

TEACHER EDUCATION PORTFOLIO RUBRIC

PROFESSIONAL PORTFOLIO EVALUATION	RATINGS			
	Target	Acceptable	Unacceptable	Not Rated
The CANDIDATE:				
Teacher Education Program Assessment – Content Knowledge:	3	2	1	NR
1. Documentation				
Comments:				
2. Up To Date				
Comments:				
3. Professional Standard				
Comments:				
4. Instructional Planning And Assessment				
Comments:				
5. Overall Quality				
Comments:				
Content Knowledge:	3	2	1	NR
6. Demonstrates knowledge of the central concepts and tools of inquiry of the field.				
Comments:				
7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis.				
Comments:				
Student Learning:				
8. Creates positive environments for student learning.				
Comments:				
9. Understands and builds upon developmental levels of students.				
Comments:				
10. Understands diversity of students, families, and communities.				
Comments:				
11. Understands policy contexts in work setting.				
Comments:				

Additional Comments:

Reviewer's Name _____ Please Print ___/___/___ Date

Reviewer's Signature _____ Please Sign

I have read and understand the above information.

Signature of Candidate _____ Please Sign ___/___/___ Date

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		3	2	1
	CONTENT KNOWLEDGE	COMPETENT	DEVELOPING COMPETENCE	UNSATISFACTORY
1	Documentation	All entries and artifacts indicate professional progress; all artifacts reveal a high level of professional knowledge and skill	All required documents are included; some deficiencies of the artifacts and required components are evident	Deficient in one or more area; lacks evidence of professional progress; and /or fails to include required artifacts
2	Up To Date	All entries and artifacts are current and complete indicating a commitment to professional progress	Is maintained generally and contains most of the required entries	Does not contain the required information
3	Professional Standard	No spelling or grammatical errors; is well-organized; and demonstrates a commitment to quality	Minimal spelling and/or grammatical errors; is organized but needs some improvement	Numerous spelling and/or grammatical errors; lacks organization and coherence
4	Instructional Planning And Assessment	Instructional materials are well-planned; all ADEPT standards are met; and there is documentation that instructional plans have been successfully implemented	Instructional materials are generally adequate, but there is evidence of a need for improvement	Instructional materials are inadequate; lesson plans and assessments do not adhere to ADEPT guidelines
5	Overall Quality	All required documents are included; organization is excellent; the overall presentation of information is effective; meets a high professional standard	All required documents are relevant to specific instructional context; is organized, but could be improved in one or more ways	Lacks relevant material and organization; fails to meet the professional standard
6	Demonstrates knowledge of the central concepts and tools of inquiry of the field.	The candidate provides evidence 90 – 100% of the time where information was compared and analyzed and where assessment results were used to help a professional educator assess individual student needs. The candidate demonstrates an ability to identify students’ proficiencies and difficulties and to determine the need for appropriate services.	The candidate provides evidence 80 -89% of the time where information was compared and analyzed and where assessment results were used to help a professional educator assess individual student needs. The candidate demonstrates an ability to identify students’ proficiencies and difficulties to determine the need for appropriate services.	The candidate does not provide evidence where information was compared and analyzed and where assessment results were used to help a professional educator assess individual student needs. The candidate demonstrates an ability to identify students’ proficiencies and difficulties and to determine the need for appropriate services.
7	Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis.	Portfolio artifacts show candidate’s knowledge of the central concepts, tools of inquiry, and structures of the field as delineated in professional, state, and institutional standards 90-100% of the time. Artifacts reflect candidate’s application of tools of inquiry, critical analysis, and synthesis of professional, state, and institutional standards.	Portfolio artifacts show candidate’s knowledge of the central concepts, tools of inquiry, and structures of the field as delineated in professional, state, and institutional standards demonstrates 80-89% of the time. Artifacts reflect candidate’s knowledge of inquiry, critical analysis and synthesis.	Portfolio artifacts do not show candidate’s knowledge of the central concepts, tools of inquiry, or structures of the field as delineated in professional, state, and institutional standards.

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		3	2	1
	CONTENT KNOWLEDGE	COMPETENT	DEVELOPING COMPETENCE	UNSATISFACTORY
8	Creates positive environments for student learning.	Portfolio artifacts show the candidate assesses P-12 school environments by collecting and analyzing data on student learning as it relates to developing positive environments supportive of student learning 90-100% of the time . The artifacts show the candidate's ability to manage and monitor student learning, to think systematically about instruction, practice, and professional growth, and to involve learning communities in reflective conversations about improving student performance. The candidate uses reflective writings to create alternate strategies which positively impact teaching and student learning.	Portfolio artifacts show the candidate assesses the P-12 school environment by collecting and analyzing data on student learning as it relates to developing positive environments supportive of student learning 80-89% of the time . The artifacts show the candidate's ability to manage and monitor student learning, to reflect on practice, and to involve faculty in learning communities.	Portfolio artifacts show the candidate does collect and analyze data on P-12 student learning but does not use data to determine the impact on positive environments that are supportive of student learning. The artifacts do not show how the candidate's perspective or experiences impact ways to improve student performance.
9	Understands and builds upon developmental levels of students.	The artifacts show the candidate fosters an educational climate, 90-100% of the time , where learning opportunities support students' intellectual, social, and personal development. The artifacts address ways children and adolescents learn and develop including cognitive and affective development and the relationship to learning. The artifacts show considerations for language acquisition, cultural influences on learning, exceptionalities, diversity of student populations, inclusion and equity in classrooms and schools. The artifacts reflect the candidate's belief that all students can and will learn through recommending a wealth of learning materials to support learning needs. The artifacts show the candidate designs learning experiences which empowers all students to be successful as learners and encourages students to take pride in their work.	The artifacts show the candidate fosters an educational climate, 80-89% of the time , where students' intellectual, social, and personal development is supported. The artifacts show considerations for language acquisition, cultural influences on learning, exceptionalities, diversity of student populations, inclusion and equity in classrooms and schools. The artifacts reflect practices which design learning experiences where all students can be successful.	The artifacts show the candidate fosters an educational climate where students feel that their intellectual, social, and personal development is not consistently supported. The artifacts do not show considerations for language acquisition, cultural influences on learning, exceptionalities, diversity of student populations, inclusion and equity in classrooms and schools. The artifacts do not show the candidate's initiative to find materials to meet the needs of students.

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		3	2	1
	CONTENT KNOWLEDGE	COMPETENT	DEVELOPING COMPETENCE	UNSATISFACTORY
10	Understands diversity of students, families, and communities.	The artifacts show the candidate establishes a positive caring attitude toward students, families, and colleagues 90-100% of the time . The artifacts reflect and evaluate the effects of choices and decisions made to foster relationships with school colleagues, parents and families, and agencies in the larger community to support student learning. The artifacts demonstrate candidate efforts to ensure fairness, civility, diplomacy, tact, and sensitivity toward the feelings and opinions of others. The artifacts reflect the candidate's efforts to respects the rights of others, to serve as a role model, and to possess uncompromising integrity.	The artifacts show the candidate establishes a positive caring attitude toward students, families, and colleagues 80-89% of the time . The artifacts reflect the effects of candidate choices when interacting with school colleagues, parents and families, and agencies in the larger community. The artifacts demonstrate the candidate's efforts for fairness, civility, diplomacy, tact, and sensitivity toward the feelings and opinions of others.	The artifacts show the candidate displays a positive towards students, families, and colleagues. The artifacts reflect school choices made do not consistently include input from colleagues, parents and families, or agencies in the community. The artifacts demonstrate fairness, civility, diplomacy, tact, or sensitivity toward the feelings and opinions of others is considered. The artifacts do not always reflect respect for the rights of others or set a good example.
11	Understands policy contexts in work setting.	The artifacts show the candidate's application of knowledge related to social, historical, and philosophical foundations of education, professional ethics, law and policy 90-100% of the time . The artifacts show how the candidate integrates technology and information literacy in instruction to support student learning. The artifacts show the candidate uses research in teaching and other professional roles and knows the roles and responsibilities of the education profession. The artifacts show the candidate frequently invites and is invited by members of the community to engage in collaborative partnerships to improve student achievement.	The artifacts show the candidate applies knowledge related to social, historical, and philosophical foundations of education, professional ethics, law and policy 80-89% of the time . The artifacts show the candidate integrates technology and in instruction to support student learning. The artifacts show the candidate uses research in teaching and other professional roles.	The artifacts show the candidate does not consistently apply knowledge related to social, historical, and philosophical foundations of education, professional ethics, law and policy. The artifacts show the candidate does not consistently integrate technology in instruction to support student learning. The artifacts show the candidate does not consistently use research in teaching and other professional roles.