

2017-18
Performance Assessment Portfolio Guidelines
Ellwood City Area School District

Domain 1 – Planning and Preparation
Domain 4 – Professional Responsibilities

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

Artifacts/Evidence

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 Domain will be accompanied by a self-reflection on the artifacts you provided, and how it has informed your teaching. Missing or incomplete artifacts will affect Domain 4 ratings. **Those marked with an asterisk are mandatory.**

Possible Evidence - Domain 1 – Planning and Preparation

- ***Lesson plan**
- Unit plan
- Tests/Pre-Assessments (How they were used to plan)
- Projects
- Rubrics
- Running records
- Case studies
- Evaluations/Data Reviews of Students
- Peer critiques
- Observation reports
- Self-assessment instruments
- Simulated experiences

- Curriculum plans
- Goal statements
- Bulletin board ideas
- Cooperative learning strategies
- Field trip plans/speakers/volunteers
- Individualized plans/IEPs
- Learning stations
- Evidence of resources
- Evidence of Differentiated Instruction
- Professional Development in Content Area (Courses, workshops, etc...)
- Sharing new knowledge with peers
- In-service trainings
- Instructional grouping techniques
- Use of Data for planning
- Use of curriculum map, "I Can Statements" in planning
- Evidence of Modified Curriculum (IEP's, Modifications, etc...)
- Grade level/team agendas and minutes
- Evidence of collaboration/learning with peers
- Concept Maps/Graphic Organizers
- Student work/assessments/projects

Possible Evidence - Domain 4 – Professional Responsibilities

- ***Professional development Reflection – evidence of attendance and how it informed pedagogy.**
- 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
- Evidence of communication (2 way) with students, teachers, parents

- Letters to parents
- Tutoring
- Volunteer experience descriptions/PTO
- Letters of appreciation/recognition
- Newsletters
- Anecdotal records
- Projects/portfolios
- Samples of student work
- Tyler SIS/class webpage/Remind 101/emails/parent-teacher conferences
- Participation in school/district projects
- Volunteering for committees/teams or coordinating programs
- Movement beyond one's own classroom
- Receptivity of feedback from colleagues/supervisor
- Leadership roles
- Subscribe to professional/trade journals
- Shares with colleagues knowledge gained from professional conferences
- Advocacy for students
- Compliance with school and District regulations
- Efficient/Timely Grading Reports, Progress Reports, etc...

Format

For the 2017-18 school year, the teacher will keep a binder of artifacts on Planning and Preparation and Professional Responsibilities. The binder will be divided into the two Domains. A self-reflection will be required for each Domain (not artifact). A self-rating for each domain will be required based on the Failing (0), Needs Improvement (1), Proficient (2) and Distinguished (3) ratings.

Mid-Point Review

An optional Mid-Point Review will be available for each teacher. During the month of January, the teacher can request a review of the portfolio with their principal to go over their portfolio to date. It is up to the teacher to schedule the meeting.

Final Portfolio

The portfolios are due May 25, 2018. They can be turned in earlier and we encourage you to do so.

Evaluation

The Principal will review the portfolio artifacts, reflections and teacher rating. The principal will also give a rating for each Domain. If the principal and teacher's ratings agree, there will not be a conference. If the Principal's rating is less than the teachers rating, a meeting will be held to discuss the discrepancy. If a teacher receives a 0 or 1 rating by the principal there will be a mandatory conference.

Rubric for Scoring Portfolio
Ellwood City Area School District
Date

Teacher Name

Domain	Failing	Needs Improvement	Proficient	Distinguished	Teacher/Principal Rating Circle one	
Domain 1 - Planning and Preparation	Teacher plans reflect little understanding of the content, the students and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate	Teacher plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable for students as a group, and the approaches to assessments are partially aligned with goals.	Teacher plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments are aligned to the goals.	Teachers plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans - instructional outcomes, learning activities, materials, resources, and assessments - are in complete alignment and are adapted as needed for individual students.	T 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	P 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

Domain	Failing	Needs Improvement	Proficient	Distinguished	Teacher/Principal Rating Circle one	
Domain 4 – Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.	The teacher demonstrates high ethical standards and genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.	The teacher’s ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for recordkeeping and family communication.	T 0 1 2 3	P 0 1 2 3

