

Kansas Performance Teaching Portfolio (KPTP)

The KPTP is designed to provide the teacher candidate an opportunity to demonstrate how he/she uses contextual factors in a classroom to design and implement a unit of study. The candidate will provide information about the unit's lesson plans and assignments. Specific information about how the instruction is modified for two individual students within the classroom is also required. In addition, the teacher candidate is required to reflect on the implementation of the unit for the whole class and two focus students.

The KPTP measures the teacher candidate's ability to design, deliver, and reflect on an entire unit of study through four distinct sources of evidence which are:

For the purpose of the KPTP, the Standards have been clustered into 6 Focus Areas that represent key areas of teaching practice. The Focus Areas are:

<p>Task #1. Contextual Information & Learning Environment Factors In this Task the teacher candidate will demonstrate an understanding of the students in the class and how student characteristics are used for planning instruction and establishing a classroom environment conducive to learning.</p>
<p>Task #2. Designing Instruction In this Task the teacher candidate will demonstrate the ability to design a unit of study for the students in the classroom. Within this unit of study, the teacher candidate is required to plan for the use of assessment, technology, reading strategies, integration of content, differentiation, and resources.</p>
<p>Task #3. Teaching and Learning In this Task the teacher candidate will demonstrate the skills of lesson delivery and assessment of student learning over the course of the entire unit of study that was designed in Task 2. Two lessons from this unit of study will be developed in detail in order to be observed as well as video recorded.</p>
<p>Task #4. Reflection and Professionalism In this Task the teacher candidate will demonstrate the ability to critically examine and reflect on his or her teaching performance and the impact of instruction on the students. In addition, Task 4 is also intended for the teacher candidate to evaluate professionalism and commitment to lifelong learning.</p>

<p>Focus Area A: ANALYSIS OF CONTEXTUAL INFORMATION The teacher candidate will 1) have acquired a knowledge base of how students learn and develop, 2) provide learning opportunities that will support their understanding of child development, 3) have the knowledge to select developmentally appropriate differentiated instruction, and 4) include multiple instructional strategies to meet the needs of all learners including those with exceptionalities. Kansas Standards 1,2, and 3</p>
<p>Focus Area B: ANALYSIS OF LEARNING ENVIRONMENT FACTORS The teacher candidate: 1) demonstrates the ability to provide different approaches to learning; 2) creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners; 3) understands a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading; 4) plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading; 5) demonstrates the ability to integrate across and within content fields; 6) understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information. Kansas Standards 3,4,7,11, and 12</p>
<p>Focus Area C: INSTRUCTIONAL IMPLEMENTATION The teacher candidate understands and uses a variety of appropriate instructional strategies including a wide range of technological tools to develop various kinds of students' learning including critical thinking, problem solving, and reading. The teacher candidate ensures effective student use of technology. Kansas Standards 4,11, and 12</p>
<p>Focus Area D: ANALYSIS OF CLASSROOM LEARNING ENVIRONMENT The teacher candidate uses an understanding of individual and group motivation and behavior, including effective verbal and non-verbal communication techniques to create a positive learning environment that fosters active inquiry, supportive interaction, collaboration, and self-motivation in the classroom. Kansas Standards 5 and 6</p>
<p>Focus Area E: ANALYSIS OF ASSESSMENT PROCEDURES The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. The teacher candidate monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly. Kansas Standard 8</p>
<p>Focus Area F: REFLECTION AND SELF-EVALUATION The teacher candidate is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process. The teacher candidate fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being. Kansas Standards 9 and 10</p>

Portfolio Scoring:

- * Rubrics have a scale of 1-3
- (1) Criteria Not Met
- (2) Criteria Partially Met
- (3) Criteria Met

*Ten scores are assigned for a possible score of 30. A passing score is 20.

- Task 1 Focus Area A
- Task 1 Focus Area D
- Task 2 Focus Area A
- Task 2 Focus Area B
- Task 2 Focus Area E
- Task 3 Focus Area C
- Task 3 Focus Area D
- Task 3 Focus Area E
- Task 3 Focus Area F
- Task 4 Focus Area F