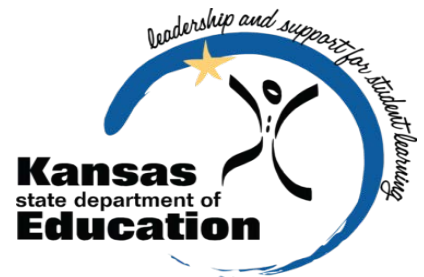


# Kansas Performance Teaching Portfolio (KPTP)

Candidate Introduction  
Nikk Nelson  
[nnelson@ksde.org](mailto:nnelson@ksde.org)

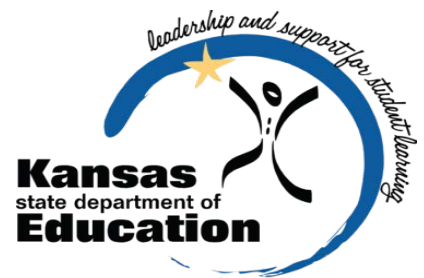
# Purpose and Overview

- ▶ The KPTP is a validated work sample model designed for the teacher education candidate to demonstrate content and pedagogical competency.
- ▶ You will design a unit of study, including lesson plans and assessments, and deliver that unit of study to a group of students, implementing appropriate adaptations to meet their diverse cognitive and social needs.
- ▶ You will use assessment (informal, formal, formative, summative) to guide adaptations and demonstrate reflective practice.



# Purpose and Overview

- ▶ The purpose of this presentation is to provide a broad overview of each of the KPTP's four tasks, outline best practices for completion, and answer general questions.
- ▶ The KPTP assesses competency according to the Kansas Professional Standards (Appendix A of the Content Guidelines).
- ▶ The Kansas Professional Standards have been clustered into six focus areas that represent critical aspects of teaching practice.



# The Focus Areas

- ▶ Focus Area A: **Analysis** of Contextual Information–Who You Will Be Teaching.
- ▶ Focus Area B: **Analysis** of Learning Environment Factors–What You Will Be Teaching/How You Will Adapt It.
- ▶ Focus Area C: Instructional Implementation– How You Will Teach It.
- ▶ Focus Area D: **Analysis** of Classroom Learning Environment–How Students Will Teach Themselves.
- ▶ Focus Area E: **Analysis** of Assessment Procedures.
- ▶ Focus Area F: Reflection and Self–Evaluation.

# Collaboration Versus Plagiarism

- ▶ Sharing ideas, brainstorming, critiquing.
- ▶ A valuable resource will be your fellow candidates.
- ▶ Cite any trademarked lesson plan or curriculum model.
- ▶ Copying from websites or print sources including previous KPTP documents, or other candidates' work.
- ▶ Any evidence of plagiarism will be reported to the university.
- ▶ Plagiarism can have additional consequences with the Kansas standards and practices commission.

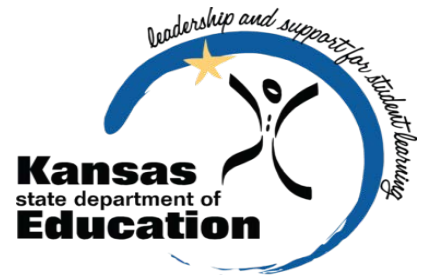
Collaboration

Plagiarism



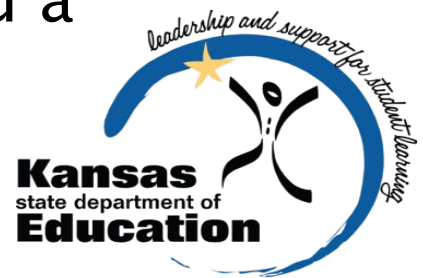
# Making Selections

- ▶ Guidelines for Making Selections are on Page 4 of the Content Guidelines document.
- ▶ **Selecting Class**—try to select a class that includes a diverse population with a range of achievement levels, exceptionalities, and/or cultural or linguistic backgrounds. The candidate will need to demonstrate an ability to teach students who have a variety of needs.
- ▶ **Selecting Subgroup**—Select a subgroup based on the information and analyzed data collected during the Contextual Information portion of Task 1. The candidate will need to consistently track and analyze the progress of the students in the subgroup compared to the whole class.



# Making Selections Continued

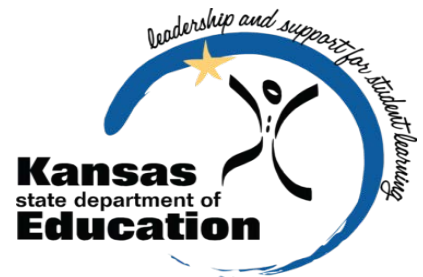
- ▶ **Selecting Focus Students**–Select two focus students for whom specific information will be provided in Tasks 1, 2, and 3. One of the focus students should be either a student with exceptionalities or an English Language Learner in order to enable the candidate to demonstrate an ability to modify lessons to support these students in meeting all unit objectives. The focus students should be from the class selected.
- ▶ **Selecting Unit of Study**–Choose a topic that is aligned to Kansas state academic standards and is age and developmentally appropriate.
- ▶ Choose a unit that will have at least four learning objectives, a recommended eight lessons, pre-assessment, formative assessments, and a summative assessment.





# Making Selections Continued

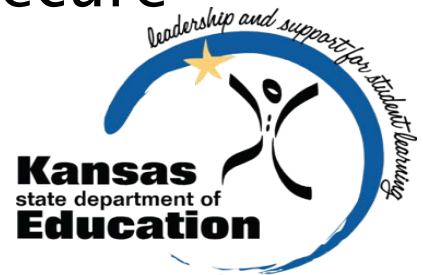
- ▶ Choose a set of lessons that will allow demonstration of:
  - Integration of reading strategies to promote student understanding.
  - Integration of technology to facilitate student learning.
  - Integration within and across content fields with the goal of extending student learning and fostering a deeper understanding of the content.
  - Utilization of resources in the school and broader community.





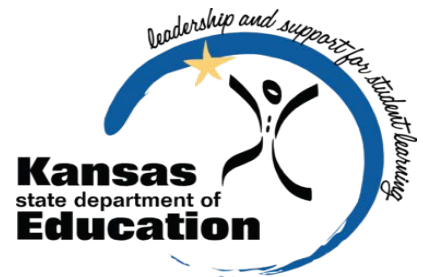
# Making Selections Continued

- ▶ Selecting Focus Lessons–Select two of the unit lessons to be featured and video recorded. Choose lessons that demonstrate a broad range of teaching ability. The candidate will provide specific information about these two focus lessons in Tasks 2 and 3.
- ▶ The video recorded lessons will be observed by a faculty supervisor or school administrator. They WILL NOT be observed by the portfolio scorer or KSDE. An observation form is available in the appendix of the Content Guidelines.
- ▶ Work with your cooperating teacher to secure permission to record students.



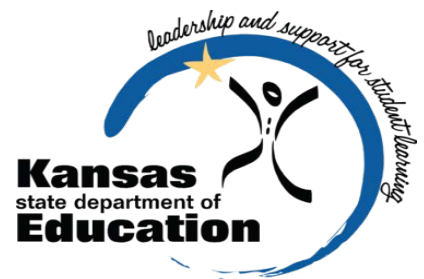
# Formatting

- ▶ Arial, 11–point font, single–spaced.
- ▶ DO NOT exceed 35 pages. This **DOES NOT** include the appendices.
- ▶ DO NOT include answers to prompt questions in the appendix.
- ▶ Provide a key to abbreviations, (e.g. MTSS–Multi–Tiered System of Support) used in document, in the appendix.
- ▶ No slang, text jargon, emoticons, or colloquialisms. Put your professional foot forward.

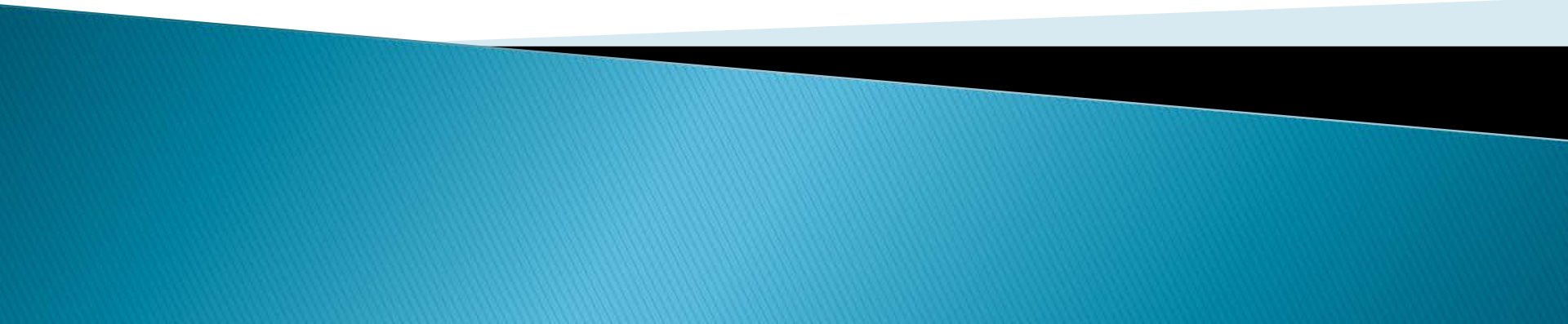


# Portfolio Scoring

- ▶ 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.
- ▶ Scorers are practicing teachers, retired teachers, and current or former teacher education faculty members.
- ▶ The audience is familiar with the practice. Be careful not to activate bias.



# Task 1 – Contextual Information and Learning Environment Factors



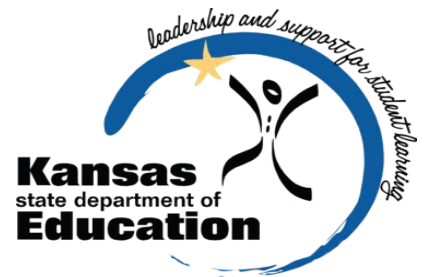
# Task 1–Contextual Information and Learning Environment Factors

- ▶ You will provide contextual information for the school community, school district, school building, classroom, and student population—whole class, subgroup, and focus students.
- ▶ Student intellectual, social, and personal characteristics will be included.
- ▶ **DO NOT** include any identifying information in the portfolio (your name or names of students, faculty, city, district, or school. (Use for example: School A, District B, Student C).



# Task 1–Contextual Information and Learning Environment Factors

- ▶ Use resources to track down information: student test data, special education teachers/coordinators/directors, paraprofessionals, previous teachers, other school and district personnel.
- ▶ Task 1 is the foundation of the portfolio. If Task 1 is strong, Task 2 will be easier to complete. If Task 2 is strong (because Task 1 was strong), then Task 3 will be easier to complete, and so on.



# Responses

- ▶ Follow all prompts provided in the Content Guidelines. It may be helpful to copy the prompts into the Template, write your response, and then delete the prompts to ensure complete responses.
- ▶ The page limits provided in the Content Guidelines and Template are suggested to ensure that your portfolio does not exceed the 35 page limit.
- ▶ Number of lesson plans and learning objectives are also suggestions.
- ▶ This is a technical writing piece. Avoid 'I think' or 'I feel'. Use bulleted lists where appropriate to save space and foster ease of scoring.



# Example

- ▶ You have provided intellectual contextual information for a focus student in Table 1.3.1.
- ▶ The second half of the table asks you to provide implications for this student's instruction based on the intellectual contextual information provided.

# Table 1.3.1 –Focus Student Info

- ▶ Intellectual:
  - More time on assessments.
  - Closer proximity to teacher.
  - Larger print on handouts and text on materials read aloud to him.
  - Read along with para during group work time.
- ▶ This student is a struggling reader and it's my job as the teacher to assist him. He will be provided with more time than other students on assessments. I will sit his desk closer to the front of the room and the materials he will receive will have larger print and I will read the text of these materials aloud to him. He will read along with a paraprofessional during group work time because he cannot currently keep up with other students' reading ability.

Example

Non-Example



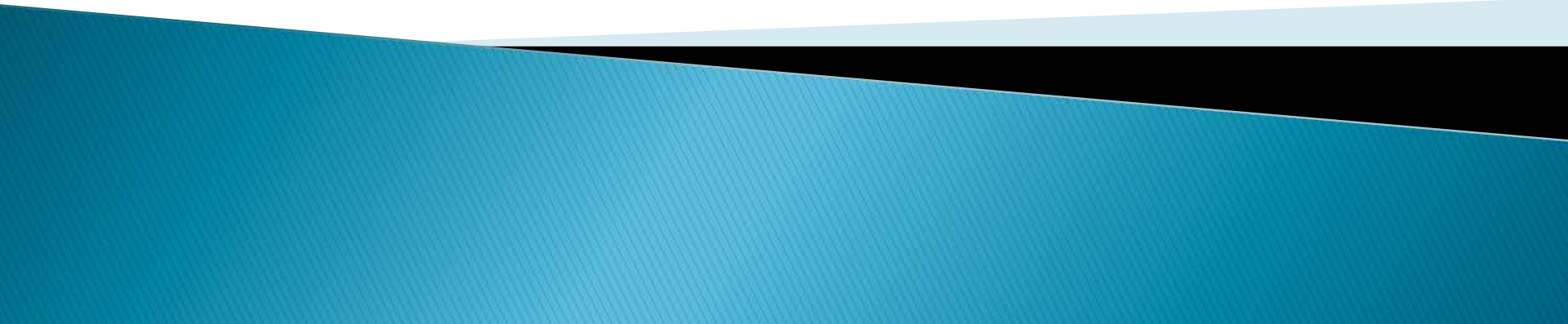
# Non-Example

- ▶ ~~Vague~~—Be Specific, Be Concise.
- ▶ ~~Redundant~~—Don't Repeat Previously Provided Information.
- ▶ ~~Hide Evidence~~—Don't make the scorer hunt for evidence.

# Task 1–Contextual Information and Learning Environment Factors

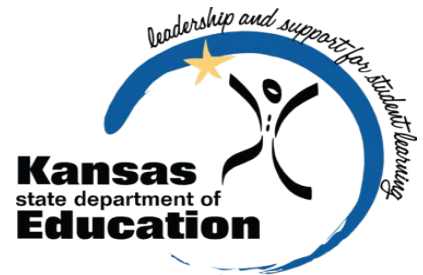
- ▶ Lastly, you will be asked to describe how you will design your classroom (physical space, rules/policies, routines, disciplinary strategies, etc.) to provide an equitable learning environment for the whole class, subgroup, and focus students. Describe adaptations for the subgroup and focus students, if applicable.
- ▶ Every student should be engaged in the lesson, have an equal chance to participate, self-motivate, and work cooperatively.
- ▶ Every second, from the second the student walks into your class to the second he or she is dismissed, should have a plan and a purpose.
- ▶ A **variety** of instructional strategies should be implemented.

# Task 2–Designing Instruction



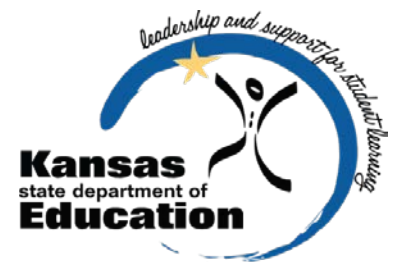
# Task 2–Designing Instruction

- ▶ Know your resources BEFORE you decide on a unit of study. Make sure that enough materials are available.
- ▶ Begin with Grade level, Content, Topic, and Rationale (e.g. 3<sup>rd</sup> Grade, Social Studies, Goods, Services, and Production. The students are studying the pioneers and early settlers. The concept of goods, services, and production is vital to their understanding of American history during this era. The timing of the unit is designed to coincide with their Mathematics unit studying currency).
- ▶ The Why is important.



# Task 2–Designing Instruction

- ▶ Unit Learning Objectives–Not too many, not too few.
- ▶ Objectives need to be measurable.
- ▶ Objectives need to align with state academic standards and be grade level appropriate.
- ▶ Assessments need to align with the learning objectives. Remember, the goal of any assessment is to gather reliable data that will inform instruction.





# Task 2–Designing Instruction

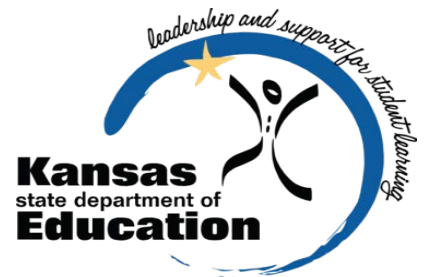
- ▶ You will include information about all of the lesson plans and qualify them, when applicable (VTRIC).
- ▶ You will answer more detailed questions about the two focus lessons. The two focus lesson plans will be included in their entirety in the appendix.
- ▶ You will need to include **specific** adaptations for the focus students during these two focus lessons. If adaptations are not needed for a certain portion of the lesson, explain why.

# Task 2–Designing Instruction

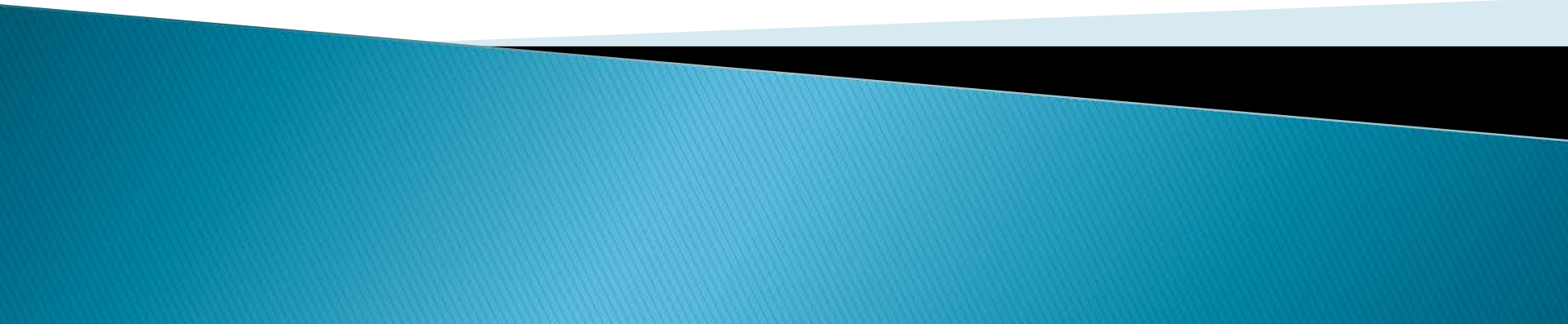
## ▶ Assessments:

- Pre–Assessment
- Informal Formative (Thumbs–Up/Thumbs–Down, Quiz Games, Socratic Circles)
- Formal Formative (Bellwork, Quiz, Exit Slip)
- Summative (Unit Exam, Final Project, Portfolio)
- Include a **variety** of assessments.

Timeline–Tasks 1 and 2 should be completed **before** you perform the first lesson of Task 3.



# Task 3–Teaching and Learning



# Task 3–Teaching and Learning

- ▶ According to the data, Task 3 is the most difficult to write and the most difficult to score.
- ▶ Many candidates make the mistake of re-creating Task 2.
- ▶ Task 3 is all about the performance of the teaching unit (including implementation of adaptations outlined in Task 2), assessment of student performance, reflection based on assessment, and adaptation based on reflection.

# Task 3–Teaching and Learning

- ▶ Complete the daily teaching reflection log DAILY. If a communication occurs with a student, parent, community member, or other professional that has an impact on your practice or on student performance, include it in the communications log in Task 4.
- ▶ Task 3 is a follow-through of Task 2. Make sure that you reflect on each lesson overall and the adaptations for the whole class, subgroup, and focus students. Discuss the assessment used for that lesson, the results of that assessment, and how those results informed instruction for the next lesson.

# Task 3–Teaching and Learning

- ▶ Example Daily Teaching Reflection Log:  
Day 1–I rearranged the desks into a circle and implemented a seating chart by placing a notecard with each student's name and a bite-sized candy bar on each desk. The first group of students that arrived included FSA (Focus Student A) who immediately grabbed as many of the candy bars as he could and put them in his pocket. Having already observed his oppositional defiance and confrontational nature, I quietly replaced the candy and politely asked that he please not continue that behavior. The rest of the class arrived and were seated without further incident. FSB (Focus Student B) was absent so I made a quick note to later deliver the day's work to her study/support special education teacher. I asked the class to begin the Bellwork which was also the pre-assessment for the unit. I established routines of handing in assignments, outlined behavioral expectations, and moved on to the lesson activity. The students did well with the popcorn reading of the short story and FSA performed his individual task as the class recorder without incident. After every discussion question, I asked students for a thumbs-up or thumbs-down to check for understanding. When I divided the class into groups to begin the second activity, I put myself in with the group of 'thumbs-down' students so I could provide a brief review of the first activity before moving them on to the second. At the end of the day, I asked the students to complete an exit slip that reviewed the day's lesson, a final check for understanding, which they handed in on their way out the door after they were dismissed.

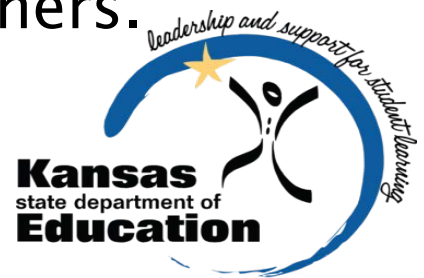
# Task 3–Teaching and Learning

- ▶ Notice that in the sample reflection log, there is little to no specific information about the activities. The focus of the entry is on the overall outcomes of the lesson and the **implementation** of adaptations to the lesson during its performance. The lesson activities and the strategies for FSA, FSB, and ‘thumbs-down’ students were already communicated in Tasks 1 and 2. The candidate here performed those activities and implemented those adaptations. Task 3 is about following-through and, informed by Task 1, performing Task 2.
- ▶ The Day 2 log may begin with: Based on the exit slip, many of the students are struggling with LO1 (Learning Objective 1) and LO4 (Learning Objective 4). I adapted the bellwork for today to focus on these learning objectives.
- ▶ Notice that the beginning adaptation in Day 2 was informed by the exit slip (assessment).



# Task 3–Teaching and Learning

- ▶ It may not go well. Your lesson may fall apart, your strategies may make student behavior worse, and you may even forget to hand out an assessment.
- ▶ What is important is that you adapt. Do not continue to use failing strategies. Use your resources to restructure lesson plans. Do not be afraid to rework an entire unit if the pre-assessment results indicate that students are well beyond what you had planned.
- ▶ Scorers are trained to gather evidence and apply scores according to the rubrics. They are not scoring your teaching ability. You are student teachers. You are not expected to be seasoned practitioners.



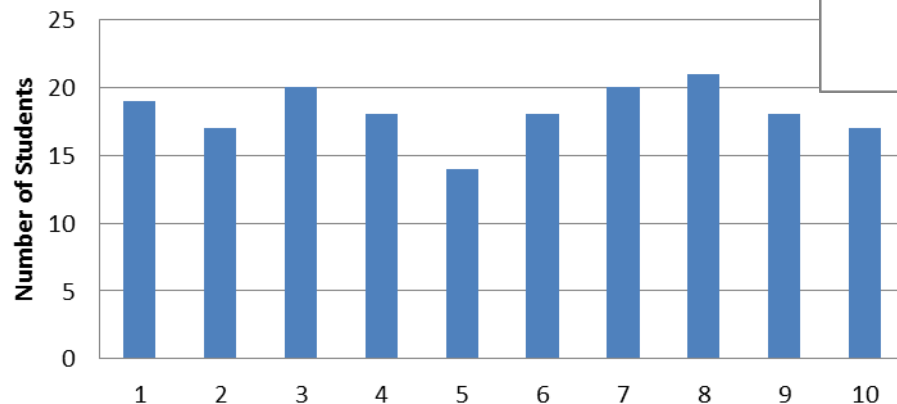
# Task 3–Teaching and Learning

- ▶ The Disaggregated Data Tables comparing the pre–assessment results and summative assessment results are tables 3.3.2a and 3.3.2b in Task 3. They **ARE NOT** placed in the appendix.
- ▶ If you place them in the appendix, they will be moved to their place in Task 3 which may push the portfolio beyond Page 35. The scorer **WILL NOT** score beyond Page 35.
- ▶ The Disaggregated Data Tables should compare the performance of the whole class, subgroup, Focus Student A, and Focus Student B in relationship to ALL of the learning objectives.

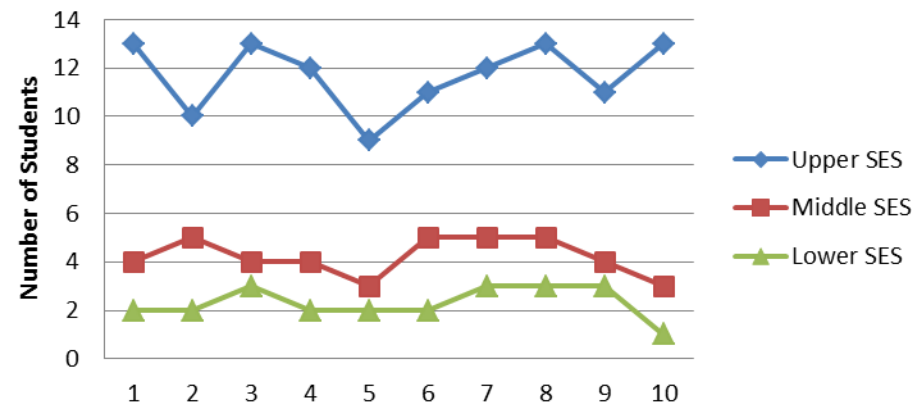
# Examples of Disaggregated Data

Questions Missed					
Focus Student A	5	6	9	10	
Focus Student B	2	3	5	6	10

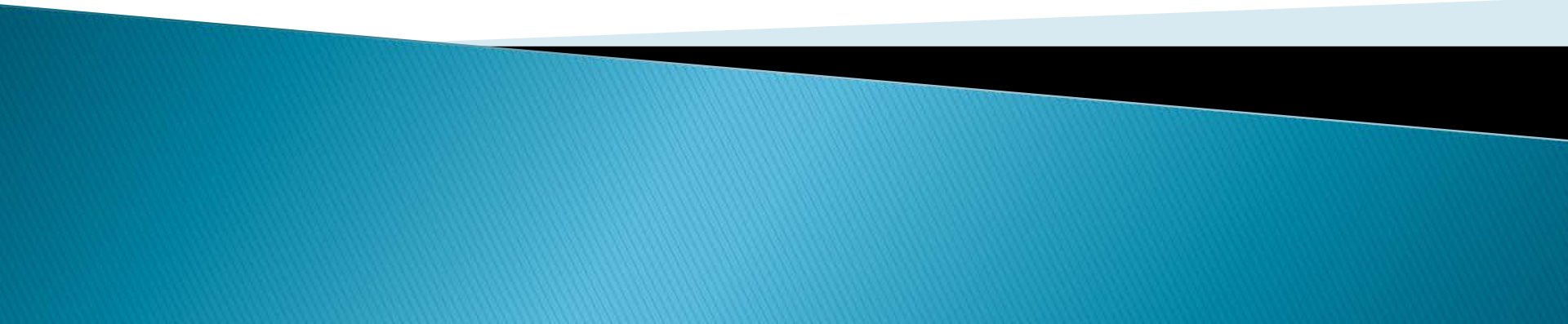
**Students Who Answered Questions Correctly (by question)**



**Students Who Answered Questions Correctly (by question)**

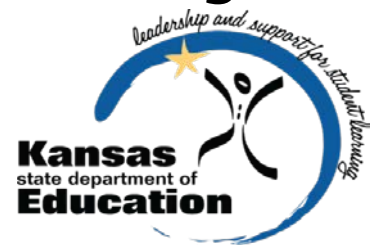


# Task 4–Reflection and Professionalism



# Task 4–Reflection and Professionalism

- ▶ You will identify (according to the data) two learning objectives where students were most successful and two learning objectives where students were least successful.
- ▶ You will provide reasoning for the successes/struggles and provide ideas for building on the successes and provide possible solutions for correcting the struggles.
- ▶ You will be asked to connect these ideas and solutions to specific professional learning opportunities that would provide you the resources for action.
- ▶ DO NOT forget about The Communications Log.



# Task 4–Reflection and Professionalism

- ▶ Task 4 is historically the lowest scoring task.
- ▶ Task 4 is affected when candidates exceed the page limit.
- ▶ Develop a realistic timeline so that you can keep your momentum through Task 4.
- ▶ Review the complete document before turning it in to make sure there are no blank pages or other formatting issues.

