

Senior Methods Portfolio Assessment (Portfolio 3) updated Fall 2006

Assessments of the Candidate Portfolio will occur four times (during ED 301, during the Teacher Education Interview semester, during the senior methods block, and at the end of Internship).

Assessor

The assessor will be the instructor for the specified methods course:

- Collaborative Teacher- SE 465
- Early Childhood- ER 470
- Elementary Education- EL 484
- Physical Education - HPE 430
- Secondary- BI 456, CH 456, GS 456, HY/SS 450, EH 457, & MA 454.

Requirements

1. There must be a minimum of one artifact per outcome.
2. The artifacts must reflect strong evidence of meeting the guidelines for each outcome in the portfolio.
3. The rationale for each entry must show your decision making in placement of each artifact.
4. Include initial philosophy
5. Continue development of your Policy Study/senior thesis (required Fall, 2006)
6. The minimum overall score is 27 with no unacceptable scores.

Performance Assessment

Performance Assessment			
	Target (4 pts)	Acceptable (3 pts)	Unacceptable (2 pts)
Effective	Targeted performance is	Acceptable performance	Unacceptable

Performance Assessment

	Target (4 pts)	Acceptable (3 pts)	Unacceptable (2 pts)
Communicator (1, 11%) AL-PEPE-6	evidenced by use of professional communication skills in all critiques, summaries, lesson plans, etc.	is evidenced by use of professional communication skills in most critiques, summaries, lesson plans, etc.	performance is lack of professional communication skills in critiques, summaries, lesson plans, etc.
Knowledgeable Scholar (1, 11%) NCATE-1	Targeted performance is evidenced by strong content and pedagogical knowledge in all professional endeavors.	Acceptable performance is evidenced by moderate content and pedagogical knowledge in all professional endeavors.	Unacceptable performance is lack of content and pedagogical knowledge in professional endeavors.
Lifelong Learner (1, 11%) AL-PEPE-7	Targeted performance is evidenced by documentation of active participation in professional organizations and extensive reading of professional materials.	Acceptable performance is evidenced by documentation of membership in professional organizations and some reading of professional materials.	Unacceptable performance is evidenced by lack of documentation of membership in professional organizations and lack of reading of professional materials.
Resourceful Curriculum Planner (1, 11%) AL-PEPE-1 NETS-T.3.A NETS-T.3.B	Targeted performance is evidenced by documentation in planning all lesson plans and integrated curriculum units to meet the diverse needs for all students that incorporate national and state guidelines, local resources, and the use of technology for instruction.	Acceptable performance is evidenced by documentation in planning most lesson plans and integrated curriculum units to meet the diverse needs for all students that incorporate national and state guidelines, local resources, and the use of technology for instruction.	Unacceptable performance is lack of documentation in planning lesson plans and integrated curriculum units for all students that incorporate national and state guidelines, local resources, and the use of technology for instruction.
Positive, Supportive Professional (1, 11%) AL-PEPE-8.3 AL-PEPE-8.4	Targeted performance is evidenced by documentation of modeling, questioning, and planning to help all students achieve success in all field experiences, case studies, conferences, and community involvement.	Acceptable performance is evidenced by documentation of modeling, questioning, and planning to help all students achieve success in most field experiences, case studies, conferences, and community involvement	Unacceptable performance is lack of documentation of modeling, questioning, and planning to help all students achieve success in field experiences, case studies, conferences, and community

Performance Assessment

	Target (4 pts)	Acceptable (3 pts)	Unacceptable (2 pts)
Student-Centered, Reflective Instructor (1, 11%) INTASC-2.E NBPTS-1.1	Targeted performance is evidenced by lesson plans with reflective analyses that exhibit strong knowledge of content, pedagogy, and professional skills to assess, monitor, and make appropriate adjustments to have a positive effect on all learners.	Acceptable performance is evidenced by lesson plans with reflective analyses that exhibit knowledge of content, pedagogy, and professional skills to assess, monitor, and make appropriate adjustments to have a positive effect on all learners.	Unacceptable performance is evidenced by lesson plans which lack reflective analyses that exhibit the use of instruction to assess, monitor, and adjust lessons to make a difference in student learning.
Capable Classroom Manager (1, 11%) AL-PEPE-4	Targeted performance is strong evidence of the management of time, materials, resources, and the classroom to maximize instruction for all learners.	Acceptable performance is evidence of the management of time, materials, resources, and the classroom to maximize instruction for all learners.	Unacceptable performance lacks evidence of the management of time, materials, resources, and the classroom to maximize instruction for all learners.
Skilled Facilitator of Developmental Growth (1, 11%) AL-PEPE-1.2	Targeted performance is strong evidence of the use and knowledge of age and developmentally appropriate materials to accommodate the needs of all learners in all teaching strategies and lesson plans.	Acceptable performance is evidence of the use and knowledge of age and developmentally appropriate materials to accommodate the needs of all learners in most teaching strategies and lesson plans.	Unacceptable performance is lack of knowledge or use of developmentally appropriate materials to accommodate the needs of all learners in teaching strategies and lesson plans.
Competent Evaluator (1, 11%) AL-PEPE-3	Targeted performance is evidenced by the extensive use of a variety of assessment tools and techniques to evaluate and plan instruction for all students.	Acceptable performance is evidenced by the use of assessment tools and techniques to evaluate and plan instruction for all students.	Unacceptable performance is evidenced by a limited use of assessment tools and techniques to evaluate and plan instruction for all students.

AL-PEPE.1

PREPARATION FOR INSTRUCTION Effective teachers plan carefully for instruction. That planning includes selection of both goals and objectives to be accomplished, identification of creative, innovative activities to accomplish the objectives and accommodate differences in learners, and preparation of instructional resources to support learning. Preparation for instruction also includes planning for the use of appropriate and effective strategies and practices in teaching and learning with technology.

AL-PEPE.1.2

STANDARD: Identifies Various Instructional Strategies

AL-PEPE.1.3.3

> selects and uses resources appropriate to student differences (ability, achievement, interests, learning styles)

AL-PEPE.3

ASSESSMENT OF STUDENT PERFORMANCE Effective teachers skillfully evaluate student performance and use assessment results to improve their instruction. They are expert in measuring student progress, providing feedback about performance to students and reporting student progress to others who need to know.

AL-PEPE.4

CLASSROOM MANAGEMENT Effective teachers manage class time and student behavior. They maximize instructional time and minimize disruptions to instruction.

AL-PEPE.6

COMMUNICATION Effective teachers are effective communicators. They speak and write clearly, coherently, and correctly.

AL-PEPE.7

PROFESSIONAL DEVELOPMENT AND LEADERSHIP Effective teachers seek to grow in professional knowledge and skills. Further, they seek ways to become leaders in improving their school, school system and profession.

AL-PEPE.8.3

STANDARD: Exhibits Professionalism with Peers, Administrators, Parents/Guardians

AL-PEPE.8.4

STANDARD: Promotes Cooperation with Parents/Guardians and Between School and Community

INTASC.2.E

D: The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

NBPTS.1.1

...Teachers recognize individual differences in their students and adjust their practice accordingly.

NCATE.1

Candidate Knowledge -- Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

NETS-T.3.A

> facilitate technology-enhanced experiences that address content standards and student technology standards.

NETS-T.3.B

> use technology to support learner-centered strategies that address the diverse needs of students.