

**Student Teaching Portfolio Rubric**

Name \_\_\_\_\_

Reviewer \_\_\_\_\_

Date \_\_\_\_\_

Teaching Standard: Planning for Diverse Learners	Possible Artifacts	Portfolio Artifacts Exceeds Expectations	Portfolio Artifacts Meets Expectations	Portfolio Artifacts Approaches Expectations	Portfolio Artifacts Do Not Meet Expectations
<p>Portfolio includes plans/ lessons/units that are supported by clear, standard-based instructional goals, high expectations, relevant assessments and are designed to meet the needs of diverse learners.</p> <p>The student teacher reflects thoughtfully about the planning and decision-making process and is easily able to support his/her reflection with evidence from the portfolio</p>	<p><i>Daily lesson plans; unit plans; evidence of differentiated instruction; accommodation plans; evidence that teaching is inclusive and supportive of a variety of student needs; journal entries etc.</i></p>	<p>Artifacts provide <b>convincing and ample</b> evidence of meeting the standard.</p> <p>The artifacts indicate that the student teacher has an understanding of the complex learning needs of his/her students and is skilled in developing strong, differentiated plans.</p>	<p>Artifacts <b>clearly show</b> that the standard has been met.</p> <p>The artifacts indicate that the student teacher knows the learning needs of his/her students and is capable of planning effective lessons.</p>	<p>Artifacts provide <b>limited</b> evidence that the standard has been met.</p> <p>The portfolio may show scattered evidence of meeting the standard. It is questionable that the student teacher is able to develop effective plans.</p>	<p>Artifacts are <b>lacking in quality and number</b> and do not provide the evidence that the standard has been met.</p> <p>Lessons/units seem poorly designed and rarely address the standard. The student teacher appears to have a lot to learn about both the students and the planning process in order to be effective.</p>
		<p>Portfolio Defense Exceeds Expectations</p> <p>The student teacher <b>skillfully and fully</b> explains his/her planning and decision making process.</p> <p>Ample, relevant, and varied evidence is used to support his/her ability to plan for diverse learners.</p> <p>Evidence is easily located and the main points are articulated with clarity and insight.</p>	<p>Portfolio Defense Meets Expectations</p> <p>The student teacher <b>clearly</b> explains his/her planning and decision making process.</p> <p>Substantial, relevant evidence is provided to support his/her ability to plan for diverse learners.</p> <p>Evidence is easily located and the main points are clearly described.</p>	<p>Portfolio Defense Approaches Expectations</p> <p>The student teacher <b>attempts</b> to explain his/her planning and decision making process.</p> <p>Evidence provided to support his/her ability to plan for diverse learners may be limited or irrelevant.</p> <p>May stumble through locating evidence and may only provide a basic description of what the evidence show.</p>	<p>Portfolio Defense Does Not Meet Expectations</p> <p>The student teacher <b>struggles</b> to explain his/her planning and decision making process.</p> <p>Evidence may be missing or irrelevant</p> <p>Locating evidence may be very challenging. The student teacher's description may be superficial or irrelevant.</p>

COMMENTS

Teaching Standard: Content Knowledge	Possible Artifacts	Portfolio Exceeds Expectations	Portfolio Meets Expectations	Portfolio Approaches Expectations	Portfolio Does Not Meet Expectations
<p>Portfolio provides evidence that the student teacher understands the central concepts, tools of inquiry and structures of the content they teach.</p> <p>The student teacher reflects thoughtfully about content knowledge and is easily able to support his/her reflection with evidence from the portfolio</p>	<p><i>Daily lesson plans; unit plans; evidence of applying content standards; evidence of using resources beyond textbooks; observation feedback etc.</i></p>	<p>Artifacts provide <b>convincing and ample</b> evidence of meeting the standard.</p> <p>The portfolio reflects an in-depth knowledge of the content</p> <p>The artifacts clearly indicate that classroom instruction is aligned with appropriate standards and indicators.</p>	<p>Artifacts <b>clearly show</b> that the standard has been met.</p> <p>The portfolio reflects a working knowledge of content.</p> <p>The artifacts indicate that most classroom instruction is aligned to the appropriate standards and indicators</p>	<p>Artifacts provide <b>limited</b> evidence that the standard has been met.</p> <p>The portfolio reflects knowledge of the appropriate content. May appear incomplete and focus primarily on facts.</p> <p>The artifacts indicate that the student teacher attempted to align with supportive content standards.</p>	<p>Artifacts are <b>lacking in quality and number</b> and do not provide the evidence that the standard has been met.</p> <p>The portfolio reflects knowledge of content that is superficial or erroneous.</p> <p>Portfolio reflects little understanding of the supportive content standards.</p>
		<p>Portfolio Defense Exceeds Expectations</p>	<p>Portfolio Defense Meets Expectations</p>	<p>Portfolio Defense Approaches Expectations</p>	<p>Portfolio Defense Does Not Meet Expectations</p>
		<p>The student teacher <b>skillfully and fully</b> explains the application of content knowledge in the teaching process.</p> <p>Ample, relevant, and varied evidence is used to support the understanding of appropriate content knowledge.</p> <p>Evidence is easily located and the main points are described with clarity and insight.</p>	<p>The student teacher <b>clearly</b> explains the application of content knowledge in the teaching process.</p> <p>Substantial, relevant evidence is provided to support the understanding of appropriate content knowledge.</p> <p>Evidence is easily located and the main points are clearly described.</p>	<p>The student teacher <b>attempts</b> to explain the application of content knowledge in the teaching process.</p> <p>Evidence provided to support sufficient understanding of content may be limited or irrelevant.</p> <p>May stumble through locating evidence and may only provide a basic description of what the evidence show.</p>	<p>The student teacher <b>struggles</b> to explain the application of content knowledge in the teaching process.</p> <p>Evidence of content understanding may be missing or irrelevant.</p> <p>Locating evidence may be very challenging. The student teacher's description may be superficial or irrelevant.</p>

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Teaching Standard: Assessment	Possible Artifacts	Portfolio Artifacts Exceeds Expectations	Portfolio Artifacts Meets Expectations	Portfolio Artifacts Approaches Expectations	Portfolio Artifacts Do Not Meet Expectations
<p>The portfolio provides evidence that the student teacher used multiple, varied measures to document student growth, engage students in reflection, evaluate instructional effectiveness, and inform instruction</p> <p>The student teacher reflects thoughtfully about assessment and is easily able to support his/her reflection with evidence from the portfolio</p>	<p><i>Daily lesson plans; unit plans; performance assessments; tests and quizzes; student observation; data collection projects; documentation of assessment accommodations; student feedback; rubrics etc.</i></p>	<p>Artifacts provide <b>convincing and ample</b> evidence of meeting the standard.</p> <p>The artifacts indicate that the student teacher has used a variety of assessment tasks (diagnostic, formative and summative) and regularly designed modifications. Task specific rubrics have been designed. There is evidence that assessment information has been thoughtfully, thoroughly analyzed and interpreted to inform instruction.</p>	<p>Artifacts <b>clearly show</b> that the standard has been met.</p> <p>The artifacts indicate that the student teacher has used different types of assessment tasks and modified them when necessary. Assessment has been supported by clear criteria. There is evidence that assessment information has been analyzed and interpreted to inform instruction.</p>	<p>Artifacts provide <b>limited</b> evidence that the standard has been met.</p> <p>Assessment artifacts show little variety in purpose and type and may rely on traditional tests. Evidence of assessment modifications and criteria is limited. Assessment data may have been collected but the artifacts show a weak analysis and/or limited value for informing instruction.</p>	<p>Artifacts are <b>lacking in quality and number</b> and do not provide the evidence that the standard has been met.</p> <p>Assessment artifacts are missing or rely almost exclusively on traditional, summative tests. There is no evidence that assessments have ever been modified to meet individual student need. Criteria are weak or nonexistent. No evidence of assessment data being collected or collection and analysis was so poor that it had limited value to inform instruction.</p>
		<p>Portfolio Defense Exceeds Expectations</p>	<p>Portfolio Defense Meets Expectations</p>	<p>Portfolio Defense Approaches Expectations</p>	<p>Portfolio Defense Does Not Meet Expectations</p>
		<p>The student teacher <b>skillfully and fully</b> explains her/his approach to assessment and the role assessment played in informing instruction</p> <p>Ample, relevant, and varied evidence is used to support his/her discussion.</p> <p>Evidence is easily located and the main points are articulated with clarity and insight.</p>	<p>The student teacher <b>clearly</b> explains her/his approach to assessment and the role assessment played in informing instruction.</p> <p>Substantial, relevant evidence is provided to support his/her discussion</p> <p>Evidence is easily located and the main points are clearly described.</p>	<p>The student teacher <b>attempts</b> to explain his/her approach to assessment and the role assessment played in informing instruction but may not be able to discuss fully.</p> <p>Evidence provided to support his/her understanding of assessment may be limited or irrelevant.</p> <p>May stumble through locating evidence and may only provide a basic description of what the evidence show.</p>	<p>The student teacher <b>struggles</b> to explain his/her planning and decision making process. The audience may feel that the student teacher does not understand the elements of effective assessment and the role it plays in developing instruction.</p> <p>Evidence to support discussion may be missing or irrelevant.</p> <p>Locating evidence may be very challenging. The student teacher's description may be superficial or irrelevant.</p>

COMMENTS

Teaching Standard: Instruction	Possible Artifacts	Portfolio Artifacts Exceeds Expectations	Portfolio Artifacts Meets Expectations	Portfolio Artifacts Approaches Expectations	Portfolio Artifacts Do Not Meet Expectations
<p>The portfolio provides evidence that the student teacher understands and applies a variety of instructional strategies that support diverse learners in meeting rigorous learning goals</p>	<p><i>Daily lesson plans; unit plans; video clips; observation feedback etc.</i></p>	<p>Artifacts provide <b>convincing and ample</b> evidence of meeting the standard.</p> <p>The artifacts indicate that the student teacher has used a variety of strategies to actively engage learners.</p> <p>The artifacts indicate that student teacher knows how to use technology in a variety of ways to enhance instruction.</p> <p>The artifacts indicate that the student teacher has a sophisticated understanding of literacy development and instruction, and knows how to provide effective literacy instruction across the content areas.</p>	<p>Artifacts <b>clearly show</b> that the standard has been met.</p> <p>The artifacts indicate that the student teacher knows how to actively engage students.</p> <p>The artifacts indicate that the student teacher knows how to use technology to enhance instruction.</p> <p>The artifacts indicate that the student teacher has an understanding of literacy development and instruction, and knows how to provide literacy instruction across the content areas.</p>	<p>Artifacts provide <b>limited</b> evidence that the standard has been met.</p> <p>The artifacts show little variety of engagement strategies.</p> <p>The artifacts indicate that the student teacher has a limited understanding of technology and its application in the classroom.</p> <p>The artifacts indicate that the student teacher has a limited understanding of literacy development and instruction. Literacy strategies may not be effectively utilized in content instruction.</p>	<p>Artifacts are <b>lacking in quality and number</b> and do not provide the evidence that the standard has been met.</p> <p>The artifacts show heavy reliance on lecture with limited student engagement.</p> <p>There is little or no evidence that the student teacher has utilized technology in the classroom.</p> <p>There is little or no evidence of literacy instruction in the portfolio</p>
<p>The student teacher reflects thoughtfully about instruction and is easily able to support his/her reflection with evidence from the portfolio</p>		<p>Portfolio Defense Exceeds Expectations</p> <p>The student teacher <b>skillfully and fully</b> explains her/his approach to instruction.</p> <p>Ample, relevant, and varied evidence is used to support his/her discussion.</p> <p>Evidence is easily located and the main points are articulated with clarity and insight.</p>	<p>Portfolio Defense Meets Expectations</p> <p>The student teacher <b>clearly</b> explains her/his approach to instruction.</p> <p>Substantial, relevant evidence is provided to support his/her discussion</p> <p>Evidence is easily located and the main points are clearly described.</p>	<p>Portfolio Defense Approaches Expectations</p> <p>The student teacher <b>attempts</b> to explain his/her approach to instruction but may not be able to discuss fully.</p> <p>Evidence provided to support his/her understanding of effective instruction may be limited or irrelevant.</p> <p>May stumble through locating evidence and may only provide a basic description of what the evidence show.</p>	<p>Portfolio Defense Does Not Meet Expectations</p> <p>The student teacher <b>struggles</b> to explain his/her approach to instruction.</p> <p>Evidence to support discussion may be missing or irrelevant.</p> <p>Locating evidence may be very challenging. The student teacher's description may be superficial or irrelevant.</p>
COMMENTS					

Teaching Standard: Learning Environment	Possible Artifacts	Portfolio Artifacts Exceeds Expectations	Portfolio Artifacts Meets Expectations	Portfolio Artifacts Approaches Expectations	Portfolio Artifacts Does Not Meet Expectations
<p>Portfolio provides evidence that the student teacher works with learners to create safe, inclusive environments that support individual and collaborative learning, encourage positive social interaction, and develop motivation to learn.</p> <p>The student teacher reflects thoughtfully about her/his role in developing a positive, safe environment and is easily able to support his/her reflection with evidence from the portfolio</p>	<p><i>Daily lesson plans; unit plans; classroom management plans; student contracts; behavioral expectations; team building and class building activities; cooperative learning activities; video clips; observation feedback etc.</i></p>	<p>Artifacts provide <b>convincing and ample</b> evidence of meeting the standard.</p> <p>The artifacts clearly indicate that the student teacher made conscious decisions to develop a positive, safe classroom climate.</p>	<p>Artifacts <b>clearly show</b> that the standard has been met.</p> <p>The artifacts clearly indicate that the student teacher made conscious decisions to support a positive, safe classroom climate.</p>	<p>Artifacts provide <b>limited</b> evidence that the standard has been met.</p> <p>The artifacts collected are inconclusive and may only indirectly provide evidence of creating a positive classroom environment.</p>	<p>Artifacts are <b>lacking in quality and number</b> and do not provide the evidence that the standard has been met.</p> <p>The artifacts show little or no evidence of the student teacher making decisions to support a positive, safe environment.</p>
		<p>Portfolio Defense Exceeds Expectations</p>	<p>Portfolio Defense Meets Expectations</p>	<p>Portfolio Defense Approaches Expectations</p>	<p>Portfolio Defense Does Not Meet Expectations</p>
		<p>The student teacher <b>skillfully and fully</b> explains her/his role in creating a safe, positive classroom climate.</p> <p>Ample, relevant, and varied evidence is used to support the explanation.</p> <p>Evidence is easily located and the main points are described with clarity and insight.</p>	<p>The student teacher <b>clearly</b> explains her/his role in creating a safe, positive classroom climate.</p> <p>Substantial, relevant evidence is used to support the explanation.</p> <p>Evidence is easily located and the main points are clearly described.</p>	<p>The student teacher <b>attempts</b> to explain her/his role in creating a safe, positive classroom climate</p> <p>Evidence provided to support explanation appears insufficient.</p> <p>May stumble through locating evidence and may only provide a basic description of what the evidence show.</p>	<p>The student teacher <b>struggles</b> to explain her/his role in creating a safe, positive classroom climate.</p> <p>Evidence may be missing or irrelevant.</p> <p>Locating evidence may be very challenging. The student teacher's description may be superficial or irrelevant.</p>

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Teaching Standard: Collaboration	Possible Artifacts	Portfolio Artifacts Exceeds Expectations	Portfolio Artifacts Meets Expectations	Portfolio Artifacts Approaches Expectations	Portfolio Artifacts Does Not Meet Expectations
<p>Portfolio provides evidence that the student teacher participates actively as part of an instructional team and effectively collaborates with a variety of adults within the school community</p> <p>The student teacher reflects thoughtfully about her/his collaborative role and is easily able to support his/her reflection with evidence from the portfolio</p>	<p><i>Daily plans that describe use of paraprofessionals and co-teaching; introductory parent letter; documentation of parent communication; documentation of collaboration with colleagues etc.</i></p>	<p>Artifacts provide <b>convincing and ample</b> evidence of meeting the standard.</p> <p>The artifacts clearly indicate that the student teacher made conscious decisions to develop relationships and initiate collaboration with school community members to order to best serve the students.</p>	<p>Artifacts <b>clearly show</b> that the standard has been met.</p> <p>The artifacts clearly indicate that the student teacher maintained important relationships and collaborated with members of the school community.</p>	<p>Artifacts provide <b>limited</b> evidence that the standard has been met.</p> <p>The artifacts collected are inconclusive and may only indirectly provide evidence of utilizing members of the school community.</p>	<p>Artifacts are <b>lacking in quality and number</b> and do not provide the evidence that the standard has been met.</p> <p>The artifacts show little or no evidence of collaboration.</p>
		<p>Portfolio Defense Exceeds Expectations</p>	<p>Portfolio Defense Meets Expectations</p>	<p>Portfolio Defense Approaches Expectations</p>	<p>Portfolio Defense Does Not Meet Expectations</p>
		<p>The student teacher <b>skillfully and fully</b> explains her/his role in the collaborative instructional process.</p> <p>Ample, relevant, and varied evidence is used to support the explanation.</p> <p>Evidence is easily located and the main points are described with clarity and insight.</p>	<p>The student teacher <b>clearly</b> explains her/his role in the collaborative instructional process.</p> <p>Substantial, relevant evidence is used to support the explanation.</p> <p>Evidence is easily located and the main points are clearly described.</p>	<p>The student teacher <b>attempts</b> to explain her/his role in E in the collaborative instructional process.</p> <p>Evidence provided to support explanation appears insufficient.</p> <p>May stumble through locating evidence and may only provide a basic description of what the evidence show.</p>	<p>The student teacher <b>struggles</b> to explain her/his role in the collaborative instructional process.</p> <p>Evidence may be missing or irrelevant.</p> <p>Locating evidence may be very challenging. The student teacher's description may be superficial or irrelevant.</p>

COMMENTS