Education Studies Department

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Application to Student Teaching Portfolio

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# Purpose of the Application Portfolio

The application process for student teaching is a significant step toward eligibility for teacher licensure in Kentucky. Providing a strong representation of one’s gifts, abilities, and knowledge of both pedagogy and content is important. To that end, developing a portfolio which offers a snapshot of one’s best work, strengths, and plans for professional growth is required.

The Admission to Student Teaching Portfolio is comprised of a set of materials which best represent the candidate. Specifically, lesson plans demonstrate the ability to plan, implement, and assess instruction. The professional statement allows the candidate to concisely explore various elements related to the teaching profession. All elements of the portfolio should be complete, concise, and well-written. Additionally, APA should be employed for citations and the reference page.

**Purpose –** The Student Teaching Portfolio is submitted with the Application to Student Teaching and should reflect a candidate’s developing knowledge, skills, and commitments as someone who is ready to begin professional preparation toward a career as a teacher.  
**Audience** **–** The audience for the Student Teaching portfolio is the faculty representing both the intended major (content area) and the Education Studies Department. Portfolios will also be evaluated by the Teacher Preparation Accountability Committee as part of a complete review of all admission criteria.  
**Evaluation –** All indicators for the Lesson Plan Rubric and the Professional Statement Rubric must receive a Passing score (rating of 2 or above) in order for the Application to Student Teaching to be successful.

# Lesson Plan Template

This lesson plan template should be used when submitting **two** (2) contiguous lesson plans for the Student Teaching Application. Both of the lessons must have been taught and must be connected.Additionally, one lesson must have been observed by your college faculty supervisor, and one lesson must include student assessment data and an evaluation of the data.

While the lessons may have been part of a larger unit, the entire unit is not required for this application. Note, however, that this will be addressed in the context section of the lesson plan template.

**Planning**

***Content Standard/s***

KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.

***Language Standard/s***

KAS addressed in the lesson/unit. Include reference numbers as appropriate.

***Content Objective(s)***

What should students know and be able to demonstrate at the end of the lesson? (knowledge, skills)

***Language Objective(s)***

Make the connection to content area literacy using the four domains of language: reading, writing, speaking, listening, plus conventions.

***Academic Context***

Describe the learning that has occurred previously that impacts the current lesson, then describe the learning that your lesson/unit will prepare your students for. (previous and future units)

***Classroom Context***

Describe classroom characteristics, including the composition of the student body, classroom structures, and resources. Also, describe the cultural and linguistic backgrounds of your students and families. Include information about students with IEPs and ILPs including language levels.

***Materials***

List and describe resources you will use (include technology) for the lesson/unit.

* Consider the use of multicultural literature, artifacts from popular culture, pictures representing diversity, technological resources that will promote student engagement, etc.
* Consider the inclusion of materials that explore current issues or events that are important to the community or your students.

***Key Vocabulary***

List vocabulary words—consider academic context, high frequency words, or multiple meaning words that connect to the concepts and will support student learning.

**Implementation Phase**

***Instruction***

In this section, describe how you will implement the lesson from start to finish. Include activities and approximate times needed for each activity.

* Describe explicit teaching (explaining, modeling, thinking aloud, etc.). Script what you plan to say. Include closed- and open-ended questions you will ask.
* Describe student-grouping strategies.
* Describe active involvement participation by the students including student inquiry.
* Provide information about student choice (choice of problem, topic, reading selection etc.) as appropriate.

Be sure to address each of the considerations listed below:

***Cultural Considerations –***

* + Connect students’ funds of knowledge to the instruction and/or assessments.
  + Connect students’ cultural knowledge to the instruction and/or assessments.
  + Include accommodations made for students with IEPs or ILPs.
  + Show how your lesson presents various perspectives, differing points of view.
  + Show how your lesson deconstructs negative stereotypes; challenge the status quo.

***Discourse Considerations –***

How is student talk promoted?

* + Include discourse protocols used in the lesson (pair-share, discussion web, call and response, musical shares, and so on).
  + Consider how grouping strategies promote equitable discourse.
  + Will student collaborative talk be incorporated (students learning from one another)?

***Vocabulary Considerations –***

How does the instruction support engagement with vocabulary? (Note: After explicitly teaching vocabulary, it is helpful to post all academic terms on a “word wall” or some other medium and refer to them often as you discuss new concepts.)

***Assessment Plan –***

How are you monitoring learning during/after the lesson/unit?

Formative

* Describe student assessment throughout the lesson.
* Describe how you will allow students to demonstrate their learning/understanding in varied ways.
* Explain how formative assessment data will be recorded during the lesson (clipboard with a checklist, digital data from a SmartBoard activity, etc.).

Summative

* Describe how the content and language objectives are to be met.

Other (formative and/or summative)

* Describe how English language learners and/or students with IEPs will be assessed by using visual or other forms of representation.
* Describe any forms of self-assessment to be used.

**Post-Instruction and Planning Rationale**

If you do not have the opportunity to teach your lesson, use this space to reflect on your instructional choices. Why did you present your lesson the way you did? Why do you believe your choices will support student learning? Share any additional information here that will help your reader understand your thinking about student learning.

If you did teach your lesson, include this information:

* ***Results* –** How many students met the objectives of the lesson? How do you know? Include charts, graphs.
* ***Reflection* –** What did you learn? What will you change?
* In what ways did you communicate high expectations to students?
* Were your formative assessment procedures effective? How did they assist you in providing further explanation/scaffolding to assure that all students met the lesson objectives?
* Were you able to connect the lesson to students’ backgrounds?
* Were the students engaged? What promoted (or hindered) their engagement?
* Did students work together effectively? If not, what might you do to promote effective group collaboration?
* Did all students have a voice?

*This lesson plan format and planning guide corresponds with the Culturally Responsive Instruction Observation Protocol (CRIOP*).

# Professional Statement Guidelines

Develop a professional statement based on responses to the questions below:

1. What content and/or pedagogical knowledge do teachers need in order to support student learning?

2. How might a teacher effectively partner with and serve students, their families, and the school community?

3. What is the role of the teacher as an advocate for students?

4. What are the attributes of a professional in the field of teaching?

5. What are the essential elements of an environment that supports learning for ***every*** student and how is such a culture established?

For each question above, consider the following:

* Identify the main idea and explain why it is salient.
* Consider how this part of a philosophy affects student achievement, especially achievement gaps and best practices considered most important.
* Discuss literature from coursework and/or other relevant sources that have shaped the ideas presented (document using APA).

**Lesson Plan Rubric**

(For any row with progressive criteria (e.g., the plan meets the “Target” criteria AND…), if a lower-level criterion is *missing* while a higher-level criterion is *present*, the highest rating can only be at the level of the lower level criterion.)

| **Component** | **Exemplary** | **Target** | **Passing** | **Insufficient Evidence** |
| --- | --- | --- | --- | --- |
| **Planning** | | | | |
| Standards | Intentionally left blank | Standards are included and align with or inform the objectives, instructional plan, and assessment plan **AND**   * Indicate grade level and content area and all parts of the standard. | Standards are included and align with or inform the objectives, the instructional plan, and the assessment plan **BUT**   * Do not indicate grade level, content area or another part of the standard. | Either:   * Standards are missing, **OR** * Are too numerous to address within the allotted time, **OR** * Standards do not align with or inform the objectives, the instructional plan, or the assessment plan. |
| Objectives | Objectives meet the “Target” criteria **AND**   * Target diverse levels of knowledge needed to achieve or address the objective. | Objectives are included, align with the standards and the instructional plan, **AND**   * Are developmentally appropriate, **AND** * Are measurable, **AND** * Are feasible. | Objectives are included and align with the standards and instructional plan **BUT EITHER**   * Are too vague or too specific, * Use ambiguous phrases (learn, understand), **OR** * Are not realistic. | Either:   * Objectives are missing or incorrect, **OR** * Are not measurable or observable * Are too numerous to address within the allotted time, **OR** * Do not align with the instructional plan. |
| Academic and  Classroom Contexts | Academic **AND** Classroom Context/s are included with accurate and complete information, **AND**   * Include information about students’ existing levels of knowledge, **AND** * Explicitly describe how the plan addresses students’ learning styles. | Academic **AND** Classroom Context/s are included with accurate and complete information that informs the instructional plan. | Academic **AND** Classroom Context/s are included, **BUT**   * Do not explicitly inform the instructional plan. **OR** * Are missing information. | Either:   * Academic **OR** Classroom Context/s are missing or inaccurate, **OR** * Are unclear in a way that prevents an understanding of the learning contexts. |
| Vocabulary | The selection of vocabulary meets the “Target” criteria **AND**  Vocabulary instruction is included in the implementation phase of the lesson plan. | Vocabulary is subject related and appropriate for the student group and grade level including the number of vocabulary words provided, **AND**  List includes high frequency words or multiple meaning words that connect to the concepts. | Vocabulary is included, **BUT**   * Words selected are not relevant or critical words are missing, **OR**   Words selected are not developmentally appropriate for grade level or content area. | Vocabulary list is missing, **OR**   * Too numerous to address within the allotted time, **OR**   Selected vocabulary does not align with the instructional plan. |
| Materials | Meets the “Target” criteria **AND**   * Includes materials that represent diversity **AND** resources and appropriate technologies that promote student engagement. | Meets the “Passing” criteria **AND**   * Includes links to online sources and digital presentations, or, if unavailable, a description of the sources, A**ND** * Includes full APA citations of books or other materials including brief descriptions, **AND** * Appropriate technologies are included and applied. | List of materials is complete (including copies or descriptions of worksheets including teacher-made materials), including appropriate technologies, **BUT**   * Does not include links to online sources and digital presentations or, if unavailable, a description of the sources, **OR** * Citations of books or other materials are not in APA format. | Either:   * List of needed materials is missing or inaccurate, **OR** * Materials from an outside source are included without citation, **OR** * Appropriate technologies are missing. |
| **Implementation** | | | | |
| Instruction   * Explicit Teaching * Student Grouping Strategies * Active Engagement * Student Choice | The instructional design meets the “Target” criteria, **AND**   * Includes a description of how individualized instruction will occur according to the classroom context, **AND** * Includes tiered questions including follow-up and extension questions. | Instructional design clearly presents the planned instruction per Lesson Plan Format and follows appropriate pedagogical processes for the subject area, **AND**   * Addresses the cultural, discourse, and vocabulary considerations in an integrated way. | Instructional design has required key components with activities are primarily teacher centered, **AND**   * Activities are not relevant or engaging, **OR** * Activities/assessments are unrealistic due to students’ grade level, developmental levels, instructional levels, or time constraints, **OR** * Scripting is flawed due to questions asked or other concerns. | Instructional design is missing one or more key indicators, **OR**   * Instruction does not address the standards or objectives, **OR** * Content knowledge or pedagogy is inappropriate or incorrect. |
| Cultural Considerations including:  (*Every lesson plan*)   * Funds of Knowledge * Accommodations for IEPs & ILPs   (*As appropriate in the lesson’s context*)   * Diverse Perspectives and Cultural Knowledge * Deconstruct Negative Stereotypes | The instructional design meets the “Target” criteria **AND**   * Includes a description of how cultural considerations apply to specific student context. | The plan includes accommodations for IEPs & ILPs **AND** incorporates students’ funds of knowledge **AND**   * Addresses diverse perspectives **AND** students’ cultural knowledge **OR** * Deconstructs negative stereotypes as appropriate. | The plan includes accommodations for IEPs & ILPs **AND** incorporates students’ funds of knowledge **BUT NOT**   * Addresses diverse perspectives **AND** students’ cultural knowledge **OR** * Does not deconstruct negative stereotypes. | Either:   * No accommodations are described, **OR** * Cultural factors are not considered, **OR** * Only the plan assumes the perspective only of the dominant culture. |
| Discourse Considerations  *(subject area specific)* | The plan for discourse meets the “Target” criteria **AND**   * Includes a plan for whole-class debriefing. | An appropriate plan for discourse is described that includes appropriate usage of protocols **AND**   * Balanced participation by all students through grouping strategies and collaboration. | An appropriate plan for discourse is described that includes protocols **BUT NOT**   * Balanced participation by all students through grouping strategies and collaboration. | Discourse is not addressed appropriately. (Lesson is teacher centered.) |
| Vocabulary Considerations | Instruction meets the “Target” criteria **AND**   * A plan is described that includes student selection of or contribution to the vocabulary list. | Vocabulary is integrated in the instructional design **AND**   * Vocabulary is domain specific, transferable, useful, and important, **AND** * Students are actively engaged and using vocabulary words. | Vocabulary is included in instructional design, **BUT**   * Vocabulary selected are not domain specific, transferable, useful, and important **OR** * Students are not aware of or using the vocabulary words. | Vocabulary is missing from instructional design **OR**   * Vocabulary instruction utilizes traditional methods of instruction such as memorization or writing definitions. |
| Assessment Plan | The plan meets the “Target” criteria **AND**   * Discusses “other” assessment characteristics or criteria (see Lesson Plan Format). | The plan tracks achievement of all students on an individual level, **AND**   * Includes a pre-assessment discussion, **AND** * Tracks achievement for all objectives. | The plan tracks achievement of all students on an individual level, **BUT**:   * Doesn’t include a pre-assessment discussion, **OR** * Doesn’t track achievement for all objectives. | Either:   * The lesson includes no plan for assessment, **OR** * The plan will not yield information about the lesson’s objectives. |
| **Post-Instruction** | | | | |
| Results | The report meets the “Target” criteria **AND**   * Analyzes and connects the demographic patterns with samples of student work. | The report meets the “Passing” criteria **AND**   * Analysis discusses potential connections between instructional decisions and demographic patterns in the results. | Results are reported:   * Connecting standard demographic groups with learning objectives, **AND** * Analysis includes appropriate data displays that enhance communication. | Either:   * No results are reported, **OR** * Discussion is not connected to evidence. |
| Reflection   * Communication * Formative Assessment * Student Backgrounds * Student Engagement * Student Voice | The report meets the “Target” criteria **AND**   * Proposes concrete solutions to challenges faced or notes particular instructional designs and decisions that will be applied in future lessons. | The report meets the “Passing” criteria **AND**   * Provides comments on all five are **AND** * Also connects to future planning or instructional decision-making. | A reflection is provided that connects instructional decisions with student outcomes **BUT**   * Does not comment on all five areas **OR** * Does not connect to future planning or instructional decision-making. | Either:   * No reflection is provided, **OR** * The reflection is just a description of what happened. |

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# PROFESSIONAL STATEMENT RUBRIC

| **Component** | **Exemplary** | **Target** | **Passing** | **Insufficient Evidence** |
| --- | --- | --- | --- | --- |
| What content and pedagogical knowledge do teachers need in order to support student learning? | The statement identifies diverse content and pedagogical concepts and skills aligned with the EDS conceptual framework.  The statement describes their importance and connection. | The statement identifies diverse content and pedagogical concepts and skills aligned with the EDS conceptual framework.  The statement describes their importance. | The statement identifies multiple content and pedagogical concepts and skills aligned with the EDS conceptual framework. | The statement either:   * Doesn’t identify multiple content or pedagogical knowledge or skills, or * The knowledge and skills are not aligned with the EDS conceptual framework. |
| How might a teacher effectively partner with and serve students, their families, and the school community? | The statement identifies multiple creative and effective methods in which a teacher might form partnerships to serve students, families, and the community.  The description portrays a vision of seamless connection between the various stakeholders. | The statement identifies multiple effective methods in which a teacher might form partnerships to serve students, families, and the community.  The statement portrays an understanding of the connection between the methods. | The statement identifies multiple methods in which a teacher might form partnerships to serve students, families, and the community. | The statement either:   * Doesn’t identify multiple partnership methods, or * Doesn’t identify methods to partner with one or more of the three stakeholder groups, or * The methods are not feasible. |
| What is the role of the teacher as an advocate for students? | The statement describes advocacy as central to the role of a teacher and describes practical ways to advocate.  The statement connects advocacy to the social and emotional development of students, and to act of teaching. | The statement describes advocacy as central to the role of a teacher and describes practical ways to advocate.  The statement connects advocacy to the social and emotional development of students. | The statement describes advocacy as central to the role of a teacher and describes practical ways to advocate. | The statement either:   * Doesn’t describe advocacy as central to the role of a teacher, or * Doesn’t describes methods of advocacy, or * The methods described are not feasible. |
| What are the attributes of a professional in the field of teaching? | The statement describes a professional educator as a complex suite of knowledge, skills, and dispositions.  Connections between the attributes are highlighted. | The statement describes a professional educator as a complex suite of knowledge, skills, and dispositions. | The statement lists multiple knowledge, skill, and disposition attributes of a professional educator. | The statement either:   * Doesn’t list multiple knowledge, skill, or dispositional attributes, or * The attributes are not aligned with the EDS conceptual framework. |
| What are the essential elements of an environment which supports learning for ***every*** student and how is such a culture established? | The statement describes a holistic learning environment in which all students feel belonging, and are nurtured to feel creative, curious, and be rigorous in their intellectual pursuits.  The statement describes practical methods to establish such a culture. | The statement describes a holistic learning environment in which all students feel belonging and are nurtured to feel creative and curious.  The statement describes practical methods to establish such a culture. | The statement describes a learning environment in which all students feel belonging.  The statement describes practical methods to establish such a culture. | The statement either:   * Doesn’t describe a nurturing learning environment, or   Doesn’t describe practical methods to establish one. |
| Relevant course readings and other literature support the statement. | Every section of the statement is supported by relevant literature.  Literature cited includes work other than course readings. | Every section of the statement is supported by relevant literature. | Although the statement is supported by relevant literature some sections are not supported. | The statement is not supported by relevant literature. |