Queens College Teacher Portfolio Assessment Handbook
QCTPA

EDUCATOR PREPARATION PROVIDER GUIDELINES

2023-2024

As of April 27, 2022, the edTPA, edTPA safety net, edTPA Multiple Measures Review Process (MMRP), and the availability of the Conditional Initial certificate are no longer listed as part of the performance assessment requirement for certification. The New York State Board of Regents is instead requiring that NYS-registered teacher preparation programs incorporate a teacher performance assessment (TPA) into the candidates' student teaching, practicum, or similar clinical experience. These performance assessments must be multi-measured assessments: candidates must demonstrate the pedagogical knowledge and skills identified in the NYS Teaching Standards and exhibit an understanding of content knowledge and skill in the grade band and subject area of the certificate sought.

This document was authored by the Queens College TPA Portfolio Working Group. Components of this Handbook and QCTPA have been adopted from the edTPA (2023) developed by Stanford Center for Assessment, Learning, and Equity (SCALE).

Contents

QCTPA Checklist

Getting Started

	To Complete	To Upload to Anthology
If Anthology account is no longer active, please reactivate.	☐	⊗
Log in to Anthology account.	☐	⊗
Connect Initial Teacher PortfolioAssessment to currently existing Anthology portfolio.	☐	⊗
Read Initial Teacher Portfolio Assessment Handbook (available on Anthology for download).	☐	⊗

QCTPA

Planning the Lesson	To Complete	To Upload to Anthology
Identify a unit or mini unit.	☐	⊗
Collect data to describe classroom context.	☐	⊗
Write one lesson plan based on your unit or mini unit.	☐	☐
Develop a formative assessment.	☐	⊗
Write one reflective commentary on central focus.	☐	☐
Write one reflective commentary on knowledge of students to inform teaching.	☐	☐

Teaching the Lesson	To Complete	To Upload to Anthology
Schedule pre-observation, teaching observation and post-observation meeting with supervisor.	☐	⊗
Obtain a complete post-observation report.	☐	☐

Assessing Student Learning	**To Complete**	**To Upload to Anthology**
Collect student work samples. Assess student work using formative assessment.	☐	⊗
Select three student work samples.	☐	⊗
Write one reflective commentary analyzing student learning.	☐	☐
Write one reflective commentary giving feedback to guide further instruction.	☐	☐
Write one reflective commentary using assessment to inform instruction.	☐	☐

Dispositions	**To Complete**	**To Upload to Anthology**
Complete the final proCADS self-assessment.	☐	⊗

Reflective Practice	**To Complete**	**To Upload to Anthology**
Complete professional learning and reflective practice assignment designated by your instructor.	☐	☐
Write one reflective commentary on improving future lessons.	☐	☐
Write one reflective commentary on professional goals.	☐	☐

SECTION I: INTRODUCTION TO THE QC TEACHER PORTFOLIO ASSESSMENT (QCTPA)

THE MISSION OF THE SCHOOL OF EDUCATION

The mission of the School of Education at Queens College is to offer a progressive education that readies the upcoming generation of educators to become prominent members of an increasingly global, diverse, and inclusive society. The School of Education is motivated by the faculty's collective dedication to advancing the fundamental principles of Equity, Excellence, and Ethics.

- Build inclusive communities that nurture and challenge all learners (Equity);
- Demonstrate professionalism, scholarship, self-efficacy, and the use of evidence-based and reflective practice (Excellence); and
- Value diversity, democracy, and social justice (Ethics)

These principles serve as the bedrock of the School of Education's Conceptual Framework. The commitment of all programs to cultivate and ensure that every candidate embodies and mirrors these Core Values is what unifies programs spanning various disciplines and specialized licensure domains.

New York State teachers, administrators, and pupil personnel service providers are required to hold a New York State certificate for employment in the state's public schools. The Office of Teaching Initiatives issues certificates to certify that an individual has met degree, coursework, assessment, and experience requirements.[1]

As a component of the School of Education's procedure for preparing aspiring educators, candidates striving for initial certification will undertake the **Queens College Teacher Portfolio Assessment (QCTPA)**, herein referred to as the Portfolio. This assessment is aligned with New York State-registered teacher preparation programs. The QCTPA is a multi-measure assessment where candidates demonstrate the pedagogical knowledge and skills identified in the New York State Teaching Standards, which align with the four principles of the New York State Culturally Responsive-Sustaining Education Framework, and their content knowledge and skills in teaching to the New York State learning standards in the grade band and certification subject area.[2]

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[1] NYSED.gov, *Office of Teaching Initiatives*, "Certification from Start to Finish."

[2] NYSED.gov, *Office of Teaching Initiatives*, "Teacher Performance Assessment Requirement Frequently Asked Questions (FAQs)"

OVERVIEW OF THE PORTFOLIO

The QCTPA provides a multi-measure approach to measure candidates' readiness to teach in Pre-K to 12th grade classrooms through the assessment of knowledge, skills, and dispositions, with a focus on student learning[3]. To align with the School of Education's conceptual framework Equity, Excellence, and Ethics (3Es) and its mission to provide a progressive education for the next generation of educators, the Portfolio aligns with the principles of culturally responsive pedagogy and assessment as outlined by the New York State's Culturally Responsive-Sustaining Education Framework.

The Portfolio includes five sections:

- **Part I: Planning the Lesson**. This section measures the candidate's ability to write a lesson plan that is part of a specific unit or mini unit. Candidates will write two reflective commentaries that describe their pedagogical choices in the lesson plan.
- **Part II**: **Teaching the Lesson.** This section measures the effectiveness of the candidates in teaching the lesson plan developed in Part I.
- **Part III: Assessing Student Learning:** This section measures candidates' impact on student learning and their ability to create and implement effective formative assessments that advocate for what students know and how that knowledge can inform future instruction. Candidates will assess 3 student work samples from the same lesson plan developed in Part I and taught in Part II. Candidates will complete three reflective commentaries on assessing the student work samples and the next steps in instruction.
- **Part IV: Dispositions:** Candidates will complete the ProCADS, which is a research-based measure of professional competencies, attitudes and dispositions. The professional competencies focus on proficiency in planning, teaching, and assessing as well as other professional competencies including self-presentation, self-representation, professional collegiality and demeanor, and taking responsibility.
- **Part V: Reflective Practice:** Candidates will engage in reflective practice and how reflective practice can inform professional learning to improve one's habits of mind and educational practices. Candidates will be asked to engage in collaborative inquiry with colleagues and mentors in professional learning communities to explore problems of practice for further exploration. Candidates will produce artifacts as designated by

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[3] The components of the QCTPA have been adopted from the edTPA (2023) created by Stanford Center for Assessment, Learning, and Equity (SCALE).

their instructor, which may include professional learning projects, reteaching lessons in their seminar classes for peer-feedback, or participating in pedagogical or curriculum-based inquiry groups.

The sections described above are the minimum requirements for the Portfolio. The School of Education as an Educator Preparation Provider (EPP) will only use the required areas for accreditation review and candidate recommendation for program completion and NYS certification. Acknowledging that individual initial programs are unique and diverse, programs may include additional areas as determined by the programs. These additional areas will be used to assess candidate knowledge, skills, and dispositions, and for program improvement.

NEW YORK STATE TEACHING STANDARDS

The link to the New York State Teaching Standards can be found
https://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf.

NEW YORK STATE'S CULTURALLY RESPONSIVE-SUSTAINING FRAMEWORKS

The link to the Frameworks can be found
https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf.

GLOSSARY

Term	Definition
Assessment	Refers to all those activities undertaken by teachers and by their students that provide information to be used as feedback to modify teaching and learning activities. Assessments provide evidence of student's prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking.
Summative Assessments	Assessments given periodically to determine at a particular point in time what students know and do not know relative to content standards. Examples might include chapter tests, unit tests, or culminating projects.
Formative Assessments	Assessments incorporated into classroom practice that can provide information needed to adjust teaching and learning as students approach full mastery of content. Examples of formative assessments could include observations, questioning strategies, and self- and peer-assessments.
Central Focus	A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the

subject-specific components in the learning segment. The subject-specific components for elementary literacy include an essential literacy strategy and the associated requisite skills for comprehending or composing text. For example, the central focus for a primary grade learning segment might be summarizing narratives. The learning segment would focus on the essential literacy strategy (summarizing) and requisite skills (e.g., decoding, recalling, sequencing). The central focus for an upper elementary learning segment might be persuasive writing. The learning segment would focus on the essential literacy strategy (using evidence to support an argument) and requisite skills (e.g., writing paragraphs, using correct verb tense, or other conventions). For example, the subject-specific components for elementary mathematics are: conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills. A central focus for the elementary mathematics learning segment might be equivalent fractions or equivalencies. The learning segment would focus on conceptual understanding and the associated computational/procedural understandings and reasoning/problem solving skills.

Classroom Context	Management tactics used by educators to shape the perceptions of students and allow them to transfer and understand new knowledge and material.
Content Standards	Firmly established statements that define what students, teachers, schools, and districts should know and be able to do.
Dispositions	The specific code of conduct educators maintain that defines their beliefs, values, and morals while interacting with students, parents, and members of the community.
Instructional Resources	Materials used by educators that facilitate solutions to teaching problems. Instructional resources can include both human and non-human assets that deepen students' learning and promote a more efficient transfer of knowledge (e.g. study guides, flashcards, graphic organizers, videos, aides, etc.)
Instructional Strategies	Techniques used by educators that deepen students' understanding and encourage them to become independent learners. (Maybe we add a segment here about types of instruction like direct, interactive, etc.)
Learning Objectives	Student learning outcomes to be achieved by the end of the lesson or learning segment.
Learning Tasks	Includes activities, discussions, or other modes of participation that engage students to develop,

practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample literacy learning task for fifth grade focused on writing an essay with an argument structure could be a discussion about a topic for which students have strong opinions (e.g school uniforms) and draw from their everyday experiences constructing arguments to introduce the features of the genre. Over a unit of instruction, the teacher models the various features, students read and analyze argument text on a variety of topics, and develop their own argument essay. A sample mathematical learning task for fourth graders working with multi-digit numbers could be: Collect the population from 4 neighboring states to compare with our own state. Identify the state with the highest and lowest populations and make a table showing the states' populations in order from highest to lowest populations. Compare the populations of the states by writing statements using <, =, and >.

Lesson Design Choices

Mini-Unit

A set of 3-5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

Unit

A set of 8-10 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

PART I:
PLANNING THE LESSON

PLANNING THE LESSON: AN INTRODUCTION

Part I requires that you develop and write a lesson plan. Your lesson is required to be part of a larger unit or a mini unit (as designated by your program) that you are teaching. Your unit must be aligned with the specific content standards as outlined by the disciplined (see Appendix for links to content specific content standards). Therefore, your lesson must reflect the content standards. After you complete and conduct the lesson, you will respond to reflective commentaries.

To help you develop and implement the lesson, write the lesson plan, and respond to the commentaries, review New York State's Culturally Responsive-Sustaining Education Framework for teachers that begins on page 25. Using the framework as a guideline, consider the following:

- Describe your lesson design choices outlined in your lesson plan.
- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn?
- What are the important understandings and core concepts you want students to develop within the learning segment?
- What instructional strategies, learning tasks, and assessments will you design to support student learning?
- How is the teaching you propose supported by research and theory about how students learn? See the Appendix for an outline of educational theories and theorists to support you in this question.

HOW TO PLAN THE LESSON

Planning the lesson begins with developing a unit, or mini unit, of instruction as part of a clinical course. The program that you are currently enrolled in will indicate the course in which you will develop the unit and lesson plan for the Portfolio. Parts I will be completed and submitted in Anthology.

Part I: Planning the Lesson
After you develop your unit, you will be asked to complete the following:
- Collect data needed to describe the classroom context. See the Appendix for more information on developing a description of the classroom context.
- Identify one lesson to plan, teach, and analyze from a unit or a mini unit that you will teach.
- Write a lesson plan. Regardless of the program you are enrolled in, your lesson plan must include the following components:

- ○ Academic content standards for the lesson (Note: Please include the number and text of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
  - ○ Learning objectives associated with the content standards
  - ○ Classroom context
  - ○ A central focus for the lesson that is specific to the content area of the unit.
  - ○ Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
  - ○ Instructional resources and materials used to engage students in learning
  - ○ Formative assessments used to monitor student learning, including type(s) of assessment and what is being assessed
- ● Write the following reflective commentaries:
  - ○ **Central Focus**
    - ■ Describe the central focus.
    - ■ Given the central focus, describe how the academic content standards address the essential content area focus.
    - ■ Given the central focus, describe how the learning objectives address the central focus. Provide 2-3 examples from your lesson plan.
  - ○ **Knowledge of Students to Inform Teaching**
    - ■ What do you know about your students' everyday experiences, cultural and language backgrounds and practices and interests?
    - ■ How did this knowledge inform your instruction?
    - ■ Give evidence of prior learning on what students know, what they can do, and what they are still learning to do related to the lesson/unit focus.
    - ■ Based on the information in the first three bullets, describe how your knowledge of the students informed your lesson development. Specifically reference the NYS Culturally Responsive-Sustaining Frameworks in your discussion.

HOW THE PLANNING WILL BE EVALUATED

The planning the lesson component will be evaluated with the Planning the Lesson Rubric.

NEXT STEPS

After you develop this lesson and write the lesson plan, you will complete **Part II: Teaching the Lesson**. To complete Part II, you will:

- Plan a pre-observation conference with your clinical supervisor.
- Teach your lesson and be observed by your clinical supervisor.
- Schedule a post-observation conference with the clinical supervisor.

PART II:
TEACHING THE LESSON

TEACHING THE LESSON: AN INTRODUCTION

Part II is the teaching component that requires your clinical supervisor to conduct a teaching observation of the lesson developed in Part I.

For this component, you will work with your clinical supervisor, who will conduct a classroom observation at your clinical placement. Your supervisor will provide you with written feedback on the pre-, during-, and post- teaching observation. These components must be uploaded into Anthology.

Part II: Teaching the Lesson
For Part II, you will be asked to complete the following:
- Complete a pre-observation with your clinical supervisor.
  - In preparation for the teaching observation, your clinical supervisor will conduct a pre-observation to review your lesson plan.
  - Your clinical supervisor may make recommendations to your lesson plan.
  - Make any required edits to your lesson from Part I prior to the teaching observation.
  - You will receive a pre-observation report to upload in Anthology.
- Schedule a time when your clinical supervisor will conduct a classroom teaching observation.
  - Your supervisor will observe you teaching the lesson you developed in Part I.
  - You will upload your teaching observation in Anthology.
- Schedule a time when you will conduct a post-observation.
  - After the classroom teaching observation, you will meet with your clinical supervisor to conduct a post-observation.
  - Your clinical supervisor will provide you with written reports of the pre- and post- observations and of the classroom observation.
  - You will receive a post-observation report to upload in Anthology.

HOW THE TEACHING COMPONENT WILL BE EVALUATED

The teaching component will be evaluated with the Teaching the Lesson Rubric.

NEXT STEPS

After teaching the lesson in Part II, you will complete **Part III: Assessing Student Learning**. To complete Part III, you will:

- Gather whole class and three student work samples that exemplify student learning as exceeding, meeting, and no meeting your lesson objectives.
- Document how you provided feedback to your students during and after the lesson.
- Plan for future instruction based on the assessment data.

SECTION III: ASSESSING STUDENT LEARNING

ASSESSING STUDENT LEARNING: AN INTRODUCTION

Part III requires that you analyze student learning through assessing student work samples. You will discuss how your analysis informs future instruction. For Part III, you will return to the formative assessment that you developed in Part I to analyze student work samples.

Before you begin the analysis, you need to think about the following:
- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know to plan the next steps in instruction?

HOW TO ASSESS STUDENT LEARNING

- Collect the student work from your lesson.
- Define and submit the evaluation criteria.
- Formatively assess the student work.
- Describe how you will provide feedback to your students based on their submitted work.
- Select three student work samples. Consider how the samples (1) represent the diversity of the classroom context, and (2) illustrate student learning as exceeding, meeting, and developing in the learning objectives.
- Write the following reflective commentaries:
  - **Analyzing Student Learning**
    - Identify the specific learning objectives measured by the assessment you chose for analysis.
    - Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for the evaluation criteria.
    - Use evidence found in the three student work samples and the whole class summary to analyze the patterns of learning for the whole class. Use the student work samples to illustrate the patterns.
  - **Giving Feedback to Guide Further Learning**
    - Explain how you will provide feedback to the three focus students to address their individual strengths and needs relative to the learning objectives measured.
  - **Using Assessment to Inform Instruction**
    - Based on your analysis of the three focus students, describe next steps for instruction to impact student learning.

- Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

HOW THE ASSESSMENT COMPONENT WILL BE EVALUATED

The assessing student learning component will be evaluated with the Assessing Student Learning Rubric.

NEXT STEPS

In addition to planning, teaching, and assessing, there are other professional competencies essential needed in teaching. These are best described and measured through your progress over time as a teacher candidate.

To complete **Part IV: Dispositions**, you will participate in this component three times:
- At admission to the program.
- During your methods course.
- At the end of your clinical experience.

SECTION IV: DISPOSITIONS

DISPOSITIONS: INTRODUCTION

ProCADS is a measure of professional competencies, attitudes and dispositions. The professional competencies focus on proficiency in planning, teaching, and assessing as well as other professional competencies including self-presentation, self-representation, professional collegiality and demeanor, and taking responsibility. In terms of attitudes, ProCADS focuses on three areas: attitudes toward teaching methods, attitudes toward students, and attitudes toward schools. In terms of dispositions, ProCADS focuses on four dispositional areas: open-mindedness, self-reflection, curiosity, and educational equity.

ProCADs is administered three times during a candidate's time in a program: at admission into a program, while a candidate is taking a methods class in their program, and at the end of their culminating clinical experience (i.e. student teaching, practica, etc.).

HOW TO COMPLETE PROCADS

Candidates will be informed by the Office of Assessment and Accreditation when and how they should complete the ProCADS assessment. Please check your QC email regularly for updates.

At Admission into a Program: Candidates will complete ProCADS through Survey Monkey. Candidates will receive an email with the link to Survey Monkey and instruction on how to complete the assessment. Please note that your instructors will NOT see the results of your survey so please answer honestly.

While Enrolled in a Methods Course: Candidates will complete another version of the ProCADS assessment while they are enrolled in a methods course. During this time, ProCADS will be available to candidates on Anthology Portfolio via their Program Portfolio. Once a candidate creates their Program Portfolio, all courses that include a submission on Anthology Portfolio for assessment will be listed. Along with other assignments/requirements, candidates will see a folder labeled "ProCADS." If the candidate clicks on the folder, they will be taken into the page to access the survey. Once the survey is completed, and the candidate submits it to their instructor, a notification will be triggered for the instructor to assess the candidate using the assessment tool provided.

At the Conclusion of Your Clinical Experience: Candidates will complete a final version of ProCADS located in the Experiential Learning on Anthology Portfolio (Student Teaching Placement). Your clinical supervisor and cooperating teaching

will also complete a version of the ProCADS assessment. The Field Placement Office will let candidates, clinical supervisors and cooperating teachers know when the placement is open and available to have assessment completed for the semester. Please be sure to complete all assessments by the deadline provided by the Field Placement Office.

HOW THE DISPOSITIONS COMPONENT WILL BE EVALUATED

ProCADS is a non-evaluative tool. As an EPP assessment, data will be reviewed to make data-informed changes to our EPP programs.

NEXT STEPS

As educators, we continue to learn from peers and educational communities to improve practice and share with others. To complete **Part V: Reflective Practice**, you will:
- Participate in professional learning communities.
- Apply research-based practices.
- Reflect and present with peers.

SECTION V:
REFLECTIVE PRACTICE

REFLECTIVE PRACTICE: AN INTRODUCTION

Engaging in reflective practice is at the core of professional learning. Reflective practice assists in improving professional practice through ongoing and collaborative inquiry to improve professional dispositions and enhance learning.

HOW TO COMPLETE THE REFLECTIVE PRACTICE COMPONENT

- Your program instructors will provide you with specific guidelines on reflective practice assignments and tasks. Sample assignments and projects can be found in the Appendix.
- Write the following reflective commentaries:
  - **Reflective Educator**
    - Identify areas to improve the design of future lessons to build inclusive communities that nurture and challenge all learners and explain how you will address those areas.
  - **Professional Goals and Growth**
    - Describe at least two professional learning goals based on what you think you need to be a more effective educator who value of diversity, democracy, and social justice.

HOW THE REFLECTIVE PRACTICE COMPONENT WILL BE EVALUATED

The reflective practice component will be evaluated with the Reflective Practice Rubric.

NEXT STEPS

Review all the materials in Anthology to ensure that your Portfolio is complete!

RUBRICS

Planning the Lesson Rubric

Planning the Lesson

Criteria	Not Acceptable	Acceptable		
	Needs Improvement	Emerging Proficiency	Proficient	Advanced Proficiency
	1	2	3	4
How does the candidate use academic content standards and lesson objectives?	Candidate's plans include incorrect, or inappropriate content standards and/or learning objectives.	Candidate's plans include correct and appropriate content standards, but the learning objectives, instructional delivery, and/or materials are not aligned with the content standards and content being taught	Candidate's plans include correct and appropriate content standards, AND the learning objectives, instructional delivery, and materials are accurately aligned with the content standards and content being taught	Candidate's plans include criteria for level 3: proficient AND learning objectives, instructional delivery are planned with a coherent sequence that creates opportunities for students to demonstrate their learning of the content standards.
How does the candidate integrate their content and pedagogical knowledge in their planning?	Candidate's plans include misconceptions about the content area (i.e. math content, science content, literacy content, etc.).	Candidate's plans have no misconceptions about the content area, but the candidate's lesson delivery is inappropriate and/or does not address the content area.	Candidate's plans have no misconceptions about the content area AND the candidate's lesson delivery includes activities that allow for students to make meaning of new concepts in the content area in multiple ways connected to real-world situations.	Candidate's plans include criteria for level 3: proficient AND includes explicit critical thinking activities that extend new concepts in the content area.
How does the candidate use knowledge of students to target support?	Candidate's plans include no evidence of planned support to address student diversity (i.e. students' diverse needs, learning styles, and backgrounds) within the class.	Candidate's plans for instruction build on each other to support learning with minimal attention to student diversity by addressing at least one of the following: students' diverse needs, learning styles, or linguistic experiences.	Candidate's plans for instruction build on each other within a meaningful context to support learning with attention to student diversity by addressing at least two of the following: students' diverse needs, learning styles, or linguistic experiences.	Candidate's plans for instruction build on each other within a meaningful context to support learning with attention to student diversity by addressing students' diverse needs, learning styles, and linguistic experiences.

How does the candidate use knowledge of students to develop culturally responsive and sustaining instructional plans?	Candidate takes a deficit view of students and their backgrounds in their lesson plans; OR Candidate does not consider students' prior knowledge or experiences (e.g. academic learning, or cultural or linguistic experiences).	Candidate references students' prior knowledge and experiences in their lesson plans, but these references are superficial connections to students' cultural or linguistic experiences.	Candidate's plan for instruction includes authentic connections to at least one of the following: students' prior knowledge, everyday experiences in the home or community, or cultural or linguistic experiences.	Candidates' plan for instruction includes authentic connections to the identities of all students by providing multiple entry points into the lesson. There are explicit connections in the lesson between the content being taught and the student's own daily lives, cultural knowledge, and/or linguistic experiences.

Teaching the Lesson Rubric

Teaching the Lesson

Criteria	Not Acceptable	Acceptable		
	Needs Improvement	Emerging Proficiency	Proficient	Advanced Proficiency
	1	2	3	4
How does the candidate demonstrate a positive learning environment to support student learning?	Evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	Rapport with and respect for students. AND Candidate provides a positive learning environment that reveals mutual respect among students.	Rapport with and respect for students. AND Candidate creates a welcoming and affirming classroom environment as outlined in the CR-S Education Framework.	Rapport with and respect for students. AND Candidate creates a welcoming and affirming classroom environment that fosters high learning expectations as outlined in the CR-S Education Framework.
How does the candidate actively engage students in learning tasks?	Students are participating in tasks that are unrelated to the central focus. There is little or no evidence that the candidate links their teaching to students' prior knowledge and experiences.	Students are engaged in learning tasks connected to the central focus. link prior knowledge and experiences to new learning. .	Students are engaged in learning tasks connected to the central focus AND there is evidence that the candidate links their teaching to students' prior knowledge and experiences.	Students are engaged in learning tasks connected to the central focus that deepen and extend their learning. There is evidence that students' prior knowledge and experience are central to the learning tasks.
How does the candidate promote comparisons and connections between the content being taught and the students' cultural and linguistic experiences?	Candidate's instruction provides limited opportunities for students to demonstrate an understanding of the connections between the content being taught and their cultural and linguistic experiences.	Candidate's instruction provides opportunities for students to demonstrate an understanding of the connections between the content being taught and their cultural and linguistic experiences.	Candidate's instruction has explicit connections between the content being taught and their student's cultural and linguistic experiences.	Candidate's instruction provides multiple entry points for students to engage in making meaningful connections between the content being taught and their cultural and linguistic experiences.
How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?	The candidate suggests changes unrelated to evidence of student learning. Candidate proposes changes to teaching practice that are superficially related to student learning needs (e.g., task management, pacing, improving directions).	Candidate proposes changes that superficially address students' collective (or whole class) learning needs related to the central focus. There is no clear connection to evidence that	Candidate proposes changes by referencing evidence, or a single artifact, that address individual and collective learning needs related to the learning objectives to	Candidate proposes changes by referencing evidence, or more than two artifacts, that address individual and collective learning needs related to the learning objectives

		demonstrates student learning.	foster high expectations for learning.	that clearly support high expectations for learning.

Assessing Student Learning Rubric

Assessing Student Learning

Criteria	Not Acceptable	Acceptable		
	Needs Improvement	Emerging Proficiency	Proficient	Advanced Proficiency
	1	2	3	4
How are formative assessments designed to monitor student learning?	Formative assessments do not show alignment between the evaluation criteria and learning objectives. ; OR The candidate does not demonstrate an understanding of how to use formative assessments to monitor student learning.	Formative assessments are designed to link evaluation criteria and learning objectives to monitor group, or whole class, learning. Little attention is paid to individual learning or groups with specific needs.	Formative assessments are designed to link evaluation criteria and learning objectives to monitor individual student and group learning.	Formative assessments are strategically designed to link evaluation criteria and the learning objectives by allowing individuals and groups with specific needs to demonstrate their learning based on their prior knowledge and experiences.
How does the candidate analyze evidence of student learning?	Analysis is superficial or not supported by EITHER student work samples or the summary of student learning.	Analysis focuses on student work samples AND a basic summary of student learning (e.g. focusing only on correctness).	Analysis uses specific examples from work samples that show evidence of student learning connected to the content standards and learning objectives, AND identifies patterns across student learning. Patterns of learning are described for individuals or groups (e.g. students with IEPs, English Language Learners, etc.).	Analysis uses specific examples from work samples that show evidence of student learning connected to the content standards and learning objectives, AND Uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning within content for individuals and groups. Candidate summarizes how data from work samples will inform teaching and pacing in upcoming lessons and units.
What type of feedback does the candidate provide?	Feedback is unrelated to the learning objectives OR is developmentally inappropriate. OR Feedback contains significant content inaccuracies and/or	Feedback is specific and addresses either needs OR strengths related to the learning objectives.	Feedback is specific and addresses both strengths AND needs related to the learning objectives.	Feedback is specific and addresses both strengths AND needs related to the learning objectives. Feedback includes next steps for the learner to

	misconceptions about the target culture(s). OR No feedback is provided to one or more focus students.			ensure mastery of the content.

Reflective Practice Rubric

Reflective Practice

Criteria	Not Acceptable	Acceptable		
	Needs Improvement	**Emerging Proficiency**	**Proficient**	**Advanced Proficiency**
	1	**2**	**3**	**4**
Equity: Is there evidence that the candidate builds inclusive communities that nurture and challenge all learners?	Does not include the selection of materials, design of activities, or engage in interactions that promote an understanding of learning experiences that meet the needs of all students.	Includes the selection of materials, design of activities, or engage in interactions that promote an understanding of learning experiences that meet the needs of the whole class.	Includes criteria for level 2: emerging proficiency. AND Includes the selection of materials, design of activities, or engage in interactions that promote a welcoming and affirming environment to advance an understanding of learning experiences that meet the needs of groups of students.	Includes criteria for level 2: emerging proficiency and level 3: proficient. AND Includes the selection of materials, design of activities, or engage in interactions that promote a welcoming and affirming environment to advance an understanding of learning experiences that meet the needs of individuals, groups of students, and families.
Excellence: Does the candidate demonstrate professionalism, scholarship, self-efficacy, and the use of evidence-based and reflective practice?	Does not or inconsistently analyze information to make decisions about improving teaching to increase all students' learning.	Analyzes information from a limited number of data sources (less than 2 data sources) to reflect on improving whole class learning.	Includes criteria for level 2: emerging proficiency. AND Analyzes information from a variety of data sources (3 or more data sources) and supports the analysis with empirical research to discuss learning across groups of students that is reflective of their daily lives and interests.	Includes criteria for level 2: emerging proficiency and level 3: proficient AND reflects on their professional learning by identifying professional learning goals.

Ethics: Does the candidate demonstrate evidence that they value diversity, democracy, and social justice .	Uses disrespectful speech or deficit-oriented language to discuss student learning and/or identities.	Uses respectful speech or asset-oriented language to discuss whole group learning.	Includes criteria for emerging proficiency. AND Uses respectful speech or asset-oriented language to discuss group learning and/or identities (race, gender, culture, exceptionalities).	Includes criteria for emerging proficiency and proficiency. AND Uses respectful speech or asset-oriented language to discuss families, communities, and individual student learning and/or identities (race, gender, culture, exceptionalities).

APPENDIX

Contexts for Learning

TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (no more than 4 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Elementary: _____
Middle school: _____
High school: _____
Other (please describe): _____

Urban: _____
Suburban: _____
Rural: _____

2. List any special features of your school or classroom setting (e.g., supporting English language learners in English-only classrooms, focused on the socialization of recent immigrants as well as on language skills) that will affect your teaching in this learning segment.

[*Ex: The school is in a suburb area and over 80% of parents obtained BA or higher degrees. Student population consists of 56% white, 36% Asian, and 4% Latino, and the student-teacher ratio is about 10 to 1. And 4.3% of the students are English language learners and 5% of students are eligible to participate in the federal free and reduced-price meal program. The students of Korean 1 are first-year Korean learners with a multiracial student body mixed with Korean heritage students (about 50%), Chinese Americans (about 35%), Latino and other Asian heritage students (15%).*]

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[*Ex: There are 4 different levels of Korean classes in the high school: Korean1, Korean 2, Korean 3, and Korean 4. One Korean teacher teaches the four classes following the ACTLF standards to plan the lessons based on what students can do and what they have already learned. The teacher is expected to implement more differentiations and collaborative learning both in pair and group activities to meet the individual needs to narrow the gap between heritage language speakers and non-heritage language speakers.*]

About the Class Featured in this Learning Segment

1. What is the name of the course?

[*Ex: Korean1*]

2. What is the length of the course? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)
      One semester: _____
      One year: _____
      Other (please describe):

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
      [Ex: 39 mins]

4. Is there any ability grouping or tracking? If so, please describe how it affects your class.
      [Ex: There is no ability grouping or tracking in the world language program. Students choose to take the world language class based on their interests in learning the language]

5. Identify any textbook or instructional program you primarily use for language instruction. If a textbook, please provide the title, publisher, and date of publication.
      [Ex: There was no official textbook for the course, but the teacher and students use a Korean language book and a workbook for foreigners published by Korean Ministry of Education whenever needed.]

6. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for language instruction in this class.
      [Ex: Handouts, computer, projector, Google classroom, Slides, Flipgrid, online resources such as video clips from YouTube or articles]

About the Students in the Class Featured in this Learning Segment

1. Grade-level(s): [9th] * One student is a senior.

2. Number of…
- students in the class: _____

3. **Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.**
- Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge, students who are heritage-language speakers of the target language [e.g., Spanish-speaking students in Spanish classes).
- For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need.

Students with IEPs/504 Plans		
IEPs/504 Plans: Classification Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals

Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
Heritage Language Speakers	*7*	*These students already obtained certain levels of Korean proficiency in listening and speaking from home or community organizations such as weekend Korean schools. Their reading and writing proficiency are rather weaker than that of speaking and listening. Most of them know the Korean alphabet and have some target cultural knowledge. So, I provided challenging and complicated tasks and more materials to finish.*
Non-Heritage Language Speakers	*13*	*These students bring different cultural and linguistic knowledge to the class, so they are allowed to have options in choosing tasks and are allowed to write in Romanized Korean until they completely master the Korean alphabet.*

Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications

Blank Sample Lesson Plan Template

Queens College Education Lesson Plan Template

General Information		
Teacher Candidate:	**School:**	**Grade:**
Discipline:	**Unit Theme:**	**Topic (and/or Subtopic):**
Class Length:	**QC Supervisor:**	**Cooperating Teacher:**

Central Learning Focus	
Learning Standard[s] What standard[s] are most relevant to the learning goal[s] and objective[s]?	
Central Focus What is the central focus of the lesson?	
Student Learning Objective[s] What are the specific learning objective[s] for students in this lesson?	
Prior Knowledge What prior knowledge must students already have in order to optimize the lesson's success?	

Communication Standard	
Interpretive task	
Interpersonal task	
Presentational task	

Instructional Strategies and Learning Tasks		
Instructional Strategies	**Step by Step Delivery**	**Time**
Warm Up/Launch How will you commence the lesson? What will you do to engage the students at the beginning of the lesson? What is your 'hook'? What is your anticipatory set?		
Motivation How will you keep students engaged and motivated throughout the lesson?		
Resources/Materials What instructional resources and materials will be used to engage students in learning?		
Attendance/Homework Review		
Target/Essential Question(s) What big idea questions will you use to help guide your instruction? How do they connect to your learning objectives?		
Structured Practice/Application How will students apply what they have learned? How will they demonstrate their knowledge?		
Student Feedback Describe the feedback that you will provide to the students.		
Homework		
Exit Ticket		
Summary and Closure How will you bring closure to the lesson and/or extend it?		

Academic Language

Academic Language What academic language/vocabulary will be highlighted in the lesson?	

Assessments				
Formative Assessment/Checks for Understanding				
Summative Assessment/Rubrics (if applied)		*Score :1* *Does Not Meet Expectation*	*Score: 2* *Meets Expectations*	*Score:3* *Exceeds Expectations*
	Information	*Student is unable to identify information or provide information required.*	*Student identifies and completes some of the required information.*	*Student clearly identifies all information or can provide appropriate responses consistently*
Modifications/Differentiation Describe how you will modify the assessments to target learning across diverse student populations (e.g., English Language Learners, struggling readers and writers, students with IEPs)? How will you provide students with access to learning based on individual and group needs? How will you provide multiple entry points?				

Theory to Practice Alignment (include at least 3)		
Researcher/ Practitioner	**Concept, Theory, or Practice:**	**Specific Example in Planning, Assessment, or Instruction:**

Rogers and Medley	*For students to learn to communicate effectively in a foreign language, they must be exposed to the language as it is used for real communication by native speakers. The use of authentic materials in language instruction addresses this issue. Authentic materials are those created for and by native speakers and include videos, audios, arts, books, and print media materials among others.*	*I use a 1-minute-long video clip from a children's animation show as a material for an Interpretive task. This is an authentic material and students got interested in watching it since they like animation and they practiced and will present a similar activity in class.*

Sample Lesson Plan with Examples

Queens College Education Lesson Plan

Examples are italicized.

Teacher Candidate:	School:	Grade and Class Name:
Proficiency Target:	Unit Theme:	Topic (and/or Subtopic):
Class Length:	QC Supervisor:	Cooperating Teacher:

Central Focus: *How to address family members using proper family relationship terms in Korean*

Communication Standard	
Interpretive task:	*Students listen to a song and circle family terms they hear using the visual and contextual cues in the video.*
Interpersonal task:	*Students ask and answer the question about their family members using proper family relationship terms to the classmates.*
Presentational task:	*Students compose a brief introduction about their family members using family relationship terms.*

Formative Assessment/Checks for Understanding	Summative Assessment/Rubrics (if applied)		
Students are asked about their family members, and they respond to the question in Korean.		**Score :1 Does Not Meet Expectation**	**Score: 2 Meets Expectations**	**Score:3 Exceeds Expectations**
	Information	Student is unable to identify information or provide information required.	Student identifies and completes some of the required information.	Student clearly identifies all information or can provide appropriate responses consistently

Step by Step Delivery of the Lesson	Time (Minutes)

Warm Up/Launch: *The teacher randomly asks 3 questions to students and students answer the questions.* *1. 누구예요? (Who is this person?)* *2. 이름이 뭐예요? (What's your name?)* *3. 한국 사람이에요? (Are you Korean?)* *4. 몇 살이에요? (How old are you?).*	*3*
Motivation: *Students listen to a popular children's song about family.*	
Attendance/Homework Review	*2*
Target Question(s): *How can I address family members using proper family relationship terms in Korean?*	*2*
Interpretive Task: *A1. Students listen to a song on a video clip about family members and circle family terms they hear using the visual and contextual cues on the video.* *A2. Students match each picture of the family member with its corresponding family relationship term.* *A3. Students compose sentences by matching the name of the family member with its corresponding family relationship term using the Simpson's Family Tree.*	*5* *3* *4*
Interpersonal Task: *A4. Circle one person in the picture that was used for Activity 2 and ask and answer the question about her/him to your partner using family relationship terms.*	*9*
Presentational Task (if time): *Students compose a brief introduction about their family members using family relationship terms and their names.*	*5*
Homework: *Introduction of family members using family relationship terms and their names.* **Exit Ticket:** *The teacher asks a question about one's nationality and students write down their answer in Korean.*	*2* *2*
Summary and Closure: *Students fill out the self-assessment rubric and submit the guiding document and the exit ticket to the teacher.*	*4*

Learning Objectives/Forms/Functions:	Instructional Strategies/Scaffolding/Differentiation:	Materials/Resources:
Students introduce their family members in Korean when they meet somebody.	*Providing Guiding documents and visual images. Repetition of introductions, asking and answering questions. Students have opportunities to hear, write and say the words and expressions related to family relationship terms.*	*A video clip, pictures, a guiding document, google slides, and a computer.*

Theory to Practice Alignment (include at least 3)

Researcher/ Practitioner	Concept, Theory, or Practice:	Specific Example in Planning, Assessment, or Instruction:

Rogers and Medley	*For students to learn to communicate effectively in a foreign language, they must be exposed to the language as it is used for real communication by native speakers. The use of authentic materials in language instruction addresses this issue. Authentic materials are those created for and by native speakers and include videos, audios, arts, books, and print media materials among others.*	*I use a 1-minute-long video clip from a children's animation show as a material for an Interpretive task. This is an authentic material and students got interested in watching it since they like animation and they practiced and will present a similar activity in class.*
Krashen, S.	*In Input Hypothesis, Krashen argues that language learners must be exposed to comprehensible input, which is a little above learners' current level to acquire a language. They have months of 'silent period' when they listen and understand language before they start to say words, phrases, and sentences.*	*I provide multiple interpretive mode activities using words they have already learned and video clips so that students understand new vocabulary and structure before they produce language. Also, I will use at least 90% Korean during my instruction.*
Carol Ann Tomlinson	*Tomlinson states Differentiated Instruction is a tailoring instruction to meet individual needs in terms of content, process, products, or the learning environment. The use of ongoing assessment and flexible grouping makes this a successful approach to instruction.*	*I provide guiding documents to support the weak students including sentence starters as means of scaffolding. Some students will rely on the visual support, others will progress more independently.*
Paul Sandrock	*Sandrock states that Integrative Performance Assessment (IPA) provides opportunities for students to demonstrate how they use their language skills, given a real-life task. An IPA allows student to continue learning and growing about a cultural topic while being evaluated in 3 modes of communication. It should be authentic (reflect tasks that individuals do in the world), performance-based (reflect how students use the language in communicative tasks based on the 3 modes of communication and other goal areas of the standards), show developmental progress of proficiency, and blend with classroom instruction and experiences (teaching to the test in a positive sense).*	*I incorporated an authentic document and an IPA with three mode tasks to develop the students' communication skills.*

Sample Post Observation Evaluation Template

QCTPA Post Observation Template

Candidate Name:
Date:
Name of Observer:
Place of Observation:

Criteria	Rubric Score	Evidence
How does the candidate demonstrate a positive learning environment to support student learning?	1 Needs improvement 2 Emerging Proficiency 3 Proficient 4 Advanced Proficiency	
How does the candidate actively engage students in learning tasks?	1 Needs improvement 2 Emerging Proficiency 3 Proficient 4 Advanced Proficiency	
How does the candidate promote comparisons and connections between the content being taught and the students' cultural and linguistic experiences?	1 Needs improvement 2 Emerging Proficiency 3 Proficient 4 Advanced Proficiency	
How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?	1 Needs improvement 2 Emerging Proficiency 3 Proficient 4 Advanced Proficiency	

QCTPA Suggested Post Observation Template
SAMPLE

Candidate Name: Candidate A
Date: May 1st
Name of Observer: Instructor A
Place of Observation: School A

Criteria	Rubric Score	Evidence
How does the candidate demonstrate a positive learning environment to support student learning?	1 Needs improvement 2 Emerging Proficiency 3 Proficient **4 Advanced Proficiency**	Candidate encouraged students throughout the lesson with kind words and continuous attention. A trusting relationship has clearly been developed between the candidate and their students, which has allowed the students to feel comfortable participating and taking risks.
How does the candidate actively engage students in learning tasks?	1 Needs improvement 2 Emerging Proficiency 3 Proficient **4 Advanced Proficiency**	Students had the opportunity to work together in partnerships to apply the strategies used during the lesson to the objects in their own classroom, which made their learning authentic and connected to their existing funds of knowledge.
How does the candidate promote comparisons and connections between the content being taught and the students' cultural and linguistic experiences?	1 Needs improvement 2 Emerging Proficiency **3 Proficient** 4 Advanced Proficiency	Candidate provided materials during the lesson that allowed students to make connections between the content being taught and their experiences in their homes and communities.
How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?	1 Needs improvement **2 Emerging Proficiency** 3 Proficient 4 Advanced Proficiency	The candidate proposed changes that address students' collective learning needs related to the central focus of the lesson but needs additional support differentiating to meet all students' varied learning needs.

Reflective Practice Sample Assignments

Sample Assignment #1: Designing Culturally Responsive Formative Assessments
For this assignment, candidates will engage in professional learning focused on developing their use of culturally responsive formative assessments that have a positive impact on student learning. This assignment should be completed after candidates complete Parts I, II, and III of the QC Teacher Portfolio Assessment (QCTPA).

Step one: The Conference/Webinar: Learning from the profession
- Candidate attends conference sessions/views webinars that focus on formative assessments related to the subject area in Parts I, II, and III of the QCTPA.

Step two: Developing Professional Learning Goals
- Candidates describe at least two professional learning goals based on the conference/webinar.
- Candidates identify two specific steps to improve their development of culturally responsive formative assessments based on their professional learning goals. These steps should be aligned with the NYS Culturally Responsive-Sustaining Education Framework.
- Candidates write and submit a 2-page reflection paper that describes their learning and the two specific steps they identified to improve their instruction.

Sample Assignment #2: Becoming a Reflective Practitioner
As part of this student teaching class, candidates were asked to create and implement three lessons based on a larger unit or mini unit. Candidates were also observed and provided with a pre- and post- observation. For this assignment, candidates will review their three lessons and observations to select one that best exemplifies their growth as an educational professional.

After review and selecting the lesson and observations, candidates will upload these materials to the QCTPA in Anthology and write a 2-page reflection paper. The reflection paper should address the following:
- Why the candidate selected the particular lesson and observation?
- How does the lesson and observation show the candidate's professional growth as an educator?
- What are two learning goals for professional growth based on the lesson and observation?

The reflection should be aligned with the NYS Culturally Responsive and Sustaining Framework.