

Performance Based Compensation Portfolio (9 -12)

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, socio-economic levels, and/or academic levels of students)

Component 1: Pedagogy (Maximum 4 pages)

- How do you make sure your curriculum is aligned to the needs of students?
- How do you know your lessons are relevant to your students?
- How do you determine changes you implement in your instruction?

Component 2: Differentiation (Maximum 4 pages)

- How do you incorporate literacy skills into your curriculum to reach all students regardless of language proficiency?
- How do you ensure your students set high, worthwhile and attainable goals for growth?
- How do you adapt instruction and resources to address strengths and weaknesses of your students?

Component 3: Learning Environment (equity, fairness, knowledge of students, school community) (Maximum 4 pages)

- How do you create a safe and inviting classroom environment that's student centered?
- How do you facilitate the inquiry process to include all students?
- How do you equip students with skills that support collaboration, critical thinking, creativity and/or communication?

Component 4: Reflective Practitioner (professional growth, SEL, unique life goals, academic) (Maximum 4 pages)

- How do your educational practices impact students? Your school?
- Describe your practice and reflect on its effectiveness in meeting student needs.
- How does your practice support the RSS directional system (unique life goals, academic skills, social and emotional learning)?

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: Pedagogy

	Does Not Meet Expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
How do you make sure your curriculum is aligned to the needs of students?	Does not use formative and summative assessment techniques	Uses formative and summative assessment techniques	Consistently uses formative and summative assessment techniques	
How do you know your lessons are relevant to your students?	Does not use formative and summative assessment techniques	Uses formative and summative assessment techniques	Consistently uses formative and summative assessment techniques	
How do you determine changes you implement in your instruction?	Does not use formative and summative assessment techniques	Uses formative and summative assessment techniques	Consistently uses formative and summative assessment techniques	

Component 2: Differentiation

	Does Not Meet Expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
How do you incorporate literacy skills into your curriculum to reach all students regardless of language proficiency?	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 do you ensure your students set high, worthwhile and attainable goals for growth?	Response does not include specific goals for student growth and how their instruction supports meeting the goal.	Response includes specific goals for student growth but lacks how their instruction supports meeting the goal.	Response includes specific goals for student growth and how their instruction supports meeting the goal.	
How do you adapt instruction and resources to address strengths and weaknesses of your students?	Strategies, resources and platforms are not used to adapt instruction	Strategies, resources and platforms are used to adapt instruction included in response	A variety of strategies, resources and platforms are used to adapt instruction included in response	

Component 3: Learning Environment

	Does Not Meet Expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
How do you create a safe and inviting classroom environment that's student centered?	Strategies, resources and techniques are not used to facilitate a safe and inviting classroom	Strategies, resources and techniques are used to facilitate a safe and inviting classroom	A variety of strategies, resources and techniques are used to facilitate a safe and inviting classroom	
How do you facilitate the inquiry process to include all students?	Strategies, resources and techniques are not used to facilitate inquiry process	Strategies, resources and techniques are used to facilitate inquiry process included in response	A variety of strategies, resources and techniques are used to facilitate inquiry process included in response	
How do you equip students with skills that support collaboration, critical thinking, creativity and/or communication?	Strategies, resources and techniques are not used support 21st century skills	Strategies, resources and techniques are used support 21st century skills included in response	A variety of strategies, resources and techniques are used support 21st century skills included in response	

Component 4: Reflective Practitioner

	Does Not Meet Expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
How have you made a difference in your students? In your school?	Does not show any evidence of how they lead positive change in their students and/or in their school	Shows evidence of how they lead positive change in their students and/or in their school	Shows a variety of evidence of how they lead positive change in their students and/or in their school	
Describe your practice and reflect on its effectiveness in meeting student needs.	Does not show any evidence of reflecting or adjusting their practice to meet student needs	Shows evidence of reflecting or adjusting their practice to meet student needs	Shows a variety of evidence of reflecting or adjusting their practice to meet student needs	
How does your practice support the RSS directional system (unique life goals, academic skills, social and emotional learning)?	Does not show any evidence of supporting the RSS directional system in their classroom	Shows evidence supporting the RSS directional system in their classroom.	Shows a variety of evidence supporting the RSS directional system in their classroom.	

Summary Evaluation	
	Score
Component 1: Pedagogy	___/9
Component 2: Differentiation	___/9
Component 3: Learning Environment	___/9
Component 4: Reflective Practitioner	___/9
Total	___/36

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**)