Performance Based Compensation Portfolio (6-8)

The overall purpose of this portfolio is to demonstrate student growth in your classroom. The Performance Based Compensation initiative rewards educators who submit a complete portfolio that shows student growth from the previous school year. All components must be completed in 12-point Times New Roman font. Margins are to be one inch with double spacing. Requirements for components, artifacts, and the scoring rubric are attached to the PBC Packet.

Instructional Context: Describe your student's needs and classroom environment. (Maximum 2 pages)

Describe your classroom environment (classroom makeup, socioeconomic levels, and/or academic levels of students

Component 1: Content Knowledge/Pedagogy (Maximum 4 pages)

- Explain your process when designing standards-based instruction and its impact on student learning.
- How do you make your content relevant to your students and their unique life goals?
- How do you integrate literacy and other contents into your instruction?
- How does your instruction support the WIG Interpersonal Skills goal(s) for your school's renewal plan?

Component 2: Differentiation in Instruction (Maximum 4 pages)

- When designing standards-based instruction, how do you incorporate a variety of differentiation strategies and instructional materials?
- How do you ensure your diverse learners can access your content? Ex. ELL. EC, AIG
- How does your instruction provide opportunities for diverse learners to explore their individual interests and passions?
- How does your instruction incorporate opportunities to learn and apply interpersonal skills?

Component 3: Teaching Practice and Learning Environment (Maximum 4 pages)

- How do you ensure all students are included and engaged in your lesson?
- How do you incorporate students' cultural backgrounds and interests when planning instruction?
- How do you ensure students are developing critical thinking and problem-solving skills?
- How do you ensure that students feel welcome and respected in your classroom? What is the evidence your technique is working?
- What is your strategic system of clearly defined classroom expectations? How do you know it is effective?
- How do you communicate with and involve parents in your classroom? How do you know it is effective?

Component 4: Effective and Reflective Practitioner (Maximum 4 pages)

- What student performance data do you collect and how is it used to improve instruction?
- What *new* instructional strategies have you implemented to meet the changing needs of your students?
- How do you ensure your effectiveness as an educator?

Artifacts:

- Minimum of 2 and maximum of 4 total unique artifacts
- Choose artifacts that best support your component answers (must describe or cite artifact within each component's answers)
- Must include classroom assessment data showing growth

Suggested Artifacts: PDP, Summative Evaluations or Observations, classroom data showing growth (formative and summative assessment data), lessons that show differentiation, student work artifacts

Component 1: Content Knowledge / Pedagogy				
	Does Not Meet Expectations **1**	**Approaching Expectations** **2**	**Meets or Exceeds Expectations** **3**	**Score**
Explain your process when designing standards-based instruction and its impact on student learning.	Unpacking standards and determined *KUD*, aligned assessment and activities not included in response	Unpacking standards, determined *KUD*, and aligned assessment included in response	Unpacking standards, determined *KUD*, aligned assessment and learning activities included in response	
How do you make your content relevant to your students and their unique life goals?	Content is not made relevant to students and aligns with unique life goals as evidence is not included in instructional/lesson plan	Content is either made relevant to students or is aligned with unique life goals as evidenced in instructional/lesson plan	Content is made relevant to students and aligns with unique life goals as evidenced in instructional/lesson plan	
How do you integrate literacy and other contents into your instruction?	Literacy strategies and/or platforms aligned to instruction are not included in response	Literacy strategies **or** platforms aligned to instruction are included in response	A variety of literacy strategies **and** platforms aligned to instruction included in response	
How does your instruction support the WIG Interpersonal Skills goal(s) for your school's renewal plan?	Response does not include school specific interpersonal WIG **and** how the teacher's instruction supports meeting the goal.	Response includes school specific interpersonal WIG, but lacks how teacher's instruction supports meeting the goal.	Response includes school specific interpersonal WIG **and** how teacher's instruction supports meeting the goal.	

KUD - Teacher has determined what students should Know, Understand, and Do in reference to the standard(s).

Component 2: Differentiation in Instruction

	Does Not Meet Expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
When designing standards-based instruction, how do you incorporate a variety of differentiation strategies and instructional materials?	Response does not include any evidence of the use of differentiation strategies and/or instructional materials.	Response includes some evidence of the use of differentiation strategies and/or instructional materials.	Response includes a variety of evidence of the use of differentiation strategies and/or instructional materials.	
How do you ensure your diverse learners can access your content? Ex. ELL. EC, AIG	Response does not include any evidence of the adaptation of content and lessons for diverse learners (ELL, EC, AIG).	Response includes some evidence of the adaptation of content and lessons for diverse learners (ELL, EC, AIG).	Response includes a variety of evidence of the adaptation of content and lessons for diverse learners (ELL, EC, AIG).	
How does your instruction provide opportunities for diverse learners to explore their individual interests and passions?	Response does not include any evidence of opportunities in lessons for learners to explore individual interests or passions.	Response includes some evidence of opportunities in lessons for learners to explore individual interests or passions.	Response includes a variety of evidence of opportunities in lessons for learners to explore individual interests or passions.	
How does your instruction incorporate opportunities to learn and apply interpersonal skills?	Response does not include any evidence of opportunities in lessons for learners to acquire and use interpersonal skills.	Response includes some evidence of opportunities in lessons for learners to acquire and use interpersonal skills.	Response includes a variety of evidence of opportunities in lessons for learners to acquire and use interpersonal skills.	

Component 3: Teaching Practice and Learning Environment

	Does Not Meet Expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
How do you ensure all students are included and engaged in your lesson?	Response is very vague and with little explanation or evidence of student engagement in lessons.	Response is clear but has few explanations or evidence of student engagement in lessons.	Response is very clear with explanations and evidence of student engagement in lessons.	
How do you incorporate students' cultural backgrounds and interests when planning instruction?	Response lacks evidence of students' cultural backgrounds or interests in the teacher's instructional planning and implementation.	Response includes evidence of students' cultural backgrounds or interests in the teacher's instructional planning and implementation.	Response includes definitive evidence of students' cultural backgrounds or interests in the teacher's instructional planning and implementation.	
How do you ensure students are developing critical thinking and problem-solving skills?	Response indicates students' critical thinking and problem-solving skills are being developed very little or not at all in the class.	Response indicates students' critical thinking and problem-solving skills are occasionally developed in the class.	Response indicates students' critical thinking and problem-solving skills are being developed regularly in the class.	
How do you ensure that students feel welcome and respected in your classroom? What is the evidence your technique is working? (LE)	Response indicates the teacher has not ensured students feel welcome and respected in their classroom. The evidence is not present in the response.	Response indicates the teacher sometimes ensures students feel welcome and respected in their classroom. Some evidence is present in the response.	Response indicates the teacher regularly ensures students feel welcome and respected in their classroom. The evidence is seen throughout the response.	
What is your strategic system of clearly defined classroom expectations? How do you know it is effective? (LE)	Response vaguely describes how classroom expectations are defined and implemented in the classroom.	Response describes how classroom expectations are defined and implemented in the classroom but is not clear or is incomplete.	Response clearly describes how classroom expectations are defined and implemented in the classroom.	
How do you communicate with and involve parents in your classroom? How do you know it is effective? (LE)	Response does not clearly indicate how the teacher communicates with parents or how they involve parents in the classroom.	Response indicates the teacher has some communication with parents and has made some attempts to involve them in the learning of their child.	Response clearly indicates the teacher has a system in place to not only communicate with parents, but also involve them in the learning of their child.	

Component 4: Effective and Reflective Practitioner				
	Does Not Meet Expectations **1**	**Approaching Expectations** **2**	**Meets or Exceeds Expectations** **3**	**Score**
What student performance data do you collect and how is it used to improve instruction?	Response does not include student performance data nor a description of how it is used	Response includes some student performance data and description of how it is used	Response includes a variety of student performance data and a detailed description of how it is used	
What *new* instructional strategies have you implemented to meet the changing needs of your students?	Response does not include instructional strategies nor how they meet the needs of the students	Response includes some instructional strategies and details of how they meet the needs of the students	Response includes a variety of instructional strategies and specific details of how they meet the needs of the students	
How do you ensure your effectiveness as an educator?	Response does not include details to validate the effectiveness of the educator	Response includes some details to validate the effectiveness of the educator	Response includes a variety of specific details to validate the effectiveness of the educator	

Timeline:

- January 2022: Rubric and Creation of Expectations
- February 1-11, 2022: Information Sessions
- June 1, 2022: Portfolio Due **(District set date)**
- June 2-August 1: Portfolios Assessed
- August 10, 2022: Announcement of Feedback and Scores
- August 31, 2022: Pay Bonus **(District set date)**

Rowan-Salisbury
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