

**TCHL 545 Classroom Instructional Strategies Proficiency Evaluation Portfolio**

**Templates**

*Bookmarking within the Proficiency Evaluation Template document is required between discussion and corresponding items of evidence.*

*How to Create Bookmarks*

1. Click inside the document or select the text where you want the link to direct users when they click it.
2. Go to the "Insert" menu in Word and select "Bookmark."
3. Go to the "Insert" tab in Word
4. Enter a name for the bookmark into the "Name" box of the "Bookmark" dialog box. Omit any spaces in the name, as a bookmark cannot include these.
5. Click the "Add" button to add the bookmark to the selected text or area of the document.
6. Repeat this for all areas to which you would like to create a hyperlink.

\*This process can be used to create a back button.

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| **Part I: Biographical Information** | |
| **WKU Student ID#** | **800-** |
| **Current Job Placement**  **(grade level/content)** |  |
| **Certification Area:** |  |
| **Number Years Teaching Experience** |  |

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| **Part II: Digital Portfolio** |
| **Components with Guiding Questions** |
| Demonstrating Knowledge of Content and Pedagogy   1. *How do you display extensive and current content knowledge?* 2. *What intra- and interdisciplinary content relationships do you incorporate?* 3. *What content-specific pedagogical approaches are utilized? How are these selected?* |
| Demonstrating Knowledge of Students   1. *How do you obtain and utilize knowledge of individual student developmental level and background, cultures, skill, language proficiency, interests,* ***and*** *special needs in your planning?* 2. *How do you actively engage students in content?* 3. *How do you use ongoing assessments to assess students’ skills level and adapt instruction?* |
| Selecting Instructional Outcomes   1. *Explain how you determine the content and cognitive level of learning outcomes.* 2. *How do you ensure your outcomes are rigorous, clear and balanced?* 3. *Relate how outcomes reflect the varying needs of individual students.* |
| Designing Coherent Instruction   1. *Explain how you coordinate knowledge of content, of students, and of resources, to design learning experiences.* 2. *Relate how these experiences are aligned to instructional outcomes and address different students’ needs.* 3. *How do you ensure your unit structure is designed for clarity and varied use of instructional groups?* |
| Creating an Environment of Respect and Rapport   1. *Examine teacher-student, student-teacher and student-student interactions in your classroom in terms of respectfulness, caring, and age appropriateness.* 2. *Explore the connections among teacher and students in your classroom.* 3. *Relate how you respond to disrespectful behavior in your classroom.* |
| Establishing a Culture of Learning   1. *Discuss how your classroom is a “culture of learning”, promoting the value of hard work and perseverance in relation to content and activities.* 2. *How do you covey high expectations for learning and achievement for* ***all*** *students in your classroom?* 3. *Relate student pride in work is fostered and exhibited in your classroom.* |
| Managing Student Behavior   1. *Describe how you establish a classroom atmosphere conducive to learning.* 2. *How are standards of conduct established and monitored?* 3. *Describe interventions used for misbehavior and responses for appropriate behavior.* |
| Maintaining Accurate Records   1. *Explain your record-keeping system for student completion of assignments, including student access to the information.* 2. *Define your system for documenting student progress in learning. How are students informed of progress?* 3. *How do you document noninstructional information?* |
| Communicating with Families   1. *Relate how you communicate with* ***all*** *families about the instructional program.* 2. *Explain how you inform families about individual student progress.* 3. *How do you invite/engage families in the instructional program?* |

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| **Part III: Evidence** |
| Include up to ten (10) pieces of job-embedded evidence to support mastery of the components addressed in Part II; this evidence is not to exceed 25 pages total. See the \*Framework for Teaching document for suggestions of evidence of your ability to effectively plan instruction, manage the classroom environment, maintain accurate records, and communicate with families. ***Each piece of evidence must be hyperlinked to the corresponding Component.*** |

\*Kentucky Framework for Teaching (Adapted from Danielson Framework) at <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>