

## Performance Assessment (Portfolio)

Performance Assessment			
	<b>Target (4 pts)</b>	<b>Acceptable (3 pts)</b>	<b>Unacceptable</b>
<b>Effective Communicator (1, 11%) AL-PEPE-6</b>	Targeted performance is evidenced by use of professional communication skills in all critiques, summaries, lesson plans, etc.	Acceptable performance is evidenced by use of professional communication skills in most critiques, summaries, lesson plans, etc.	Unacceptable performance is lack of professional communication skills in critiques, summaries, lesson plans, etc.
<b>Knowledgeable Scholar (1, 11%) NCATE-1</b>	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.
<b>Lifelong Learner (1, 11%) AL-PEPE-7</b>	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.
<b>Resourceful Curriculum Planner (1, 11%) AL-PEPE-1 NETS-T.3.A NETS-T.3.B</b>	Targeted performance is evidenced by documentation in planning all lesson plans and integrated curriculum units	Acceptable performance is evidenced by documentation in planning most lesson plans and integrated curriculum units	Unacceptable performance is lack of documentation in planning 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.	to meet the diverse needs for all students that incorporate national and state guidelines, local resources, and the use of technology for instruction.	for all students that incorporate national and state guidelines, local resources, and the use of technology for instruction.
<b>Positive, Supportive Professional (1, 11%) AL-PEPE-8.3 AL-PEPE-8.4</b>	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 involvement.
<b>Student-Centered, Reflective Instructor (1, 11%) INTASC-2.E NBPTS-1.1</b>	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	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.

		learners.	
<b>Capable Classroom Manager (1, 11%) AL-PEPE-4</b>	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.
<b>Skilled Facilitator of Developmental Growth (1, 11%) AL-PEPE-1.2</b>	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.
<b>Competent Evaluator (1, 11%) AL-PEPE-3</b>	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.