

Portfolio Rubric

(Undergraduate Initial & Post-Bac Initial)

1. The teacher candidate creates learning experiences that make central concepts, tools of inquiry, and structures of the discipline(s) meaningful to all students.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
Makes content errors and is unaware of varied approaches without connections to students' lives.	Displays basic content awareness and has limited awareness of varied approaches to teaching without connections to students' lives.	Displays solid content knowledge, uses varied approaches to teaching and relates to students' lives.	Lesson plan that has been taught Reflection

Comments:

2. The teacher candidate plans instruction based upon knowledge of the subject matter, students, the community and curriculum goals.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
Learning activities do not follow an organized progression and are not compatible with required curriculum. Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.	Learning activities may follow an organized progression but are not completely compatible with the required curriculum. Begins to check for understanding within a lesson and attempts to adjust a lesson but with mixed results.	Learning activities are highly relevant to students' needs and match instructional goals. Unit plans are keyed to QCC/GPS's and district curriculum. Teacher checks for understanding within the lesson and makes adjustments to lessons or units if needed.	Lesson plan that has been taught Reflection Case study

Comments:

3. The teacher candidate provides learning opportunities that support the intellectual, social and personal development of all students.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
Displays minimal or no knowledge of assessing individual and group performance in order to design instruction that meets learners' cognitive, social, emotional, and physical needs.	Attempts to assess individual and group performance in order to design instruction that meets learners' cognitive, social, emotional, and physical needs.	Successfully assesses individual and group performance in order to design instruction that meets learners' cognitive, social, emotional, and physical needs.	Lesson plan that has been taught Reflection Case study

Comments:

4. The teacher candidate creates instructional opportunities that are adapted to diverse learners.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
Uses or seeks no additional supplemental materials or outside resources to meet the needs of all students who represent diverse backgrounds and needs. Fails to include diverse learners in classroom discussions.	Has limited utilization of supplemental materials and outside resources to meet the needs of all students who represent diverse backgrounds and needs.	Routinely utilizes supplemental materials and outside resources to meet the needs of all students who represent diverse backgrounds and needs.	Lesson plan that has been taught Reflection Case study

Comments:

5. The teacher candidate uses a variety of instructional strategies and materials including technology to encourage students' development of critical thinking, problem solving and performance skills.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
<p>Rarely creates learning opportunities for students to self-direct and problem solve in small and large groups and/or facilitates learning, critical thinking and performance skills if appropriate.</p>	<p>Occasionally creates learning opportunities for students to self-direct and problem solve in small and large groups and/or facilitates learning, critical thinking and performance skills if appropriate.</p>	<p>Creates learning opportunities for students to self-direct and problem solve in small and large groups and facilitates learning, critical thinking and performance skills if appropriate.</p> <p>Technology is integrated throughout the lesson.</p>	<p>Lesson plan that has been taught</p> <p>Reflection</p> <p>Case study</p>

Comments:

6. The teacher candidate creates a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
<p>Does not provide time, materials, and lesson plans that indicate opportunities for social interaction, active engagement in learning and self-motivation of all students.</p> <p>Diverse learners are not given equal access to classroom discussions and activities.</p>	<p>Attempts to provide time, materials and lesson plans that indicate opportunities for social interaction, active engagement in learning and self-motivation of all students.</p>	<p>Time, materials and lesson plans indicate opportunities for social interaction, active engagement in learning and self-motivation of all students.</p>	<p>Lesson plan that has been taught</p> <p>Reflection</p> <p>Case study</p>

Comments:

7. The teacher candidate uses knowledge of effective verbal, nonverbal, media and technological communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
Language may contain grammar, syntax, or spelling errors and vocabulary may be inappropriate to students' ages and interests. There is limited use of media and/or technology.	Language is clear and correct but vocabulary is not appropriate to students' ages or interests. Some media and/or technology is used but is inconsistent or of limited quality.	Oral and written language is clear and correct and vocabulary is appropriate to students' ages and interests. Lessons consistently integrates media and/or technology.	Teaching materials that have been used in teaching Examples of software or web sites that have been used Video or audio tape Reflection

Comments:

8. The teacher candidate uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of all students.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
Data is limited and assessment results minimally affect lesson planning decisions.	Data on student progress is limited and/or not used to make instructional decisions.	Data on student progress is gathered in multiple ways such as observations, portfolios, teacher-made tests, performance tasks, student self-assessment and standardized tests. Assessments results are used to adjust plans for individuals and small groups.	Assessments that have been used in teaching students Reflection Case study

Comments:

9. The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
Does not indicate if lessons are effective and/or achieved its goals. There is no references to professional opportunities.	Reflections indicate vague or general suggestions for improvement or is dependent on supervisors for ideas. Does not specifically indicate professional resources.	Reflections indicate if lessons meet stated goals and objectives and specifically cites how lessons may be improved. Seeks out professional literature, colleagues, and conference workshops to grow professionally.	Lesson plan that has been taught and changed based on reflection or experience with the lesson or new information Collaborative experience in planning for learners Professional growth experience

Comments:

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

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	POSSIBLE ARTIFACTS
Little or no indication of collaboration with teachers to communicate with parents about their child's progress or seeks relationships with colleagues and community agencies to support students' learning.	Indicates collaboration with teachers to communicate with parents about their child's progress or seeks relationships with colleagues and community agencies to support students' learning.	Indicates collaboration with teachers to communicate with parents about their child's progress and seeks relationships with colleagues and community agencies to support students' learning.	Meetings or workshops with colleagues Newsletters prepared for parents Inquiries, contacts, or visits to community agencies Letters to or from parents/students

Comments: