08/2012; rev 12/12

Saint Mary-of-the-Woods College
Education Department
CHECKLIST FOR STUDENT TEACHING
PROFESSIONAL ELECTRONIC PORTFOLIO

The Professional Electronic Portfolio has two main parts: 1) credentials and 2) artifacts and rationale statements. Be sure to include all elements specified below: credentials and one artifact with rationale for each of the eleven (11) Education Department Program Goals (EDPGs). Artifacts must be original work.

The following rubric is used for scoring Student Teaching Professional Portfolios. To help you prepare, place a checkmark next to each artifact as it is added to your portfolio.

➢ OVERALL PRESENTATION

☐ Organization/Appearance

No score is given for appearance, but the portfolio should have an overall professional appearance, with attention to detail. Proofread all credentials, artifacts, and rationale statements.

➢ PART 1: CREDENTIALS

☐ Table of Contents

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Table of contents is coherent, accurate, well-organized, and visually appealing.	Table of contents is accurate and includes all required elements.	There is a table of contents, but it is not visually appealing. May contain a few errors.	No table of contents is included or some information is missing.

☐ Resume

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Identifies scope of education (major, minor(s), concentration(s) and practice, including specific grades/ages, placements within the field	Identifies scope of education and practice within the field	Provides minimal information regarding education and practice	Not included

➢ PART 2: ARTIFACTS AND RATIONALE STATEMENTS

Choose one (1) artifact for each of the eleven (11) Education Department Program Goals (EDPGs). Place a checkmark next to the artifact that you have included for each EDPG. Each artifact must be accompanied by a rationale statement.

EDPG #1 – LEARNER DEVELOPMENT

_____ Paper written on child/adolescent development, educational theories, learning theories, multiple intelligences, or other subject related to development/learning

_____ Developmentally appropriate unit, lessons, activities, or instructional materials

_____ Review or description of patterns of learning in a specific subject area (e.g., math, reading, writing, oral language, social/emotional development)

_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Distinguishes similarities and differences in human development and the characteristics of all students and creates learning opportunities that support individual students' needs, development, acquisition of knowledge, and motivation; creates healthy and respectful learning environments	Recognizes the similarities and differences in human development and the characteristics of all students; creates limited opportunities with limited support for individual students' needs; creates learning environments	Knows the similarities and differences in human development and the characteristics of students but prepares activities without regard to these differences	Does not understand similarities and differences in human development and characteristics of all students; activities may not support all students; environments may not be healthy and/or respectful of all students

EDPG #2 – LEARNING DIFFERENCES

_____ Instructional materials and/or assessment tools adapted for learners with special needs or English language learners

_____ Research paper on adaptations/accommodations for diverse learners

_____ Evidence of ability to teach in a bi-lingual environment (e.g., anecdotal narrative explaining experiences and abilities)

_____ Evidence of experiences working with culturally diverse group (e.g., urban, poverty, Hispanic, Native American, African American, Asian)

_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Designs learning environments and developmentally meaningful instructional opportunities with the understanding that beliefs, traditions, and values across and within cultures can affect relationships among and between students, families, and the school community	Recognizes learning environments and instructional opportunities with the understanding that beliefs, traditions, and values across and within cultures can affect relationships among and between students, families, and the school community	Recognizes learning environments and instructional opportunities with limited understanding that beliefs, traditions, and values across and within cultures can affect relationships among and between students, families, and the school community	Do not recognize learning environments and instructional opportunities are related to beliefs, traditions, and values across and within cultures

EDPG #3 – LEARNING ENVIRONMENTS

_____ Description of motivational strategies, classroom procedures, or functional behavioral assessment/behavior intervention plan used
_____ Model of ideal classroom/school/center (e.g., structure, organization, procedures, rules)
_____ Case study
_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Fosters active engagement and positive social interaction in learning to create supportive, respectful, and healthy learning environments that promote independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals	Encourages engagement and social interaction in learning; creates environments that encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals	Recognizes and attempts to apply knowledge about engagement and social interaction in learning and creating environments that encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals	Recognizes but is unable to apply knowledge about engagement and social interaction in learning and creating environments that encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals

EDPG #4 – CONTENT KNOWLEDGE

_____ Paper written on topic within subject matter
_____ Lesson plan related to subject area
_____ Thematic unit related to subject area
_____ Reflective narrative describing exceptional work expertise related to subject area
_____ Reflective narrative describing competence in subject area
_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Differentiate and examine fundamental concepts and modes of inquiry in the content areas to make connections across the curriculum and to construct learning experiences that are developmentally meaningful and challenging for each student	Know, use, and understand fundamental concepts and modes of inquiry in the content areas to make connections across the curriculum and to develop learning experiences that are developmentally meaningful and/or challenging for each student	List fundamental concepts and modes of inquiry in the content areas to suggest connections across the curriculum and identify learning experiences that may be developmentally meaningful and/or challenging for each student	Unable to recognize fundamental concepts and modes of inquiry in the content areas; does not make connections across the curriculum; does not construct learning experiences that are developmentally meaningful and challenging for each student

EDPG #5 – APPLICATION OF CONTENT

_____ Thematic unit linked to state foundations or academic standards
_____ Lesson plan(s) linked to state foundations or academic standards
_____ Description of participation on school/district curriculum planning committee
_____ Paper about appropriate curriculum/materials selection
_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Plans and implements instruction based on multiple appropriate standards, makes connections across the curriculum and knowing students; uses a variety of instructional strategies, technologies, and data-driven modifications to develop critical thinking and problem solving skills	Plans and implements instruction based on standards, makes a connection among a minimum of 3 subject areas and knowing students; uses a minimum of 3 instructional strategies, technologies, and/or data-driven modifications to develop critical thinking and problem solving skills	Plans or implements instruction based on standards, attempts a connection among subject areas; uses a single instructional strategy, technology, or modification	Does not plan and implement instruction based on multiple appropriate standards, makes connections across the curriculum and knowing students; does not use a variety of instructional strategies, technologies, and data-driven modifications to develop critical thinking and problem solving skills

EDPG #6 – ASSESSMENT

_____ TWS (Teacher Work Sample) documenting impact on student learning

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Uses multiple types of informal and formal assessment information for a variety of valid educational decisions (i.e., developing and adjusting instruction to guide the teacher) to promote intellectual, social, emotional, and physical development of each student	Uses multiple types of informal assessment information for appropriate educational decisions (i.e., developing and adjusting instruction to guide the teacher) to promote intellectual, social, emotional, and physical development of each student	Uses one assessment to make educational decisions that may be appropriate or inappropriate to adjust instruction	Fails to use assessment information to made educational decisions

EDPG #7 – PLANNING FOR INSTRUCTION

_____ Thematic unit
_____ Series of lesson plans
_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Collaborates with others in designing instruction based on all students' development, characteristics, needs, and community influences to support rigorous learning, goals, and progress in the curriculum	Designs instruction based on all students' development, characteristics, needs, and community influences to support rigorous learning, goals, and progress in the curriculum	Designs instruction to support learning, goals, and progress in the curriculum	Does not collaborate with others in designing instruction based on all students' development, characteristics, needs, and community influences to support rigorous learning, goals, and progress in the curriculum

EDPG #8 – INSTRUCTIONAL STRATEGIES

_____ Lesson plan with instructional strategies clearly indicated
_____ Paper describing instructional strategies
_____ Instructional strategies grid (e.g., collected and noted during field/clinical experiences)
_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Selects, adapts, and uses a minimum of 7 evidence-based strategies to appropriately modify learning environments to meet the needs of all learners and create instructional opportunities that encourage students to develop critical thinking and problem solving skills	Selects, adapts, and uses a minimum of 4 evidence-based strategies to appropriately modify learning environments to meet the needs of all learners and create instructional opportunities that encourage students to develop critical thinking and problem solving skills	Selects, adapts, and uses a minimum of 2 evidence-based strategies to appropriately modify learning environments to meet the needs of all learners and create instructional opportunities that encourage students to develop critical thinking and problem solving skills	Does not use select, adapt, or use evidence-based strategies to appropriately modify learning environments to meet the needs of all learners and create instructional opportunities that encourage students to develop critical thinking and problem solving skills

EDPG #9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE

_____ Philosophy Statement

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Reflects on and evaluates teaching, professional ethics, and actively seeks opportunities to grow professionally; establishes and maintains positive collaborative relationships with families, other professionals, and community members; advocates for all students, educational practices, and policies	Reflects on teaching as a profession; seeks opportunities to grow professionally; establishes and maintains positive collaborative relationships with families, other professionals, and community members; advocates for students, educational practices, and policies	Establishes and maintains positive collaborative relationships with families, other professionals, and community members; advocates for students, educational practices, and policies	Does not reflect on and evaluate teaching, professional ethics, and actively seek opportunities to grow professionally; establish or maintain positive collaborative relationships with families, other professionals, and community members; advocate for all students, educational practices, and policies

EDPG #10 – LEADERSHIP AND COLLABORATION

_____ Evidence of school/community involvement, service, or leadership
_____ Instructional activities for students linked to community needs (e.g., service learning projects developed for students)
_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Uses culturally responsive practices to effectively collaborates with families, other professionals, and community agency personnel to make informed decisions that integrate knowledge promoting the intellectual, physical, social, emotional growth and well-being of students	Uses cultural practices to collaborate with families, other professionals, and community agency personnel to make decisions promoting growth and well-being of students	Collaborates with families and/or other professionals to make decisions	Does not use culturally responsive practices to effectively collaborate with families, other professionals, and community agency personnel to make informed decisions that integrate knowledge promoting the intellectual, physical, social, emotional growth and well-being of students

EDPG #11 – PROFESSIONAL BEHAVIOR

_____ Thematic unit or lesson plan(s) related to democratic values (e.g., respect, responsibility, honesty), moral/ethical issues, or legal issues
_____ Paper discussing an ethical/moral dilemma
_____ Evidence of additional training beyond required coursework
_____ Annotated bibliography of additional professional reading done beyond required coursework
_____ Statement of personal ethics
_____ Paper discussing legal policy related to education
_____ Other (please specify) _____

4 – EXEMPLARY	3 – PROFICIENT	2 – BASIC	1 - UNSATISFACTORY
Adheres to legal requirements, professional behaviors, and practices within the scope of educational assignment; makes decisions based on moral, social, and ethical ideals	Meets legal requirements, professional behaviors and practices within the scope of educational assignment; makes decisions	Meets basic legal requirements (such as criminal history check); and practices within the scope of the educational assignment	Does not adhere to legal requirements and/or does not practice within the scope of the educational assignment