Performance Based Compensation Portfolio (K-2)

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: 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?	Not differentiated	Leveled instruction based on group needs	Individualized instruction that meets the needs of all students	
How do you know your lessons are relevant to your students?	Using no strategies to show growth	Using one or two strategies	Using multiple strategies to ensure growth and being mindful of school culture	
What literacy skills do you integrate into your curriculum on a regular basis?	Uses one or two literacy skills with fidelity-Phonics, IRA/Shared Reading, Vocabulary, Guided Groups, and written responses	Uses three or four literacy skills with fidelity-Phonics, IRA/Shared Reading, Vocabulary, Guided Groups, and written responses	Uses all literacy skills with fidelity- Phonics, IRA/Shared Reading, Vocabulary, Guided Groups, and written responses consistently and to fidelity	

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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 create a safe and secure environment for your students?	No explanation of classroom environment	Simple explanation of the classroom environment.	Detailed explanation of classroom environment.	
How do you ensure that all students are included in your lesson?	No explanation of student engagement and classroom strategies.	Simple explanation of student engagement and classroom strategies.	Detailed explanation of the classroom strategies and student engagement.	
How do you know you are meeting students' needs?	No evidence of detailed lesson plans, updated data trackers, or documentation	Simple lesson plans, some data used to drive instruction.	Detailed, weekly lesson plans. Weekly data trackers are completed consistently.	
What are your expectations of your students and how do they know your expectations?	No "I Can" statements or communicated expectations to students	"I Can" statements used infrequently or not updated.	"I Can" statements, language objectives, essential questions, and standards communicated to students weekly.	
How do students know that you value their contributions to the lesson?	No student work displayed on the walls, hallway, or other areas for students to see.	Student work in the hallway, on the walls of the classroom updated infrequently for students to see.	Student work displayed and updated regularly	

What types of communication do you use to inform parents/families?	No communication tools utilized.	A communication tool is used as needed.	A communication tool is used consistently.	

You provided clear, consistent, and convincing evidence to demonstrate that you: (select 2 students from your classroom)			Included:	Not Included:
Evidence of thorough knowledge of students as individual learners				
Evidence of high, worthwhile, and attainable goals for student growth				
Evidence of varied, rich, and appropriate assignments and instructional resources				
Student work analyzed in ways that recognize students' progress and offer means for students to build on their accomplishment				
Evidence of detailed and effective communication with students that directs their attention to the salient features of their work and encourages them to reflect upon how their work can be improved.				
Evidence of reflecting on meeting the challenges of teaching in present times.				
	Does not meet expectations 1	**Approaching Expectations 2**	**Meets or Exceeds Expectations 3**	**Score**
	Less than 2 examples of evidence included	4-5 examples of evidence included	All examples of evidence included	

	Does not meet expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
Component 3: Teaching Practice and Learning Environment -maximum 4 pages (Choose from your chosen content area, e.g. guided reading, phonics, rotations, direct instruction)				
How do you prepare to differentiate instruction in your class?	No evidence of detailed lesson plans, updated data trackers, or documentation	Simple lesson plans, some data used to drive instruction.	Detailed, weekly lesson plans. Weekly data trackers are completed consistently.	
How do you ensure that all students are included and engaged in your lesson?	No explanation of student engagement and classroom strategies.	Simple explanation of student engagement and classroom strategies.	Detailed explanation of the classroom strategies and student engagement.	
How do you choose and adapt resources for the strength and weakness of your students with your method of instruction in mind?	No standards or resources referenced in lesson plans.	Standards referenced and resources in lesson plans.	Both standards and resources are explicitly stated in lesson plans.	
How do you ensure that students are developing critical thinking skills?	DOK Level 1 questions asked of students	DOK level 2 questions asked of students	DOK level 3/4 questions asked of students,	
What types of formative and summative assessments do you use?	No reference to data from assessments or anecdotal records.	Anecdotal notes, and only 1 or 2 forms of assessments used.	Multiply forms of assessment, anecdotal notes, and observations used.	
If 25% of your students fail an assessment, what do you do?	No evidence or explanation of remediation	Some evidence or explanation to address remediation	Detailed explanation of remediation.	

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You provided clear, consistent, and convincing evidence to demonstrate that you:	Included:	Not Included:
Evidence of a safe, fair, equitable, and challenging environment that promotes self- directed learning and active student engagement with the teacher, other students, and the content.		
Evidence of a student-centered learning environment that is based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support collaboration.		
Evidence of effectively monitored student learning during the lessons, made instructional adjustments, and provided regular constructive feedback to students.		
Evidence of effectively supported students in developing the dispositions and proficiencies necessary to explore significant content topics and skills; are able to describe your practice fully and accurately and reflect insightfully on its effectiveness in meeting the challenges of teaching.		
Evidence of ability to communicate persuasively about your pedagogical decisions and reflect insightfully on your practice and implications for future teaching.		

	Does not meet expectations 1	**Approaching Expectations 2**	**Meets or Exceeds Expectations 3**	**Score**
	Less than 2 examples of evidence included	4-5 examples of evidence included	All examples of evidence included	

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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?	No reference or explanation of data to improve instruction.	Little explanation of data referenced to improve instruction.	Specific data referenced and detailed explanation to improve instruction	
What best practices / instructional strategies have you implemented to ensure your effectiveness as an educator?	No reference to best practices or instruction strategies implemented	Instructional strategies and practices have little variance throughout the year.	Instructional strategies and practices vary according to student needs and learning standards.	

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You provided clear, consistent, and convincing evidence to demonstrate that you:		Included:	Not Included:
Evidence of in-depth knowledge gathered about your students in planning effective and fair instruction and assessment			
Evidence of understanding 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			
Evidence of selecting or creating 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			
Evidence of helping students effectively apply feedback from assessments in ways that positively impact the students' learning, skillfully enabling students to use assessments as a tool to take responsibility for their own learning			
Evidence of methodically expanding your own professional knowledge by participating in professional development and engaging in advocacy to contribute measurably to student learning and growth.			

	Does not meet expectations 1	Approaching Expectations 2	Meets or Exceeds Expectations 3	Score
	Less than 2 examples of evidence included	4-5 examples of evidence included	All examples of evidence included	

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Component 5: Summary Evaluation - maximum 4 pages (Provide Documentation for year)
Evidence of student work mentioned in explanation showing growth
Submit Class Summary of MClass Data
Submit PDP Plan for 2021-2022
Submit Summary NCEES Evaluation 2021-2022