College of Education
Student Teaching Portfolio Handbook
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Student Teaching Portfolio Handbook

Purpose of the Portfolio
The student teaching portfolio is a culminating assessment of the pre-service teacher preparation programs at Niagara University. The portfolio illustrates each candidate’s knowledge, skills, and dispositions for beginning a career as a novice teacher in five specific domains:

I. Understanding Students
II. Planning, Implementing, and Evaluating Instruction
III. Assessing Student Learning
IV. Facilitating Productive and Effective Learning Environments
V. Becoming a Professional

In addition to providing feedback to the College of Education on the quality of each pre-service teacher preparation program, the portfolio supports teacher candidates in understanding their individual strengths and opportunities for growth, securing teaching positions using evidence to demonstrate their competencies, and beginning a career in the field wherein they will be required to illustrate their on-going development as a professional.

Design of the Portfolio
Candidates will complete two student teaching field experiences over the course of one semester. During these placements they will develop six portfolio submissions demonstrating their growth and development in each of the five domains identified above. The submissions will be reviewed by the Professional Seminar instructor using standardized rubrics linked to the expectations of highest ranking national and international professional organizations in their respective fields of education. These associations include:

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<th>Certification Area</th>
<th>National Association</th>
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<td>Birth to Grade 2</td>
<td>National Association for the Education of Young Children (NAEYC)</td>
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<tr>
<td>Grades 1-6</td>
<td>Association for Childhood Education International (ACEI)</td>
</tr>
<tr>
<td>Science Grades 5-12 (biology or chemistry)</td>
<td>National Science Teachers Association (NSTA)</td>
</tr>
<tr>
<td>Social Studies Grades 5-12</td>
<td>National Council for the Social Studies (NCSS)</td>
</tr>
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</table>
Portfolio Submissions

The portfolio will include the following six submissions:

1. Understanding the Students
   Teacher Candidates will practice strategies to develop their understandings of the students in their placement using a variety of information gathering techniques. This submission is typically completed in the first week to ten days of the first student teaching placement, and illustrates the Teacher Candidate’s competency in Domain I Understanding Students.

2. Resume and Cover Letter
   Teacher Candidates will prepare a teaching resume that provides contact information, education, experiences, and other professionally relevant information. In addition, Teacher Candidates will submit a cover letter that demonstrates their written communication skills and connects their unique skills and experiences to available positions. This submission is typically completed by the middle of the first student teaching placement, and illustrates the Teacher Candidate’s development within Domain V Becoming a Professional.

3. Unit Planning, Implementation, and Evaluation
   Teacher Candidates will develop, implement, and evaluate an integrated unit of study covering three to five days of instruction. This submission is typically completed by the end of the first student teaching placement, and illustrates the Teacher Candidate’s competency in Domain II Planning, Implementing, and Evaluating Instruction.

4. Learning Environment
   Teacher Candidates will gather information to describe the learning environment of their student teaching placement. This submission is typically completed within the first week.
to ten days of the second student teaching placement, and illustrates the Teacher Candidate’s development within Domain IV Facilitating Effective and Productive Learning Environments.

5. Analysis of Student Learning  
Teacher Candidates will identify students’ current levels of understanding, monitor student progress throughout a unit of study, and evaluate student growth and development as a result of learning experiences. This submission is typically completed between the middle and end of the second student teaching placement, and illustrates the candidate’s competency in Domain III Assessing Student Learning.

6. Collaborative Community Involvement  
Teacher Candidates document their participation in an activity that extends beyond their instructional role in the classroom. This submission may be completed at any time throughout either student teaching placement, and illustrates the candidate’s development in Domain V Becoming a Professional.

Teacher Candidates may confer with their Cooperating/Associate Teacher, Supervisor, and Seminar Instructor to negotiate a more flexible submission schedule that meets the specific needs of the placement. Teacher Candidates are highly cautioned to distribute the submissions equally across the semester to allow for appropriate feedback from the Seminar Instructor and insure the highest quality portfolio upon program completion.
Portfolio Submission 1

Understanding the Students

Effective teachers have a strong understanding of their students in order to make sound instructional choices that promote their learning and development. To truly understand their students they must have a deep awareness of students’ life experiences as shaped by their families, communities, and school experiences.

In this submission Teacher Candidates will practice strategies to develop their understandings of students using a variety of information gathering techniques. This project contains several components outlined below. Parts II and III will be submitted for evaluation. Part I is a guide for information gathering and does not need to be submitted for review. The information gathered for this project should remain confidential. Teacher Candidates should use initials or professional pseudonyms for the school, teachers, and students. Teacher Candidates should be careful not to leave data lying around in places that would breech this confidentiality. They will take the need for confidentiality very seriously.

Part I – Inquiry: Teacher Candidates will gather information about the lives and backgrounds of the students they will teach.

Teacher candidates will review official websites, conduct observations, analyze documents and/or interview students, teachers, and other professionals to gather information in response to each inquiry question below:

**What is known about the school the students attend and how it may impact student learning?**

Use the following questions or prompts to guide your inquiry:

- Location of school
- History of school
- Mission statement of school
- Distinguishing features of the school
- Grade levels found in school
- As completely and accurately as possible, describe the organization of the school. This may include information such as the number of classrooms, teachers, students; and the special services available including library, computer lab, offices, gym, lunchroom, student support services, etc.
- Draw a map of the school. Include a layout of building and any other distinguishing features.
- How well is the school taken care of? Describe the physical features of the school – what is hung on the walls? What types of furniture are in the halls? What do you see on the bulletin boards?
- What can you learn about the school from brochures, flyers, etc.?
- If you have an opportunity, interview the school principal or other school personnel to find out more about the school.
- What other information can you learn about the school from the district website?
- What other information can you learn about the school from websites developed outside of the district?
What is known about the communities that students live in and how might these communities impact student learning?

Use the following questions or prompts to guide your inquiry:

- Describe the diversity of the communities from which the students are drawn. Include information on a variety of forms of diversity such as race, ethnicity, socio-economic status, languages spoken, religious affiliations, political affiliations, and geography.
- Describe the community resources that are available within the neighborhoods from which the students are drawn (libraries, religious organizations, after school programs, athletic programs, arts and cultural centers, social services, etc.)
- What information can you learn from websites or community publications?

Who are the students in this class?

Use the following questions or prompts to guide your inquiry:

- How many students are in the class?
- How many males and females?
- What are the racial, ethnic, religious, linguistic, family structure, and socio-economic differences and similarities among the students?

What is known about the prior learning of students?

Use the following questions or prompts to guide your inquiry:

- What are the learning characteristics of the students (disability, exceptionality, learning styles, motivational factors, behaviors, etc.)?
- How well have students performed academically in the past?
- What assessment data is available for these students?
- What does the assessment data say about students’ needs and strengths?
- What school assessment information can you learn from the district website?
- What school assessment information can you learn from websites developed outside of the district?

Who are the educators in this class?

Use the following questions or prompts to guide your inquiry:

- Who is the teacher?
- What are the teacher’s background experiences?
- What other school professionals are involved in this classroom?
- How do the teacher and other school professionals accommodate for individual and group differences among the students?

Part II – Report and Analysis of Inquiry Findings: Teacher Candidates will prepare a 3-5 page written report in which they describe the information gathered from their inquiries in Part I. Teacher Candidates should take caution in using professional language that presents the characteristics factually and without judgment.
The written report should include the following:

1. A brief description of sources used to gather the information for the report. In this section Teacher Candidates will indicate the specific websites visited, observations conducted, documents analyzed, individuals interviewed, and other sources of information. This section will not present the results or information gathered. It will simply identify the sources of information.

2. A brief description of the school. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question **What is known about the school the students attend and how it may impact student learning?**

3. A brief description of the communities. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question **What is known about the communities that students live in and how might these communities impact student learning?**

4. A brief description of the students. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question **Who are the students in this class?**

5. A brief description of the students’ prior learning. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question **What is known about the prior learning of students?**

6. A brief description of the professional educators. In this section Teacher Candidates will provide their findings on the questions and prompts related to the inquiry question **Who are the educators in this class?**

**Part III- Reflection:** Teacher Candidates will prepare a 1-3 page written reflection in which they respond to the following prompts:

1. How might you alter your professional practices to meet the needs and promote the success of ALL students in your student teaching placement based on the information gathered in the inquiry?

2. What have you learned from this project that will make you a better teacher in the future?

3. What questions have emerged for you as result of conducting this project?
# Understanding the Students Rubric

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<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td><strong>Inquiry Strategies</strong></td>
<td>The report identifies fewer than 3 resources used to gather information about the school, community, and student or it fails to identify at least 1 website and 1 personal interview.</td>
<td>The report identifies at least 3 resources used to gather information about the school, community and student including at least 1 website and 1 personal interview.</td>
<td>The report identifies 4 or more resources used to gather information about the school, community, and students including at least 1 website and 1 personal interview with a member of the outside community.</td>
</tr>
<tr>
<td>School Culture</td>
<td>The report does not accurately describe the school culture and structure or it does not indicate how these factors impact student learning.</td>
<td>The report accurately describes the school culture and structure and indicates how these factors impact student learning.</td>
<td>The report provides accurate and detailed information about the school, community, and student learning.</td>
</tr>
<tr>
<td>Community Culture</td>
<td>The report does not accurately describe the community culture. It does not include information on diversity or community resources.</td>
<td>The report accurately describes the community culture including information on diversity and community resources.</td>
<td>The report provides a detailed description of the community culture including information on a variety of ways in which the communities are diverse. The report also provides a rich list of community resources that may enhance the lives and learning of students.</td>
</tr>
<tr>
<td>Student Diversity</td>
<td>The report does not illustrate fewer than 2 ways that students in the class are diverse or it does not indicate the potential impact(s) of these forms of diversity on student learning.</td>
<td>The report illustrates some of the ways that students in the class are diverse and indicates the potential impact(s) of these forms of diversity on student learning.</td>
<td>The report illustrates more than 3 ways in which the students in the class are diverse and indicates the potential impact(s) of these forms of diversity on student learning.</td>
</tr>
<tr>
<td>Prior Learning</td>
<td>The report does not provide past assessment data or it fails to indicate the sources from which the assessment data was gathered.</td>
<td>The report provides a summary of past assessment data for students and illustrates that the candidate can collaborate with professional colleagues in accessing assessment information. The report highlights student needs based on the assessment data.</td>
<td>The report provides a summary of past assessment data from a variety of sources and illustrates that the candidate can collaborate with professional colleagues in accessing assessment information. The report highlights student strengths and needs based on the assessment data.</td>
</tr>
<tr>
<td><strong>School Colleagues</strong></td>
<td><strong>The report does not describe the teacher’s background experiences or his/her professional role in accommodating individual and group student needs, or it fails to provide information on another school professional assigned to the class.</strong></td>
<td><strong>The report describes the teacher’s background experiences and his/her professional role in accommodating individual and group student needs. The report also includes information on the role of at least one other school professional in working with the students in the class.</strong></td>
<td><strong>The report provides rich and detailed information on the teacher’s background experiences and his/her professional role in accommodating individual and group student needs. The report also includes information on the role of more than one other school professional in working with the students in the class.</strong></td>
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<td>The candidate understands the roles, responsibilities and strengths of professional colleagues.</td>
<td>(ACEI 5.2, NAEYC 1.b, 4.a, CEC 10, TESOL 5.b)</td>
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<tr>
<th><strong>Reflection</strong></th>
<th><strong>The reflection does not include specific practices that the candidate will implement to meet the diverse needs of students in the class.</strong></th>
<th><strong>The reflection includes specific practices that the candidate will implement to meet the diverse needs of most students in the class.</strong></th>
<th><strong>The reflection includes a variety of specific practices that the candidate will implement to meet the diverse needs of ALL students in the class.</strong></th>
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<tbody>
<tr>
<td>The candidate makes informed decisions based on input from a variety of sources.</td>
<td>The reflection does not illustrate the candidate’s professional growth and indicate ideas for future learning.</td>
<td>The reflection illustrates the candidate’s professional growth and ideas for future learning.</td>
<td>The reflection illustrates the candidate’s professional growth and specifies plans for future learning.</td>
</tr>
<tr>
<td>The candidate reflects upon his/her professional growth and seeks opportunities to grow professionally.</td>
<td>(ACEI 3.2, 5.1, NAEYC 6.c, 6.d, CEC 9, TESOL 5.b)</td>
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Teacher Candidates must be able to demonstrate their accomplishments and their ongoing efforts to remain current within the profession. A resume and cover letter are not only essential for securing a teaching position, they are an effective means to succinctly document continuous professional growth.

For this submission Teacher Candidates will prepare a teaching resume that provides contact information, education, experiences, and other professionally relevant information. In addition, Teacher Candidates will submit a cover letter that demonstrates their written communication skills and connects applicants’ unique skills and experiences to available positions. Because the cover letter must be tailored to each position and employer, Candidates will tailor the cover letter to apply for the specific position currently occupied by their Cooperating/Associate Teacher.
# Resume and Cover Letter Rubric

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<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td><strong>Contact Information</strong></td>
<td>The resume is missing at least one of the required elements of contact information.</td>
<td>The resume includes name, address, phone number and email in a professional manner.</td>
<td>The resume includes name, address, phone number and email in a professional manner. In addition the candidate includes a web address where employers may go to view the candidate’s web presence.</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>The resume does not accurately list all institutions from which the candidate received (or will receive) a degree, OR the resume does not include the name of the degree received, OR the most recent experiences are not presented first, OR the teaching certifications are not presented.</td>
<td>All institutions from which the candidate received (or will receive) a degree are listed on the resume along with the name of the degree received, beginning with the most recent experiences. Teaching certifications obtained as a result of each degree are also presented.</td>
<td>All institutions from which the candidate received (or will receive) a degree are listed on the resume along with the name of the degree received, beginning with the most recent experiences. Teaching certifications received (or to be received) are also presented. Additional information such as GPA above 3.2, and minors illustrate the candidate’s outstanding educational competency.</td>
</tr>
<tr>
<td><strong>Experiences</strong></td>
<td>The resume does not include the essential information describing the candidates teaching-related field experiences.</td>
<td>The resume presents all of the field experiences completed including name of the school/organization, location, position and dates beginning with the most recent experience.</td>
<td>The resume presents all of the field experiences completed including name of the school/organization, location, position and dates beginning with the most recent experience. In addition bullet statements beginning with action words describe the skills, responsibilities, and key accomplishments of these experiences.</td>
</tr>
<tr>
<td><strong>Additional Section(s)</strong></td>
<td>The resume does not include at least one additional section such as special skills, honors/awards, volunteer work, professional development, publications, etc.</td>
<td>The resume includes at least one additional section such as special skills, honors/awards, volunteer work, professional development, publications, etc.</td>
<td>The resume includes additional sections such as special skills, honors/awards, volunteer work, professional development, publications, etc. that truly sets the candidate apart from other potential applicants.</td>
</tr>
<tr>
<td><strong>Cover Letter</strong></td>
<td>The cover letter is NOT addressed to a specific individual.</td>
<td>The cover letter is addressed to a specific individual.</td>
<td>The cover letter is addressed to a specific individual with</td>
</tr>
</tbody>
</table>
| Writing Conventions | The candidate has strong written communication skills. (CEC 6) | The resume and/or cover letter includes violations of professional writing conventions that may result in the candidate being eliminated from the applicant pool. | Both the resume and cover letter are:  
- Error free  
- Professional  
- Grammatically correct  
- Visually pleasing  
- Appropriate in length and formatting | The writing conventions displayed in the resume and cover letter exceed the level of satisfactory and illustrate that the candidate has truly outstanding written communication skills. |
Effective teachers are skilled in designing and implementing cohesive units of instruction that motivate students, meet curricular goals, engage students with a variety of resource materials, and involve students through the use of active teaching strategies. Effective teachers also use sound assessment strategies to plan, guide and evaluate instruction, and they differentiate instruction based on the individual needs of students.

For this project Teacher Candidates will be required to develop, implement, and evaluate an integrated unit of study covering three to five days of instruction. The project contains several components, each of which will be submitted for evaluation.

**Part I - Unit Plan Development:** Teacher Candidates will plan a unit of study that includes the following components:

- A Rationale that makes the unit relevant to the students
- A list of Learning Goals/Intended Student Outcomes
- A Resource List that includes a variety of learning materials including print-based and technology resources
- An Instructional Plan that briefly describes the order/sequence of the lessons or learning experiences.
- An Assessment Plan with information on the students’ prior knowledge, formative assessments, and summative assessments.
- A Differentiation Plan that describes how individual needs of students will be addressed throughout the unit.
- Lesson Plans including detailed strategies for engaging students in critical thinking and problem solving exploring the learning goals over a period of 3-5 days of instruction.

Each of the elements of the Unit Plan will be submitted to the seminar instructor.

**Part II- Unit Plan Implementation:** Teacher candidates will take two video clips of themselves delivering lesson plans from the unit of study. Each video clip will cover a minimum of 15 minutes of instruction. The two clips should be taken on different days of instruction. Each 15 minute clip should be a continuous video (non-edited, no stopping and starting of the video). The clip should include at least 5 minutes of teacher led instruction and at least 5 minutes of student engaged activities. It should include no more than 2 minutes of outside instruction such as movie, silent reading, guest speakers, etc.

Candidates may select one of the two video clips and submit it to the seminar instructor.

**Part III- Reflection Questions:** Following the implementation of the unit Teacher Candidates will respond to a series of reflective questions including:

- What does the video clip that you selected for submission illustrate about your strengths and challenges as a professional educator?
In what ways did you modify or alter the original unit plan throughout the implementation process? What evidence led you to make these changes?

What changes or alterations would you make to the unit if you were to use it again in the future? Why would you make these changes?

What does this unit plan say about you as a professional educator?
# Student Teaching Unit Planning, Implementation, and Evaluation Rubric

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<th>Criterion</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>The rationale is either not included or does not clearly explain how the learning experiences will be meaningful to students at this age level.</td>
<td>The rationale explains how the learning experiences will be meaningful and motivating to students at this age level.</td>
<td>The rationale explains how the learning experiences will be meaningful and motivating to students. The rationale takes into consideration the diverse experiences of the students in the classroom.</td>
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</table>

| Learning Goals/Intended Student Outcomes/Objectives | The learning goals/intended student outcomes are either not included or do not clearly connect to the appropriate standards, curriculum or performance indicators. | The learning goals/intended student outcomes connect to the appropriate standards, curriculum or performance indicators. | The learning goals/intended student outcomes clearly connect to the appropriate standards, curriculum or performance indicators. In addition they make clear and relevant connections to other standards, curriculum, or performance indicators allowing learners to explore the interdisciplinary nature of our world. |

| Resource List | The resource list is either not included or does not include developmentally appropriate materials or print-based and technology resources. | The resource list includes a variety of developmentally appropriate learning materials including print-based and technology resources. | The resource list includes a variety of developmentally appropriate and challenging learning materials including print-based and technology resources. The materials encourage active engagement and extend or enhance the learning process. |

| Instructional Plan | The instructional plan is either not included or does not clearly present the order/sequence of the planned learning experiences. | The instructional plan briefly explains the order/sequence of the planned learning experiences. | The instructional plan explains the order/sequence of the planned learning experiences making it clear that learners will be encouraged to problem solve and think deeply and critically about the content and concepts under investigation linking broad concepts to specific ideas. |

| Assessment Plan | The assessment plan is either not included or does not clearly present the content and performance criteria. | Student outcomes or objectives include content and performance criteria. | Student outcomes or objectives include content and performance criteria along with the conditions under which students will demonstrate their learning, including individualized learning objectives as needed. |
| Assessments of students’ prior knowledge, learning development (formative), and learning outcomes (summative). | Not included or the processes for gathering information on students’ prior knowledge, learning development, and/or learning outcomes is not clearly presented. | Includes the processes for gathering information on students’ prior knowledge, learning development, and learning outcomes. | Processes for gathering information on students’ prior knowledge, learning development, and learning outcomes. A variety of assessments are used at each stage to gather a clear picture of the diverse understandings of the students in the class. |
| Differentiation Plan | The differentiation plan is either not included or does not indicate clearly how the learning experiences will be modified to accommodate the cultural or linguistic diversity, exceptional learning needs, and learning styles of students. | The differentiation plan indicates how the learning experiences will be modified to accommodate the cultural or linguistic diversity, exceptional learning needs, and learning styles of students. | The differentiation plan details how the learning experiences, resources, and assessments will be modified to accommodate the cultural or linguistic diversity, exceptional learning needs, and learning styles of students. |
| Lesson Plans | There are fewer than 3 developmentally appropriate lesson plans or planned learning activities and/or the plans do not indicate the strategies used by the teacher to actively engage students in the learning process. | A minimum of 3 developmentally appropriate lesson plans or planned learning experiences are included and explain the strategies the teacher will use to actively engage students in the learning process. Some of the plans encourage critical thinking and problem solving. | More than 3 developmentally appropriate lesson plans or planned learning experiences are included with each clearly explaining the strategies the teacher will use to actively engage students in the learning process. Each of the plans involves students in critical thinking/problem solving activities. |
| Video Clip | The video clip is less than 15 minutes in length, OR includes less than 5 minutes of active student engagement, OR more than 2 minutes of outside instruction such as a movie, silent reading, or guest speakers. The video clip does not illustrate that the candidate engages students in developmentally appropriate active learning, encourage critical thinking and problem solving, or foster communication among students. | The video clip is at least 15 minutes in length, includes a minimum of 5 minutes of teacher led instruction, 5 minutes of active student engagement, and no more than 2 minutes of outside instruction such as a movie, silent reading, or guest speakers. The video clip illustrates that the candidate uses a variety of teaching strategies that are highly motivating, developmentally appropriate and actively engaging for students. It also illustrates that the candidate fosters critical thinking and problem solving, and communication among students using a variety of strategies (verbal, nonverbal, media, etc.) | The video clip is at least 15 minutes in length, includes a minimum of 5 minutes of teacher led instruction, 5 minutes of active student engagement, and no more than 2 minutes of outside instruction such as a movie, silent reading, or guest speakers. The video clip illustrates that the candidate uses a variety of teaching strategies that are highly motivating, developmentally appropriate and actively engaging for students. It also illustrates that the candidate fosters critical thinking and problem solving, and communication among students using a variety of strategies (verbal, nonverbal, media, etc.). |
| Reflection | The candidate continuously evaluates the effects of his/her professional decisions on students. (ACEI 5.1, NAEYC 6c, 6d, CEC ICC7S13, ICC7S15, ICC9s11) | The response to the reflection questions does not indicate that the candidate continuously evaluates the effects of his/her professional decisions on students. | The response to the reflection questions indicates that the candidate continuously evaluates the effects of his/her professional decisions on students. | The response to the reflection questions indicates that the candidate makes evidence-based, professional judgments about his/her effects on students. In response to these judgments the candidate modifies (or makes plans to modify) his/her practice to enhance learning for all students. |
Teacher Candidate Performance Assessment

Video Release Procedure:

Teacher Candidates must do the following to complete the video assignment:

- Discuss with your cooperating/associate teacher the procedure for obtaining compliance in your school or district to videotape a lesson in which you teach.

- Before videotaping, obtain a signed release form for all students who would appear in the video.

- Retain the release forms for your records and keep them in your Organizational Binder which will be kept during student teaching.

It is imperative to maintain the privacy of all students and adults who appear in the video. Therefore, you may not share the video with friends, family, or other individuals who are unaffiliated with the assignment.

The video must be submitted to your Professional Seminar instructor in disc format (CD or DVD) and will be reviewed by that individual solely for scoring. You may make ONE back-up copy of your video for your records or just in case the disc submitted is damaged. Once your instructor has informed you the videotape has been successfully submitted, the copy will need to be destroyed/discarded.
Student Release Form

Student Name:__________________________________________________
(First)                               (Middle Initial)                                     (Last)

School:__________________________________________________________

Classroom Teacher:______________________________________________

I am the parent/legal guardian of the child named above. I have read and understand the letter you provided related to the use of my child’s image in the video to be submitted for your Niagara University course required assignment to assess your teaching performance and I agree to the following:

_____ I DO give permission for my child to appear in a video recording of your teaching performance with the understanding that my child’s name will not be used in any material submitted and confidentiality will be maintained throughout the process.

_____ I DO NOT give permission for my child to appear in a video recording of your teaching performance and understand that he/she will be seated outside of the recorded activities.

__________________________________________________________
Signature of Parent/Legal Guardian

Date
Request to a Parent/Guardian for a Video Release Form:

Dear Parent/Guardian,

I am a student teacher in Niagara University’s teacher education program. It is my distinct pleasure to have the opportunity to teach and learn in your child’s classroom for 7 weeks. In that time, there are assignments I will be required to complete for my program. One very important assignment is a videotaped lesson. The purpose of the videotape is to evaluate my performance as a prospective teacher. The focus of the video will be on my teaching performance and not other teachers in the room or individual students in the class. However, during the course of videotaping, your child may appear in the video. The video will be submitted to my instructor via cd or dvd. The purpose of this required assignment is to assess my teaching performance.

Your child’s name will not be included in any materials that may be submitted to my instructor confidentiality will be maintained at all times.

Please provide your permission to use your child’s image by completing the video release form provided.

Thank you for your time and consideration,

____________________________________________________________
Teacher Candidate’s Signature

___________________________________________________________
Teacher Candidate’s Name

___________________________________________________________
Cooperating/Associate Teacher’s Name

______________  ______________
Date: School:
Teacher Candidates must implement strategies designed by experienced practitioners to maintain safe, healthy, respectful, supportive, and challenging learning environments. In order to effectively implement these strategies they must first have a clear understanding of the existing system(s).

For this submission Teacher Candidates will gather information to describe the learning environment of their student teaching placement. A strong report will identify both classroom-based and school-wide practices and/or programs designed to enhance student motivation and maintain a positive learning environment. The information contained within the report should be obtained through interview/conversation and observation of practices. Teacher Candidates will be expected to converse with their Cooperating/Associate Teachers regarding their personal beliefs and practices related to student motivation and classroom management. Teacher Candidates should also speak with school-wide practitioners such as principals, vice principals, deans, and school counselors to learn about the programs or models used throughout the building to enhance student motivation to learn and maintain a positive environment. Teacher Candidates should also take time to observe the implementation of these practices.
# Learning Environment Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom-Based Motivation</td>
<td>The report describes either the teacher’s beliefs about student motivation or the motivational strategies implemented, but not both.</td>
<td>The report describes the teacher’s beliefs about student motivation and the motivational strategies implemented by the teacher.</td>
<td>The report describes the teacher’s beliefs about student motivation.</td>
</tr>
<tr>
<td></td>
<td>The candidate converses with teacher colleagues to identify the teacher’s beliefs about factors that motivate students.</td>
<td>The candidate observes teacher colleagues to identify strategies that motivate students to learn.</td>
<td>The report describes in detail the motivational strategies implemented by the teacher.</td>
</tr>
<tr>
<td></td>
<td>The candidate makes accurate connections between beliefs, practices and theories related to student motivation and development.</td>
<td>(ACEI 1, 3.4, 5.2, NAEYC 1.c, 6.c, 6.d, CEC 5, 10)</td>
<td>The teacher candidate makes accurate theoretical connections to the teacher’s beliefs and strategies.</td>
</tr>
<tr>
<td>Classroom Management System</td>
<td>The report describes some/few elements of the management system and/or does so with limited detail.</td>
<td>The report describes all elements of the classroom management system clearly and with detail such that a professional entering the classroom would recognize each of the strategies and be able to follow the system.</td>
<td>(ACEI 3.4, 5.2, NAEYC 1.c, 6.c, 6.d, CEC 5, 10)</td>
</tr>
<tr>
<td></td>
<td>The candidate converses with and observes teacher colleagues to identify and articulate: classroom expectations (written and unwritten) and consequences, rituals and routines, Physical arrangement of classroom and resources.</td>
<td>The report describes some elements of the management system listed in the criterion but more detail would be necessary for a professional entering the classroom to attempt to implement each element.</td>
<td>(ACEI 1, 3.4, 5.2, NAEYC 1.c, 6.c, 6.d, CEC 5, 10)</td>
</tr>
<tr>
<td>Grouping</td>
<td>The report does not clearly articulate the grouping strategies used within this classroom and/or does not identify purposes for these strategies.</td>
<td>The report describes some of the grouping strategies used by the teacher and provides general information as the learning goals accomplished by these grouping models.</td>
<td>The report describes individual, small group and large group models utilized within the classroom and details the reasons why these strategies are used to meet the individual learning needs of students.</td>
</tr>
<tr>
<td>School-Wide Motivation and Management System</td>
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</tbody>
</table>
The candidates converses with and observes school-wide practitioners regarding the motivation and management system used throughout the building.

The candidates identifies school-wide:

- Expectations and Consequences
- Rituals and Routines
- Motivational strategies
(ACEI 3.4, 5.2, NAEYC 1.c, 6.c, 6.d, CEC 5, 10)

Interventional Strategies

The candidate converses with colleagues regarding specific interventions for students with behavior or motivational challenges.

The candidate identifies individualized strategies focused on these key elements:

- Prevention of challenging behaviors using the least intensive methods
- Self-regulation and Independence
- Supports and modifications to learning environments
- Inclusion in the least restrictive environment
(ACEI 3.4, 5.2, NAEYC 1.c, 6.c, 6.d, CEC 5, 10)

Writing Conventions

The candidate’s professional writing illustrates clarity and precision of ideas; accurate grammar, spelling, and punctuation; and appropriate referencing.

The report describes some/few elements of the school-wide motivation and management system and/or does so with limited detail.

The report describes all/most elements of the school-wide motivation and management system as listed in the criterion. More detail would be necessary for a professional entering the building to be able to successfully follow each element.

The report describes all elements of the school-wide motivation and management system as listed in the criterion clearly and with detail such that a professional entering the building would recognize each of the strategies and be able to follow the system.

The report does not include information regarding interventions for students with behavioral or motivational challenges and/or does so with limited detail.

The report details interventional strategies with most of the key elements of the criterion described.

The report details interventional strategies with each of the key elements of the criterion described.

The candidate expresses facts, ideas, and opinions in a vague and/or disjointed manner. The Report contains several major grammar, spelling, and/or punctuation errors and/or the report does not appropriately reference.

The candidate expresses facts, ideas, and opinions quite clearly. The report contains some minor grammar, spelling, and/or punctuation errors. The report uses APA style in formatting.

The candidate expresses facts, ideas, and opinions clearly, concisely, and convincingly. The report contains no grammar, spelling, and/or punctuation errors The report uses APA style appropriately.
Effective teachers are knowledgeable about their impact on student learning. They know what prior knowledge students bring to the learning experience, what progress students are making throughout the learning experience, and what students know and are able to do as a result of the learning experience. Effective teachers use a variety of assessment strategies to gather this information, and they realize that prior knowledge, progress, and resultant learning differs among students based on a multitude of factors.

For this submission Teacher Candidates will illustrate their skills in identifying students’ current levels of understanding, monitoring student progress throughout a unit of study, and evaluating student growth and development as a result of learning experiences. Although Teacher Candidates will be responsible for planning and implementing a unit of instruction for this project the focus is on assessing student learning. This project contains several components outlined below. All of the Parts will be submitted for evaluation. The information gathered for this project should remain confidential. Teacher Candidates should use initials or professional pseudonyms for the students. Teacher Candidates should be careful not to leave information in places that would breech this confidentiality. They will take the need for confidentiality very seriously.

Part I – Learning Goals/Objectives: Teacher Candidates will identify the learning goals or objectives for a unit of study to be planned, delivered, and reflected upon within the Student Teaching Placement.

Teacher Candidates will consult with the Cooperating/Associate Teacher to identify a set of subject-specific learning goals for a unit of study that are aligned to state, provincial, and/or district standards. They will gather information in response to each inquiry question below:

What do students need to know and be able to do as a result of this unit of study
Use the following questions or prompts to guide your inquiry:
- What is the content area for the unit of study?
- What are the key concepts associated with the unit of study?
- What state, provincial, and/or district assessments measure the learning of these concepts at the end of the school year?
- What level of understanding are students expected to have at the conclusion of the unit of study?
- What observable behaviors will students be expected to demonstrate at the end of the unit of study?
- How have students struggled with this content in the past?

Teacher Candidates will prepare a 1-2 page written report in which they describe the information gathered from this inquiry, and identify a set of learning goals/objectives for the unit of study.
Part II – Prior Learning/Current Levels of Understanding: Teacher Candidates will identify the current levels of student understanding of the learning goals for the unit of study including the range of student understanding within the classroom.

Teacher Candidates will consult with the Cooperating/Associate Teacher to identify sources for information on the students’ current levels of understanding. They will gather information in response to each inquiry question below:

**What do students already know about the concepts, skills, and content to be explored in this unit of study?**
Use the following questions or prompts to guide your inquiry:
- What does the Cooperating/Associate teacher say about students’ current understandings?
- What assessment information is available from previous units in this content area?
- What assessment information is available from prior academic years related to these concepts and skills?
- What initial activities could be used to determine students’ current understandings while also motivating them to engage in the learning of new material?
- What do these initial activities reveal about students’ current understandings?

Teacher Candidates will prepare a **1-2 page** written report in which they describe the information gathered from this inquiry, and identify the students’ current levels of understanding.

Part III – Formative Assessment: Teacher Candidates will identify and implement formative assessments to determine the levels of progress achieved by students toward the learning goals during the unit of study.

Teacher Candidates will consult with the Cooperating/Associate Teacher to identify and/or create formative assessments to be implemented during the unit of study. They will gather information in response to each inquiry question below:

**How well are students progressing in their achievement of the learning goals?**
Use the following questions or prompts to guide your inquiry:
- What does the Cooperating/Associate teacher say about students’ progress?
- What assessment strategies are used during the instruction?
  Examples: observation, questioning, discussion, exit slips, learning logs, graphic organizers, self or peer assessments, individual white boards, etc.
- What information about student progress toward the learning goals can be determined from these assessment strategies?
- What alterations are made to the instructional plans within the unit based on the results of these formative assessments?

Teacher Candidates will prepare a **1-2 page** written report in which they describe the information gathered from this inquiry, and identify the students’ progress in achieving the learning goals and the alterations made to the unit of study based on this information.
Part IV – Summative Assessment: Teacher Candidates will identify and implement summative assessments to determine the students’ achievement of the learning goals.

Teacher Candidates will consult with the Cooperating/Associate Teacher to identify and/or create summative assessments to be implemented at the conclusion of the unit of study. They will gather information in response to each inquiry question below:

**How well have students achieved the learning goals?**
Use the following questions or prompts to guide your inquiry:

- What does the Cooperating/Associate teacher say about students’ achievement of the learning goals?
- What assessment strategies are used at the conclusion of the unit of study?
  - Examples: written products, speeches, panels, projects, portfolios with reflection, simulations, exams, etc.
- What information about student achievement of the learning goals can be determined from these assessment strategies?
- What conclusions can be drawn about the impacts of the unit of study on student learning?

Teacher Candidates will prepare a **1-2 page** written report in which they describe the information gathered from this inquiry, and identify the students’ achievement of the learning goals, and their impact on student learning as a result of the unit of study.

Part V – Student Work Samples: Teacher Candidates will submit work samples from at least 3 students on their assessments from each of the 3 assessment levels including prior learning/current levels of performance, formative assessment, and summative assessment.

Teacher Candidates will consult with the Cooperating/Associate Teacher to identify a minimum of 3 students with differing levels of ability. They will gather copies of the work samples from these students throughout the unit of study including the comments and feedback offered by the teacher candidate on these assessments.

**How well has each student progressed toward the learning goals?**
Use the following questions or prompts to guide your inquiry:

- What does the Cooperating/Associate teacher say each student’s learning ability?
- How do the students differ in their prior learning/current levels of performance?
- How do these students differ in their progress toward the learning goals as measured by the formative assessments?
- How do these students differ in their achievement of the learning goals as measured by the summative assessments?
- How effective were the comments and feedback in improving each student’s learning?
- How might future instructional strategies be modified for these students based on their performance during this unit of study?

Teacher Candidates will submit the work samples of the 3 students with comments and feedback. They will also prepare a **1-2 page** written report in which they describe the information gathered from this inquiry, and reflect on their effectiveness with these specific students.
## Analysis of Student Learning Rubric

<table>
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<tr>
<th>Criterion</th>
<th>Unsatisfactory</th>
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<th>Outstanding</th>
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<tbody>
<tr>
<td><strong>Learning Goals</strong></td>
<td>The learning goals for the unit of study do not clearly address the curricular requirements or are not included in Part I. Relevant concepts associated with the learning goals, expected levels of student performance, and potential student challenges with this curriculum are not indicated.</td>
<td>Part I includes the learning goals for the unit of study which address curricular requirements. Relevant concepts associated with the learning goals, expected levels of student performance, and potential student challenges with this curriculum are indicated.</td>
<td>Part I includes the learning goals for the unit of study which address curricular requirements and make appropriate cross curricular connections. Relevant concepts associated with the learning goals, expected levels of student performance, and potential student challenges with this curriculum are clearly detailed.</td>
</tr>
<tr>
<td><strong>Prior Learning/Current Levels of Understanding</strong></td>
<td>PART II does not provide past assessment data or it fails to indicate the sources from which the assessment data on prior learning was gathered.</td>
<td>PART II provides a summary of past assessment data for students and illustrates that the candidate can collaborate with professional colleagues in accessing assessment information on prior learning. The report highlights student needs based on the assessment data. Initial activities are implemented which provide information on students’ current levels of understanding and motivate students to engage in the new learning.</td>
<td>PART II provides a summary of past assessment data from a variety of sources and illustrates that the candidate can collaborate with professional colleagues in accessing assessment information on prior learning. The report highlights student strength and need areas based on the assessment data. Initial activities are implemented which provide information on students’ current levels of understanding and motivate students to engage in the new learning.</td>
</tr>
<tr>
<td><strong>Formative Assessment</strong></td>
<td>PART III does not provide a summary of student progress information. Alterations to the instructional plan are not evident or not linked to the assessment data.</td>
<td>PART III provides a summary of student progress information. Alterations to the instructional plan are evident and linked to the assessment data.</td>
<td>PART III provides a summary of student progress information from a variety of sources. The presentation of student progress is summarized for the class and information about variations between and among students is clear.</td>
</tr>
</tbody>
</table>

(ACEI 3.1, 3.3, 3.4, 3.5, NAEYC 5.b, 5.c, CEC ICC7K2, ICC7K3, TESOL 3.a)
<table>
<thead>
<tr>
<th>Summative Assessment</th>
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<tbody>
<tr>
<td>The candidate identifies and implements summative assessments to determine the students’ achievement of the learning goals.</td>
</tr>
<tr>
<td>(ACEI 4, NAEYC 3a, 3b, 3c, CEC 8, TESOL 4.c)</td>
</tr>
<tr>
<td>PART IV does not provide a summary of students’ achievement of the learning goals.</td>
</tr>
<tr>
<td>The presentation of student learning is not summarized for the class.</td>
</tr>
<tr>
<td>Conclusions about the candidate’s impact on student learning are not included or are not accurate.</td>
</tr>
<tr>
<td>PART IV provides a summary of students’ achievement of the learning goals.</td>
</tr>
<tr>
<td>The presentation of student learning is summarized for the class.</td>
</tr>
<tr>
<td>Conclusions about the candidate’s impact on student learning are included and accurate.</td>
</tr>
<tr>
<td>Alterations to the instructional plan are clearly evident and directly related to the assessment data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Work Samples</th>
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</thead>
<tbody>
<tr>
<td>The candidate makes appropriate conclusions about student learning using the work created by students.</td>
</tr>
<tr>
<td>(ACEI 4, 3a, 3b, 3c, NAEYC 3.a, 3.b, 3.c, CEC 8, TESOL 4.c)</td>
</tr>
<tr>
<td>Part V does not include work samples from at least 3 students on their assessments from each of the 3 assessment levels including prior learning/current levels of performance, formative assessment, and summative assessment. Comments and feedback are not appropriate and/or the candidate’s reflections do not illustrate awareness of impact on the learning of these students. Recommendations are either not made for the future instruction of these students or the recommendations are not linked to the assessment results.</td>
</tr>
<tr>
<td>Part V includes work samples from at least 3 students on their assessments from each of the 3 assessment levels including prior learning/current levels of performance, formative assessment, and summative assessment. Comments and feedback are appropriate and the candidate’s reflections illustrate an accurate awareness of impact on the learning of these students. Appropriate recommendations are made for the future instruction of these students.</td>
</tr>
<tr>
<td>Part V includes work samples from at least 3 students on their assessments from each of the 3 assessment levels including prior learning/current levels of performance, formative assessment, and summative assessment. Comments and feedback are appropriate, insightful, and supportive of the students regardless of their ability level. The candidate’s reflections illustrate an accurate and exceptional awareness of his/her impact on the learning of these students. Appropriate and individualized recommendations are made for the future instruction of each student.</td>
</tr>
</tbody>
</table>
Effective teachers know the importance of establishing and maintaining collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, and physical growth and well-being of their students. These relationships are typically established through community involvement activities outside of the regular school day and extend beyond the specific curriculum expectations in the classroom.

In order to demonstrate their developing skills in the area of collaborative community involvement Teacher Candidates will be required to document their participation in an activity that extends beyond their instructional role in the classroom. Standard activities may include, but are not limited to, involvement in clubs, sports teams, fund raisers, parent groups, and “fun” nights. The report will be 1-2 pages in length and should describe the activity in which the Teacher Candidate participated including details such as the duration and degree of the involvement; the interactions that took place between families, school colleagues, and/or community agencies; and the resulting impact on the intellectual, social-emotional, or physical growth and well-being of students.
## Collaborative Community Involvement Report Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Activity, Duration, and Level of Service</strong>&lt;br&gt;The candidate participates in activities that extend beyond their instructional role in the classroom.&lt;br&gt;(ACEI 5.2, NAEYC 6.a, CEC 10, TESOL 5.B)</td>
<td>The report is vague and does not clearly describe an activity in which the candidate was involved outside of the regular school day, or the report does not clearly indicate the duration or degree of involvement by the candidate.</td>
<td>The report includes a clear description of an activity outside of the regular school day in which the candidate participated on at least one occasion and provided a service as a result of his/her participation.</td>
<td>The report includes a clear description of an activity outside of the regular school day in which the candidate participated over an extended time period and/or served in a leadership capacity.</td>
</tr>
<tr>
<td><strong>Collaboration</strong>&lt;br&gt;The candidate collaborates with families, school colleagues, and/or community agencies.&lt;br&gt;(ACEI 5.2, NAEYC 2.b, 2.c, CEC 10, TESOL 5.b)</td>
<td>The report does not clearly describe reciprocal collaborations between the candidate and families, school colleagues or community agencies.</td>
<td>The report describes culturally sensitive, respectful, and reciprocal collaboration between the candidate, and families, school colleagues and/or community agencies.</td>
<td>The report describes culturally sensitive, respectful, and reciprocal collaboration between the candidate, families, school colleagues and community agencies that significantly involves these individuals in the activity.</td>
</tr>
<tr>
<td><strong>Impact</strong>&lt;br&gt;The candidate’s involvement in activities beyond his/her instructional role has an impact on the intellectual, social-emotional, or physical growth and well-being of students, including students from diverse backgrounds or with exceptional needs.&lt;br&gt;(ACEI 1, NAEYC 1.c, CEC 2, 10, TESOL 5.b)</td>
<td>The report does not clearly indicate the impact of the activity on student growth and well-being.</td>
<td>The report indicates the impact of the activity on the growth and well-being of students.</td>
<td>The report details the impact of the activity on the growth and well-being of students including information on the individual impacts on students from diverse backgrounds or with exceptional needs as a result of the candidate’s involvement.</td>
</tr>
</tbody>
</table>