAT MEET THE DIVERSE NEEDS OF EACH STUDENT

1. The teacher identifies educational issues and raises awareness in order to support improved learning for all students. The teacher reflects on the effectiveness of the action(s) taken.

3 (B) PARTICIPATING COLLABORATIVELY IN SCHOOL IMPROVEMENT ACTIVITIES AND CONTRIBUTING TO COLLEGIAL DECISION-MAKING

1. The teacher uses performance data and research of best practice to participate in collegial efforts to ensure optimum implementation of the instructional program.
2. The teacher honors school-wide agreements and expectations in support of school improvement efforts. The teacher shares responsibility for nurturing positive relationships and crafting a safe environment where autonomy, belonging, and competence are experienced by all.
3. The teacher applies effective collaboration and communication strategies in a group decision-making context.
4. The teacher gains knowledge from the professional teaching community and/or community organizations