
Purpose and Use Statement: This Critical Performance is an evaluation of Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, and 9. Completion and uploading of this performance into the Electronic Portfolio System is a requirement for a passing grade for SMED 320.

Graded Product: Microsoft Word Document (1” margins / 12-point Arial or Times New Roman font) containing an analysis of teaching based on video evidence, as well as a comprehensive reflection of developing teaching abilities.

Task: Review your videos of both Teach 1 and Teach 2. If you have not previously done so, watch with the sound off and concentrate on body language and facial expressions at least one time. Look at the questions below, then review your video to find at least two specific examples or non-examples that support your responses for each section. Make careful note of which lesson and the “time stamp” for your evidence.

ENGAGEMENT:
• To what extent are the students engaged in the lessons? How can you tell?
• What do students’ facial expressions and body language tell you about your instruction?
• What specific strategies did you use to involve students in the lesson?
• What specific student responses or questions provide evidence of engagement?

QUESTIONING:
• What kinds of questions do you ask? For example, could many questions be answered with a single word?
• How long do you wait for responses, in general?
• Was your wait time different for some students? Why?
• Were there any opportunities for students to ask questions?
• Did students’ questions indicate confusion / need for clarification, or understanding / need for extension?
• Describe the effectiveness of your use of questioning throughout the lessons.

COOPERATIVE LEARNING:
• What kinds of tasks did you ask students to do?
• What aspects of cooperative learning did you utilize?
• Describe any ways you were able to assess individual success within the tasks that involved groups.

OTHER ASPECTS:
• Were there any unanticipated opportunities for learning that were captured on the video?
• How did you handle these “teachable moments”?

After you have completed viewing and taking notes over your videos, use clear and concise language to formulate your responses using the headings above. Give specific examples, and be sure to involve your “evidence” in your responses (i.e., teach # and time stamp). First person (I, we, etc.) is acceptable for these types of analysis answers.

Finally, review all steps of the planning, implementation, and analysis of your teaching from the beginning of your SKyTeach courses to the present. Reflect upon the discussions, readings, and topics addressed in class throughout the semester. Then, in narrative form -- under the heading COMPREHENSIVE REFLECTION -- address ‘the big picture’ of self-analysis by describing the following with regard to your developing abilities as a teacher:

• Strengths I have observed about my planning, teaching, and assessment
• Areas in which I need to improve, and suggested ways to improve them
• I will know I have improved when...

When you have finished composing your responses, review the original prompts and then your writing. Reread what you have written with ‘fresh eyes.’ Imagine as you read that you do not know anything about the teaching experiences. Does your writing demonstrate insight, clarity, and depth of thought? Is it free of grammatical and/or format errors? Are the responses complete? Can you follow your thinking?
After you submit this Critical Performance, the scores on this rubric will be provided to you for constructive feedback; however, only an overall holistic score will be entered into the Electronic Portfolio System (EPS) based on the following scale:

Rubric Score Of 97 - 100..........................Holistic Score Of 4
Rubric Score Of 85 - 96..........................Holistic Score Of 3
Rubric Score Of 70 - 84..........................Holistic Score Of 2
Rubric Score Of 0 - 69..........................Holistic Score Of 1

Additionally, you may only receive a holistic score of "4" in the Electronic Portfolio System (EPS) if the Critical Performance requires no revision. This means that, if revisions are required and you make the necessary revisions, the highest score you will receive in the EPS is still "3"...even if your revisions score 97 or above on this rubric.