

TCH 216 PEDAGOGY PORTFOLIO

The purpose of this assignment is to help teacher candidates develop, teach, and reflect upon a focused and sequential series of lesson plans (minimally 3 days) in their specific subject area that is based on their knowledge of learning principles, teaching standards, and students' diverse learning styles.

COMPONENT 1: LESSON PLANS & LESSON PLANNING REFLECTION

The teacher candidates will develop a series of three lesson plans designed for use in their 216 clinical placement. The lesson plans may be developed individually or with a small group (as determined by their field experience placement-the vast majority of students develop individual lesson plans). Lesson plan drafts are developed with feedback from both cooperating teachers and 216 faculty.

COMPONENT 2: VIDEO & TEACHING REFLECTION

The teacher candidate is to teach or co-teach their lessons at their clinical placement site. A portion (approximately 10 minutes) of the teaching should be videorecorded. The video, formative feedback forms from CT's, and candidate recollections should all be used for reflection by individual teacher candidates.

COMPONENT 3: REFLECTION

The teacher candidate will complete a reflection on their planning and teaching experience.

COMPONENT 1: LESSON PLANNING REFLECTION

The following series of prompts will aid in your reflection of the lessons that you have planned. The prompts are adapted from the *Task 1: Planning* section of the Education Teacher Performance Assessment (edTPA) documents that you will be completing throughout your pre-service teacher education program. For this portion of the reflection, please select **one** lesson plan that you developed to serve as the source of reflection.

SECTION 1: CONTENT FOCUS AND KNOWLEDGE OF STUDENTS

1. Summarize the central focus of your lesson. What content is to be learned and/or what skills are to be mastered?
2. Reflect on students' prior knowledge in relation to your lesson objective(s) by answering the following questions:
 - What knowledge, skills and abilities do students have related to the objective?
 - What academic needs and/or misconceptions do they have related to the objective? Describe how your lesson addresses these.
3. Reflect on students' social and emotional development by answering the following questions:
 - How can you relate this objective to students' everyday experiences?
 - How can you relate this objective to their interests and/or cultural backgrounds?

Commented [PE1]: edTPA Rubric 3

SECTION 2: SUPPORTING STUDENT LEARNING

1. Reflect on the support of student learning through instructional strategies (discussion, lecture, inquiry learning, etc.).

What types of instructional strategies do you plan to use?

How will this strategy help your students achieve the learning objective?

Why is this strategy appropriate for the objective?

2. How is your lesson sequenced so that it builds upon the students' previous knowledge and skills? How does your lesson allow students to make connections between the concepts and skills that are developed in each learning activity?
3. What is the learning theory or research base (Behaviorism, cognitive theory, constructivism, multiple intelligences, etc.) of the selected instructional strategies?

Commented [PE2]: edTPA Rubrics 2 & 3

Commented [PE3]: edTPA Rubric 1

Commented [PE4]: edTPA Rubric 3

SECTION 3: MONITORING AND ADAPTING LEARNING

1. Reflect on your students' learning by answering the following questions: (Note: throughout your lessons you should include both formative and summative assessment, however both types of assessment may not be addressed within each learning objective.)
2. What types of formative and summative assessment do you plan to use?
3. How will these assessments measure student learning?
4. Describe the types of feedback the assessments provide to students and how that feedback supports their learning?

Commented [PE5]: edTPA Rubric 5

Commented [PE6]: edTPA Rubrics 12 & 13

COMPONENT 2: VIDEO & TEACHING REFLECTION

The following series of prompts will aid in your reflection of the lessons that you taught. The questions are adapted from the *Task 2: Instructing and Engaging Student in Learning* section of the Education Teacher Performance Assessment (edTPA) documents that you will be completing throughout your pre-service teacher education program. For this portion of the reflection, please complete this section for the entirety of your teaching event.

SECTION 1: ENGAGING STUDENTS IN LEARNING

1. Describe how your instruction engaged students and allowed them to reach the learning objectives.
2. Describe any missed opportunities that occurred during the lesson and explain change(s) you would make in the future.

Commented [PE7]: edTPA Rubric 7

Commented [PE8]: edTPA Rubric 10

SECTION 2: ASSESSMENT OF STUDENT LEARNING

1. Describe the information/insights you gained from the assessments used.
2. What changes you would make regarding assessment.
3. Do you believe your lesson was successful? Why or why not? In the future how will you gauge lesson success?

Commented [PE9]: edTPA Rubric 11

FIELD EXPERIENCE REFLECTION

The follow questions are designed to provide an opportunity to describe your overall experience in the clinical experience. Please limit your response to no more than 3 pages.

1. What were the most and least beneficial aspects of this clinical experience?
2. Describe your relationship with your cooperating teacher. How often did you meet; what were the ways you contributed to his/her classroom; how was feedback provided to you throughout the experience, and to what extent did you take given feedback into consideration?
3. Discuss the final summative evaluation. In which areas did your cooperating teacher believe you were successful; which areas did they note as needed improvement; and do you agree with their assessment of your work in their classroom?

TCH 216 KEY ASSESSMENT: PEDAGOGY PORTFOLIO

Component 1: Lesson Planning Reflection*		Total Section Points: _____ / _____				
Unacceptable	Limited	Developing	Proficient		Exemplary	
Using Knowledge of Students: Candidate uses knowledge of students to plan for, and justify, instruction (Section 1)		Unacceptable: Meets fewer than 2 key elements.	Limited: Meets at least 2 key elements.	Developing: Meets at least 3 key elements.	Proficient: Meets all 4 key elements.	Exemplary: Meets all 4 key elements and exceeds expectations for at least one.
<i>A proficient candidate demonstrates all of the following:</i> <ul style="list-style-type: none"> Identifies links between students' <i>prior academic learning</i> and new learning. Identifies links between <i>students' interests and/or cultural backgrounds</i> and new learning. Identifies links between students' <i>everyday experiences</i> and new learning. Justifies how the academic needs and/or misconceptions of specific groups or individuals are addressed. 		<i>Comments regarding strengths and/or areas for growth:</i>				
Student Engagement: Candidate plans for active engagement of students in learning (Section 2)		Unacceptable: Meets fewer than 2 key elements.	Limited: Meets at least 2 key elements.	Developing: Meets at least 3 key elements.	Proficient: Meets all 4 key elements.	Exemplary: Meets all 4 key elements and exceeds expectations for at least one.
<i>A proficient candidate demonstrates all of the following:</i> <ul style="list-style-type: none"> Justifies why learning tasks are appropriate for the objectives identified. Justifies how learning tasks build on one another. Justifies how learning tasks link students' prior academic learning and new learning. Can make <i>some</i> connection(s) between instruction and principles of research and/or theory. 		<i>Comments regarding strengths or areas for growth:</i>				

Student Assessment: Candidate designs appropriate student assessment (Section 3)	Unacceptable: Does not display progress towards any key element.	Limited: Displays some programs toward one key element but does meet any.	Developing: Meets at least one key element.	Proficient: Meets both key elements.	Exemplary: Meets both key elements and exceeds expectations for at least one.
<p><i>A proficient candidate demonstrates all of the following:</i></p> <ul style="list-style-type: none"> • Describes multiple forms of evidence to monitor students' progress throughout the lessons. • Justifies how assessments support student learning 	<p><i>Comments regarding strengths or areas for growth:</i></p>				

*Lesson Plan Rubric determined by individual faculty

Component 2: Video and Teaching Reflection Total Section Points: _____ / _____						
Unacceptable	Limited	Developing		Proficient		Exemplary
Evaluation of Teaching Practice: Candidate uses evidence to evaluate teaching practice (Section 1)		Unacceptable: Does not display progress towards any key element.	Limited: Displays some programs toward one key element but does meet any.	Developing: Meets at least one key element.	Proficient: Meets both key elements.	Exemplary: Meets both key elements and exceeds expectations for at least one.
<i>A proficient candidate demonstrates all of the following:</i> <ul style="list-style-type: none"> Describes how instruction addressed both individual and collective learning needs and/or critiques how instruction failed to engage students effectively Proposes changes that address missed opportunities that occurred during the lesson(s) 		<i>Comments regarding strengths and/or areas for growth:</i>				
Analysis of Student Learning: Candidate analyzes evidence of student learning (Section 2)		Unacceptable: Does not display progress towards any key element.	Limited: Meets at least 1 key element.	Developing: Meets at least 2 key elements.	Proficient: Meets all 3 key elements.	Exemplary: Meets all 3 key elements and exceeds expectations for at least one.
<i>A proficient candidate demonstrates all of the following:</i> <ul style="list-style-type: none"> Describes specific examples that demonstrate patterns of learning consistent with their description in Component 2, section 1. Proposes changes based on Component 2, section 1. Describes patterns of learning for the class as a whole. 		<i>Comments regarding strengths or areas for growth:</i>				

Component 3: Field Experience Reflection		Total Section Points: _____ / _____				
Unacceptable	Limited	Developing	Proficient		Exemplary	
Candidate reflects on the clinical experience		Unacceptable	Limited	Developing	Proficient	Exemplary
<p><i>A proficient candidate demonstrates all of the following:</i></p> <ul style="list-style-type: none"> Identifies the most and least beneficial aspects of the clinical experience to their knowledge of schools, students, curriculum, pedagogy, and/or content. Describes their experience working with their cooperating teacher and justifies how, or whether, the feedback provided was taken into consideration. Describes the areas of strength and needed growth identified on their summative evaluation and justifies the extent to which they agreed. 		<p><i>Comments regarding strengths and/or areas for growth:</i></p>				