

**School of Education**  
**M401 Portfolio**  
**Assessment Rubric**

- Recommended for Student Teaching
- Conditionally recommended for Student Teaching (requires action plan)
- Not Recommended for Student Teaching

**Circle one: PASS    OPTION TO RESUBMIT**

Candidate \_\_\_\_\_ Date \_\_\_\_\_ Semester  Fall  Spring Year \_\_\_\_\_

Certification Area \_\_\_\_\_ Evaluators \_\_\_\_\_

**SECTION I Integration of School of Education Themes and INTASC Standards (13 items)** Below each theme and INTASC standard, two to four priority indicators are stated. *Each priority indicator receives a rating of proven (P), not proven (N) or missing (M).* These ratings are entered in the small, shaded squares to the right of the priority indicator descriptions. Additionally, for each theme and INTASC standard a progress rating as defined below will be entered in the larger box on the right side of the table.

The following descriptors apply to the progress rating scale:.

**CP – Consistent Progress**, adequate documentation    **SP – Some Progress**, some documentation    **IP - Insufficient Progress**, little documentation

Each of the 13 items must meet the **CP** or **SP** rating for admission to student teaching. A rating of **IP** in any area would initiate the resubmission process. An **IP** rating following resubmission would prevent admission to student teaching.

**CONCEPTUAL FRAMEWORK STANDARDS**

**GLOBAL CITIZEN – Seeks to shape the world of the future through his/her role in the classroom and beyond challenging students to examine and think critically about global issues.**

Global citizens...		
1	• comprehend their own cultural perspectives and deliberately broaden them.	
2	• challenge self and students to think critically about their impact on the world today and in the future.	
3	• include differentiated instruction, adaptations and a multicultural focus as appropriate in instructional plans in order to meet students' needs and curriculum goals.	

COMMENTS:

**INSTRUCTIONAL LEADER – Takes a leadership role as his/her personal visions are shared with colleagues who embrace the same goals and move together toward a unified learning community.**

Instructional leaders...		
4	• work to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate, meaningful learning for all students.	
5	• monitor and assess student learning and growth and make adjustments to optimize learning experiences.	
6	• apply content and pedagogical knowledge.	
7	• match assessments to learning objectives and design lesson procedures to facilitate students' abilities to meet those objectives.	

COMMENTS:

**REFLECTIVE SCHOLAR – Demonstrates understanding that self-reflection is an on-going part of being an effective teacher.**

Reflective scholars...		
<b>8</b>	• deliberately use a clearly identified on-going process for reflection to critically analyze professional experiences.	
<b>9</b>	• thoughtfully solicit, consider and respond appropriately to assessment and mentoring.	
<b>10</b>	• apply professional literature and research as it relates to issues of diversity, technology, pedagogy and content.	

COMMENTS:

**INTASC STANDARDS**

**1. Knowledge of Subject - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

The teacher...		
<b>1a</b>	• understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	
<b>1b</b>	• effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas & link them to students' prior understandings.	
<b>1d</b>	• can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.	

COMMENTS:

**2. Learning and Human Development - The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**

The teacher...		
<b>2a</b>	• understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.	
<b>2b</b>	• stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.	

COMMENTS:

**3. Adapting Instruction to Diversity in Learning - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

The teacher...		
<b>3a</b>	• understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as a basis for growth.	
<b>3b</b>	• knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.	
<b>3d</b>	• seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).	

COMMENTS:

**4. Variety of Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.**

The teacher...		
4a	<ul style="list-style-type: none"> <li>knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).</li> </ul>	
4b	<ul style="list-style-type: none"> <li>uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.</li> </ul>	

COMMENTS:

**5. Motivation and Classroom Management - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

The teacher...		
5a	<ul style="list-style-type: none"> <li>understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</li> </ul>	
5b	<ul style="list-style-type: none"> <li>creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.</li> </ul>	

COMMENTS:

**6. Communication - The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

The teacher...		
6a	<ul style="list-style-type: none"> <li>knows about and can use effective verbal, nonverbal, and media communication techniques (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation, shows enthusiasm, uses engaging manner/voice, is articulate and clear in communicating information to students).</li> </ul>	
6c	<ul style="list-style-type: none"> <li>knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.</li> </ul>	

COMMENTS:

**7. Instructional Planning - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

The teacher...		
7a	<ul style="list-style-type: none"> <li>understands learning theory, subject matter, curriculum development, &amp; student development &amp; knows how to use this knowledge in planning instruction to meet curriculum goals.</li> </ul>	
7b	<ul style="list-style-type: none"> <li>creates short-range and long-range plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.</li> </ul>	
7c	<ul style="list-style-type: none"> <li>selects and creates learning experiences (as an individual and a member of a team) that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).</li> </ul>	

COMMENTS:

**8. Assessment - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

The teacher...		
8a	<ul style="list-style-type: none"> <li>understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.</li> </ul>	
8b	<ul style="list-style-type: none"> <li>appropriately uses a variety of <i>formal</i> assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.</li> </ul>	
8c	<ul style="list-style-type: none"> <li>appropriately uses a variety of <i>informal</i> techniques to enhance his or her knowledge of learners, evaluate students' progress and performance tasks; constantly monitors and adjusts strategies in response to learner feedback including modifying tasks and/or accommodating the individual needs of students.</li> </ul>	

COMMENTS:

**9. Commitment (Reflection and Responsibility) - The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

The teacher...		
9a	<ul style="list-style-type: none"> <li>uses classroom observation, information about students, and research as sources for evaluating the out-comes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</li> </ul>	
9b	<ul style="list-style-type: none"> <li>is committed to seeking out, developing, and continually refining practices that address the individual needs of students.</li> </ul>	

COMMENTS:

**10. Relationships and Partnerships - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

The teacher...		
10a	<ul style="list-style-type: none"> <li>understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse.)</li> </ul>	
10b	<ul style="list-style-type: none"> <li>establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.</li> </ul>	
10c	<ul style="list-style-type: none"> <li>is willing to work with other professionals to improve the overall learning environment for students.</li> </ul>	

COMMENTS:

Section I Totals: CP \_\_\_\_\_, SP \_\_\_\_\_, IP \_\_\_\_\_

A score of IP on any item initiates the resubmission process.

**SECTION II Portfolio Criteria (8 items)** Each criteria receives a single numeric rating as defined in Section I.

Criteria	Score	Comments
<p><b>Introduction</b>                      CP = Adequate information about purpose &amp; organization                      SP = Some information about purpose &amp; organization with elements lacking clarity and/or completeness                      IP = Insufficient information about purpose &amp; organization</p>		
<p><b>Organization</b>                      CP = Evidence is logically presented clearly and consistently                      SP = Some organization with some lack of clarity or consistency                      IP = Insufficient organization that confuses reader</p>		
<p><b>Variety of Documentation</b>                      CP = Adequate documentation demonstrating appropriate selection and variety                      SP = Some documentation with some problems of superficiality, or appropriateness and variety                      IP = Insufficient or inappropriate documentation or too much documentation without evidence of selection and variety</p>		
<p><b>Connections</b>                      CP = Clearly articulated relationship to SoE themes &amp; INTASC standards demonstrating some evidence of insight &amp; critical thinking                      SP = Somewhat clear connections to SoE themes &amp; INTASC standards with superficial evidence relating some relevance and proof of insight or critical thinking.                      IP = Writing lacks clarity, few connections to SoE themes &amp; INTASC standards and little evidence of insight or critical thinking.</p>		
<p><b>Impact on Student Learning</b>                      CP= Impact on student learning in some or all settings (whole class, sub groups, individuals) is articulated, somewhat evident in lessons, &amp; significant.                      SP= Impact on student learning in some or all settings is superficial.                      IP = Impact on student learning is missing or insignificant</p>		
<p><b>Impact on Self (Professional Growth)</b>                      CP= Professional growth in some or all areas of teaching (content knowledge, planning, implementation, differentiation, assessment, management, and relationships) is somewhat evident and often supported by artifacts.                      SP= Evidence of professional growth in some or all areas is sparse and lacks support.                      IP = Professional growth is not evident and/or is not supported by artifacts.</p>		
<p><b>Appearance</b>                      CP = Neat, professional appearance                      SP = Somewhat professional in appearance                      IP = Messy, unprofessional appearance</p>		
<p><b>Writing Mechanics</b>                      CP = Few errors in grammar, spelling, word usage, or punctuation                      SP = Significant grammar, spelling, word usage, or punctuation errors                      IP = Substantial grammar, spelling, word usage, or punctuation distracts reader</p>		

**Section II Totals:** CP \_\_\_\_\_, SP \_\_\_\_\_, IP \_\_\_\_\_

**❑ A score of IP on any item initiates the resubmission process**