



Kansas Performance Teaching Portfolio

Implementation Guidelines

Teacher Education and Licensure
Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182
www.ksde.org
Nikkolas Nelson (785) 291-3371
nnelson@ksde.org

Table of Contents

Implementation Guidelines	2
Implementing the KPTP	2
Integrating the KPTP into the Teacher Education Program	2
Stages of KPTP Integration Graphic	2
Roles and Responsibilities Guidelines	3
Institutional Coordinator	3
Institutional Faculty/Supervisor	3
Building Level Mentor/Cooperating Teacher	4
Building Level Administrative Supervisor	5
Scorer	5
Kansas State Department of Education	5
Scoring Session Guidelines	6
Scoring Session Outline	6
Institutional Scoring Checklist	6
Remediation Guidelines	7
Who Needs Remediation?	7
Using the ROE during the Remediation Process	7
Scoring Revised KPTPs	7
Score/Data Use Policy	8
Regulations, Statutes, and Standards	8
Kansas Professional Education Standards	8
NCATE Unit Standards for Program Accreditation	9
Permissions Disclaimer	10
Appendix	11

Implementation Guidelines

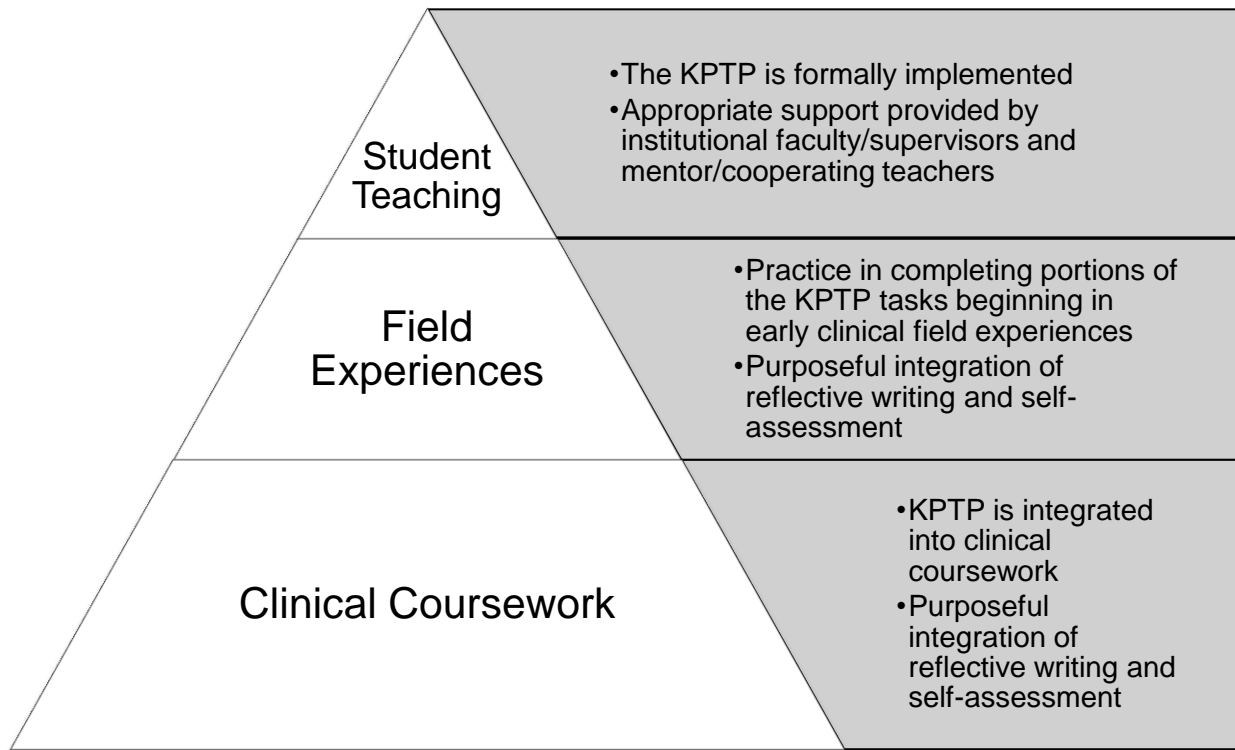
Implementing KPTP

Each teacher education program using the KPTP has the responsibility of implementing the KPTP within the program's existing structure. However, the program must also implement the KPTP as it has been designed and authenticated for use with teacher candidates. This section provides guidelines to institutions on both implementing the KPTP in a manner that is consistent with the KPTP design and recommendations for integrating the KPTP into the teacher education program. Prior to institutionalizing the use of the KPTP, Kansas State Department of Education (KSDE) staff are required to speak with clinical faculty and candidates to provide a holistic overview.

Integrating the KPTP into the Teacher Education Program

Each teacher education program using the KPTP should integrate the KPTP tasks within the program's clinical coursework and field experiences as applicable to the structure and design of the program. The KPTP should not be a separate activity outside the regular scope and activities of the program. Candidates should have the KPTP Content Guidelines in advance of early clinical field experiences. Programs are responsible for informing, advising, and supporting candidates throughout the KPTP process.

Stages of KPTP Integration Graphic



Roles and Responsibilities Guidelines

Roles/Responsibilities of the Institutional Coordinator

The institution should designate a faculty member to act as the KPTP Coordinator. The Coordinator should be fully trained by Kansas State Department of Education (KSDE) on the KPTP Content Guidelines and be available to support faculty and candidates as needed. Responsibilities of the Coordinator include, but are not limited to:

- Providing materials and guidance to institutional faculty/supervisors, teacher candidates, building level administrators, and building level mentors/cooperating teachers.
- Acting liaison between the institution and KSDE for all matters relating to the KPTP.
- Scheduling KPTP training and scoring sessions.
- Submitting necessary documentation to KSDE prior to scoring sessions.

Roles/Responsibilities of the Institutional Faculty/Supervisors

Tier 1 – Clinical Coursework – Introducing the KPTP

Introduce and provide structured, meaningful practice for each KPTP task within established coursework.

- Tasks are introduced and practiced in methods and professional education courses.
- Peer and instructor feedback on the practiced tasks should help candidates recognize areas for improvement prior to the completion of the KPTP during student teaching.
- Purposeful integration of reflective writing and self-assessment into established coursework is encouraged.

Tier 2 – Field Experiences – Preparing for the KPTP

Provide support and guidance to the teacher candidate as the KPTP tasks are developed during early clinical field experiences.

- Support the teacher candidates' practice in completing portions of the KPTP tasks during early clinical field experiences.
- Purposeful integration of reflective writing and self-assessment into early clinical field experiences is encouraged.

Tier 3 – Student Teaching – Implementing the KPTP

Observe the teacher candidates' performance and provide structured feedback relevant to KPTP focus areas.

Provide appropriate support to teacher candidates as the KPTP narratives and responses are written.

Kansas Performance Teaching Portfolio

Activities that would be appropriate support to a candidate:

- Ask questions to prompt them in the right direction.
- Direct candidates to make connections from their KPTP task response to the rubric.
- Direct candidates to review the KPTP Content Guidelines document – the directions contain suggested items to include and examples.

Activities that would be inappropriate support to a candidate:

- Edit, correct, and/or write parts of the KPTP.
- Choose objectives, lesson plans, and/or assessments for candidates.
- Pre-score the KPTP and give a “hypothetical score.”

Roles/Responsibilities of the Building Level Mentors/Cooperating Teachers

Tier 1 – Teacher Candidate Observation of Mentor/Cooperating Teacher

Review the KPTP Content Guidelines and create an action plan for when the candidate will teach the unit for the KPTP.

Discuss how the mentor/cooperating teacher demonstrates the KPTP focus areas in the mentor’s own teaching practices.

Tier 2 – Mentor/Cooperating Teacher Observation of Teacher Candidate

Observe teacher candidate and provide constructive criticism to candidates relevant to the KPTP focus areas. Reference to the KPTP rubric for task #3 is encouraged.

Tier 3 – Performance of Teacher Candidate’s Unit of Study

Provide appropriate support to the teacher candidate as the candidate performs the KPTP unit of study.

Activities that would be appropriate support to a candidate:

- Suggesting resources for planning and implementing the unit of study (contextual information, student information, curriculum resources, etc.).
- Support of purposeful integration of reflective writing and self-assessment into the teacher candidate’s practice is encouraged.

Activities that would be inappropriate support to a candidate:

- Edit, correct, and/or write parts of the KPTP.
- Create objectives, lesson plans, and/or assessments for candidate.

Roles/Responsibilities of the Building Level Administrative Supervisor

If selected by the candidate to act as an observer for the KPTP Video Recorded Lesson (*refer to Task 3, Step 2 of the Content Guidelines*), provide observational feedback to the candidate to inform their performance. The observational feedback should support the candidate when writing reflective responses.

Roles/Responsibilities of the Scorer

Scorers are trained at KSDE sponsored KPTP Scorer Training sessions. Scorers have a responsibility to score KPTPs free of bias and with consistency. For this reason, scorers will not be permitted to score KPTPs from their own institution.

Scorers will protect the confidentiality of teacher candidates and institutions before, during, and after scoring sessions. At all training and scoring sessions, scorers are required to sign a Confidentiality Agreement (*found in appendix*) and are expected to honor that agreement.

Individuals participating in scorer training must have a commitment to participate in scoring sessions throughout the school year.

Roles/Responsibilities of the Kansas State Department of Education

KSDE will provide materials for institutions to implement the KPTP. All guidelines, templates, and policies will be available on the KSDE website, www.ksde.org. The exemplar cases will be designated for KSDE sponsored training sessions only, and will not be available for outside use.

KSDE will provide training for scorers, institutional faculty, and teacher candidates.

All KPTP scoring sessions must be facilitated by KSDE. No scoring sessions will be held without a representative from KSDE present.

KSDE will maintain a database of scores and communicate scores with institutions in a timely manner. Institutions will receive scores for teacher candidates in the week following the scoring session. General, all-institutional data will be provided upon the completion of all scoring sessions for the semester.

Scoring Session Guidelines

All scoring sessions for the KPTP will be facilitated by KSDE staff using trained KPTP scorers. It is the responsibility of the institution to communicate with KSDE staff to schedule scoring sessions each semester.

Scoring Session Outline

- 1) Institutions are contacted prior to the start of the semester to identify the number of candidates submitting portfolios and the preferred scoring dates for the institution. The scheduling of scoring sessions will be based on feedback from the institutions.
- 2) KSDE will schedule regional scoring sessions and contact both the scorers and institutions participating.
- 3) KSDE will facilitate the scoring session and record all scores for each institution.
- 4) After the scoring session, KSDE will return the KPTPs to each institution with copies of the Records of Evidence (ROEs) and will email a scoring sheet with all scores to the KPTP contact person.

Institutional Scoring Checklist

- Institutions must provide an Institutional Summary Sheet (*found in the appendix*) to KSDE prior to any scoring session.
- The institution must assign each candidate an individual Candidate Identifier and label each KPTP accordingly.
 - Example: A001 (Institution Code and Candidate Number)
- If submitting electronic copies of the KPTPs, they must be individually submitted (a single disk/USB drive with all KPTPs should be included for back-up purposes)
- Institutional faculty are encouraged to pre-screen KPTPs for any identifying information (candidate/school names, etc.) and black out any items that should not appear in the KPTP. Checking for and removing any Verification of Observation documents is also recommended.
- Designate a faculty member to be available (in person or by phone) to answer questions or address issues as they arise during the scoring session.
- Plan for drop-off and pick-up of KPTPs from the scoring location.

Remediation Guidelines

Who Needs Remediation?

Any candidate who does not meet the cut score **(20)** on the KPTP could be subject to a remediation process. The institution is responsible for having a Remediation Policy in place for candidates who do not meet the cut score. **The KPTP Committee suggests**, for the purpose of remediation, there be a distinction made between candidates needing **Minimal Remediation** and candidates needing **Extensive Remediation**.

Candidates needing **Minimal Remediation** may have scored low on parts of the KPTP, but overall understood the requirements and provided adequate evidence for most of the tasks. Possible suggestions for remediation at this level may include, but are not limited to:

- Reformatting (exceeded page limits, disorganized, etc.)
- Attaching required appendices (if assessments or lesson plans were not included)
- Addressing a single focus area that lacked evidence
- Rewriting a single task (confusing language, lacking detail, etc.)

Candidates needing **Extensive Remediation** may not have understood the requirements of this capstone project, providing minimal or no evidence for the tasks. Possible suggestions for this level of remediation may include, but are not limited to:

- A complete rewrite of the submitted KPTP **OR**
- An additional field experience **AND**
- An additional KPTP

Using the ROE during the Remediation Process

The Record of Evidence (ROE) for the teacher candidate requiring remediation should be reviewed in advance of any remediation session. The detailed ROE guides the faculty supervisor on how to assist the candidate with the focus areas in which they need further direction. The portion of the ROE that assigns holistic scores and provides a justification/summary statement can be shared with the candidate. The detailed ROE should not be shared.

Scoring Revised KPTPs

The institution must use trained KPTP scorers to score all revised KPTPs. If the institution does not have a representative who is a trained KPTP scorer, KSDE will assist in finding available scorers. The institution bears all the costs in contracting the duplicate scoring.

All duplicate scoring must follow scoring protocols as outlined during the KPTP Scorer Training using the official Record of Evidence (ROE) and rubrics.

The institution can submit revised scores, including a copy of the full or partial ROE, to KSDE no later than 10 days after the close of the semester in which the teacher candidate's program has been completed.

Score/Data Use Policy

Individual candidate scores will be shared with the institution at which the candidate is completing the teacher education program. Institutions may use the data for their own program purposes, including but not limited to:

- Recommendation for program completion
- Recommendation for licensure
- Program Review

Each institution should have a policy in place limiting the amount of time the KPTP score will be valid for recommendation for program completion.

Regulations, Statutes, and Standards

Kansas Professional Education Standards

Standard 1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard 8: The educator 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.

Kansas Performance Teaching Portfolio

Standard 9: The educator 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 (Kansas Quality Performance Accreditation).

Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being

Standard 11: The educator understands the ability to integrate across and within the content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard 12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices

NCATE Unit Standards for Program Accreditation

The following does not include the elements of each standard.

Conceptual Framework

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Kansas Performance Teaching Portfolio

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance.

They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Permissions Disclaimer

By submitting a KPTP for scoring, the candidate agrees to allow the Kansas State Department of Education to use all or parts of work for training purposes. Anonymity will be maintained for both the candidate and the institution.

Appendix

Scorer Confidentiality Agreement

I hereby agree to maintain in strict confidence and to not make personal use of or to receive any monetary compensation from any individual for any information, knowledge, material, data (including the identity of any participants and/or any candidates for certification and their students) that I may receive from or to which I may have access through the Kansas State Department of Education including any contractors or agents connected to the process, unless prior written approval is granted by the Kansas State Department of Education.

I understand that all development and materials are to be kept secure and not discussed with or revealed to anyone not currently involved directly with the scoring process.

ACCEPTED BY:

(Signature) (Date)

(Print Name)

KPTP Academic Integrity Policy

Academic integrity means engaging in scholarly activity that is conducted honestly and responsibly. It includes a commitment to not be involved in falsification, misrepresentation or deception in the preparation of the KPTP. The KPTP submitted must be the teacher's own work and in the teacher's own words. Teachers are expected to act with personal and professional integrity at all times.

Some Examples of Violation of Academic Integrity:

- *Plagiarism*: This means copying work (such as words, phrases, sentences, paragraphs or ideas) from someone else's writing and putting them into a KPTP, as if they were created by the teacher submitting the KPTP.
- Submitting a KPTP, or parts of a KPTP, that was prepared by a person other than the teacher candidate.
- Submitting a KPTP, or parts of a KPTP, that was previously submitted by someone else.
- Not properly citing sources used in your KPTP document (such as lesson plan format)
- Fabricating context, numerical or other data.
- Extensive *collaboration* with others in preparing the KPTP: Having someone else plan your teaching or write sections of your KPTP are unacceptable.

Any suspected violation of the Academic Integrity Policy will be brought to the attention of the institution where the candidate is enrolled.

The institution is expected to investigate the suspected violation following individual institutional policy and procedure.



Kansas State Department of Education



Dr. Diane DeBacker
Commissioner of Education
785-296-3202



Dale M. Dennis
Deputy Commissioner
Fiscal & Administrative Services
785-296-3871



Brad Neuenswander
Deputy Commissioner
Learning Services
785-296-2304

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612; 785-296-3201