

Performance Based Compensation Portfolio (3-5)

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 2021-2022 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: Content Knowledge -maximum 4 pages (Choose a content area, ex. ELA, Math, Science, Social Studies)

	Does not meet expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
How do you make your curriculum rigorous?	Expression of Knowledge of Content	Application of Knowledge and Content is demonstrated	Application of Knowledge and Content is demonstrated in multiple modes.	
How do you know your lessons are relevant to your students?	Consider students in planning lessons.	Utilizes documented student feedback.	Utilizes documented student feedback and adjusts instruction based on feedback. (Ex: Interest/Learning Surveys)	
What literacy skills do you integrate into your curriculum on a regular basis?	Some literacy skills, (reading, writing, listening and speaking) are integrated into core instruction outside of ELA.	Evidence of literacy skills, (reading, writing, listening and speaking) are integrated into core instruction outside of ELA.	Multiple evidence pieces of literacy skills, (reading, writing, listening and speaking) are integrated into core instruction outside of ELA.	

Component 2: Differentiation in Instruction- maximum 4 pages
(Detailed description of classroom behaviors, demographics, and special needs)

	Does not meet expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
How do you ensure that students feel welcome and respected in your classroom? How do you know your technique is working?	Evidence of SEL growth	Evidence of SEL growth and a correlation to the teacher's strategies	Strong evidence of SEL growth and a correlation to the teacher's intentional strategies	
How do you ensure that all students are included in your lesson?	Evidence that lessons are planned to address cultural, demographic and academic needs.	Evidence that lessons are purposefully planned to address all cultural, demographic and academic needs.	Strong evidence that lessons are purposefully planned and implemented to address all cultural, demographic and academic needs.	
What are your expectations of your students and how do they know your expectations?	Teachers provide clear academic and behavioral expectations.	Teachers and students create personalized academic and behavioral expectations.	Students demonstrate a clear understanding of personalized academic and behavioral expectations.	
How do you know you are meeting students' needs?	Defined success measures evidence and data.	Defined success measures incorporate multiple pieces of evidence and data.	Clearly defined success measures incorporate multiple pieces of evidence and data.	
What types of communication and parent involvement methods inform and engage parents/families?	Evidence of communication with stakeholders.	Evidence is provided of community engagement being cultivated.	Evidence is provided of multiple ways in which community engagement is cultivated.	

You provided clear, consistent, and convincing evidence to demonstrate that you:		
	Included	Not Included
Evidence of knowledge of students as individual learners and set high, worthwhile, and attainable goals for student growth.		
Use of varied, rich, and appropriate assignments and instructional resources.		
Able to clearly describe and analyze student work that demonstrates progress and offers opportunities to build on accomplishments.		
Engage in specific and effective communication with students that focuses on relevant standards and encourages improvement.		
Are able to describe teaching practice fully and accurately and reflect insightfully on its effectiveness.		

Component 3: Teaching Practice and Learning Environment -maximum 4 pages (Choose from your chosen content area, e.g., guided reading, phonics, rotations, direct instruction)

	Does not meet expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
How do you adapt resources to address strengths and weaknesses of your students?	Resources are aligned to task to scaffold students.	Resources are strategically aligned to task to appropriately scaffold students.	Resources are strategically aligned to task to appropriately scaffold students according to their needs.	
How do you know your students are engaged in learning?	Explanation of engaged learning.	Detailed explanation of engaged learning.	Detailed explanation of engaged learning in multiple levels of students.	
How do you choose your instructional materials and methods for instruction?	Instructional materials and methods are selected to scaffold students.	Instructional materials and methods are strategically selected to scaffold students.	Instructional materials and methods are strategically selected to appropriately scaffold students according to their needs.	
How do you ensure that students are developing critical thinking skills?	Depth of Knowledge Levels are considered when developing lessons.	Depth of Knowledge Levels are applied at the 3 and 4 levels to develop in lessons.	Depth of Knowledge Levels are applied at the 3 and 4 levels to develop rigor in lessons.	
What types of formative assessment do you use?	Some formative assessments are used.	Multiple uses of formative assessments are utilized throughout lessons.	Multiple opportunities and various modes of formative assessments are utilized throughout lessons.	
If 25% of your students fail a test, what do you do?	Reflection of level of mastery.	Reflection and reteaching occur.	Adaptation of lessons and pacing is reflective of the level of demonstrated mastery.	
What types of summative assessment do you use?	Summative assessments are developed in alignment to taught standards.	Summative assessments are developed in alignment to taught standards and provide reliable data to measure success.	Varied summative assessments are developed in alignment to taught standards and provide reliable data to measure success.	

You provided clear, consistent, and convincing evidence to demonstrate that you:		
	Included	Not Included
Established a safe, fair, equitable, and challenging environment that promotes active student engagement with the teacher, other students, and the content		
Created a student-centered learning environment.		
Effectively monitored student learning, made instructional adjustments, and provided regular constructive feedback to students.		
Able to describe your practice fully and accurately and reflect insightfully on its effectiveness.		
Communicated persuasively about your pedagogical decisions and reflect insightfully on your practice and implications for future teaching.		

Component 4: Effective and Reflective Practitioner -maximum 4 pages

	Does not meet expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
What student performance data do you use to improve instruction?	Data is utilized to improve instruction.	Sources of data are utilized to improve instruction.	Multiple and varied reliable sources of data are utilized to improve instruction.	
How are you progressing towards meeting your PDP goals for this year?	PDP goals are created.	PDP goals are meaningfully created and implemented.	PDP goals are meaningfully created, implemented and progress monitored.	
What new instructional strategies have you implemented? And how do you ensure your effectiveness as an educator?	Multiple instructional practices are implemented.	Multiple and varied instructional practices are implemented.	Multiple and varied instructional practices are implemented and their effectiveness measured.	

You provided clear, consistent, and convincing evidence to demonstrate that you:

	Included	Not Included
Understand that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning.		
Select or create assessments that measure what you intend to measure and understand how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction.		
Help students effectively apply feedback from assessments in ways that positively impact the students' learning, skillfully enabling students to use assessment as a tool to take responsibility for their own learning.		
Expand professional knowledge by participating in professional development.		

**Component 5: Summary Evaluation - maximum 4 pages
(Provide Documentation for year)**

Evidence of student work mentioned in explanation showing growth

Submit PDP Plan for 2021-2022

Submit Summary NCEES Evaluation 2021-2022

Submit any other artifacts to support your portfolio