

## Correlate Evidence with CCLOs and TKES

**CCLO 1. Learning Environment:** Teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning. Reference TKES standards 7 & 8

### **Evidence & Rationale**

**CCLO 2. Subject Matter:** The scholarly teacher understands & models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject. Reference TKES standards 1, 2, & 8

### **Evidence & Rationale**

**CCLO 3. Student Learning:** Based on an understanding of how students develop and learn the teacher provides learning opportunities that support students' intellectual, social and personal growth.

Reference TKES standards 3 & 7

### **Evidence & Rationale**

**CCLO 4. Diversity:** Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students. Reference TKES standards 4 & 7

### **Evidence & Rationale**

**CCLO 5. Instructional Strategies:** The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards. Reference TKES standards 3 & 4

### **Evidence & Rationale**

**CCLO 6. Assessment Strategies:** To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making. Reference TKES standards 5 & 6

### **Evidence & Rationale**

**CCLO 7. Communication:** The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.

Reference TKES standards 1 & 10

### **Evidence & Rationale**

**CCLO 8. Research:** The teacher's professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues.

Reference TKES standard 1

**CCLO 9. Reflection & Professional Development:** The teacher is a reflective, critical, open-minded practitioner who continually evaluates his/her practices, beliefs, and the effects of her/his decisions, thereby refining a personal pedagogy to guide professional practices. Reference TKES standard 9

### **Evidence & Rationale**

**CCLO 10. Collaboration:** The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and wellbeing.

Reference TKES standard 10

### **Evidence & Rationale**

**TKES PROFESSIONAL DEVELOPMENT PORTFOLIO EVALUATION RUBRIC**  
**Evaluation of the Candidate Portfolio in EDSE 6660 and EDSE 7788**  
**MA in English, Math, Science or History Education**

Teacher Candidate Name \_\_\_\_\_  
 Program \_\_\_\_\_  
 College Advisor \_\_\_\_\_

Date Submitted in EDSE 6660: \_\_\_\_\_  
 Date Submitted in EDSE 7788: \_\_\_\_\_  
 Date portfolio sent to Secondary Education chair: \_\_\_\_\_

<b>CCLOs</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b> <i>In addition to meeting the requirements for Proficient. . .</i>	<b>Growth</b>
<p><b>1. Learning Environment</b>            Teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning.</p> <p style="text-align: center;">Reference TKES standards 7 &amp; 8</p>	<p>*Teacher attempts to develop a caring and safe learning environment that fosters positive social interaction and active engagement in subject matter.</p> <p>*Provides a variety of materials and activities with inconsistent expectations for students.</p>	<p>*Teacher develops a caring and safe learning environment, based on an understanding of individual and group motivation that fosters positive social interaction, active engagement in subject matter and the development of a student's sense of responsibility for his or her learning.</p> <p>*Provides a variety of materials and activities that promote critical thinking, and creativity with high but reasonable expectations for all students.</p>	<p>*Teacher effectively and efficiently develops a caring and safe learning environment, based on an understanding of individual and group motivation that fosters positive social interaction, active engagement in subject matter and the development of a student's sense of responsibility for his or her learning.</p> <p>*Provides a variety of materials and activities that promote risk-taking, problem solving, critical thinking, and creativity with high but reasonable expectations for all students.</p>	<p>Describe and reflect on your growth in creating your classroom learning environment. Cite examples of when the work included in this portfolio showed classroom change.</p>
<p><b>2. Subject Matter</b>            The scholarly teacher understands &amp; models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject.</p> <p style="text-align: center;">Reference TKES standards 1, 2, &amp; 8</p>	<p>*The scholarly teacher displays basic content knowledge with little grasp of the central concepts and modes of inquiry of the discipline.</p>	<p>*The scholarly teacher displays solid content knowledge with a grasp of the central concepts and modes of inquiry of the discipline and relevant real-world experiences and applications.</p> <p>*Demonstrates satisfactory grasp of the pedagogical possibilities of the field, based on best practices and uses them to creates opportunities for learning experiences that encourage critical and creative thinking.</p> <p>*Develops clear, logical unit &amp; lesson plans that align with state standards and local curricula and with student needs.</p>	<p>*The scholarly teacher displays extensive content understanding and makes connections within the field and to other disciplines.</p> <p>*Appropriately applies the pedagogical possibilities of the field, based on best practices and uses them stimulate continuing interest in the subject.</p> <p>*Enriches the curriculum in alignment with state standards and local curricula and with student needs.</p>	<p>Describe and reflect on your growth in subject matter knowledge. Cite examples of when the work included in this portfolio showed classroom changes as a result of this growth.</p>
<p><b>3. Student Learning</b>            Based on an understanding of how students develop and learn the teacher provides learning opportunities that support students' intellectual, social and personal growth.</p> <p style="text-align: center;">Reference TKES standards 3 &amp; 7</p>	<p>*Has a basic knowledge of child growth, development, and learning.</p> <p>*Plans learning opportunities with the intent of supporting students' growth.</p>	<p>*Has knowledge of child growth, development, and learning, and of cognitive processes associated with various kinds of learning and how these processes can be developed in students.</p> <p>*Attention is given to planning, managing and documenting learning opportunities that build upon students' existing knowledge and skills and supports their intellectual, social, &amp; personal growth.</p>	<p>*Applies understanding of child development and learning to skillfully provide learning opportunities to support intellectual, social, and personal growth for all students.</p> <p>*Helps students develop into self-directed learners.</p>	<p>Describe and reflect on your growth in understanding student learning. Cite examples of when the work included in this portfolio showed classroom changes as a result of this growth.</p>

<b>CCLOs</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b> <i>In addition to meeting the requirements for Proficient. . .</i>	<b>Growth</b>
<p><b>4. Diversity</b> Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students.</p> <p>Reference TKES standards 4 &amp; 7</p>	<p>*Teacher candidate interaction with learners is generally friendly and appropriate but may reflect occasional inconsistencies in expectations, favoritism, or disregard for learners' cultures.</p>	<p>*Teacher candidate interaction with learners is friendly and demonstrates general caring and respect and understanding of their diversity, including but not limited to race, color, religion, sex, national origin, disability, and socioeconomic status.</p> <p>*Adapts instruction and assessment to meet diverse needs.</p>	<p>*Demonstrates high learning expectations for all students &amp; differentiates to provide remediation, enrichment, &amp; acceleration to meet individual needs.</p>	<p>Describe and reflect on your growth in understanding diversity. Cite examples of when the work included in this portfolio showed that growth.</p>
<p><b>5. Instructional Strategies</b> The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards.</p> <p>Reference TKES standards 3 &amp; 4</p>	<p>*Teacher uses a variety of instructional strategies to meet required curriculum and program evaluation standards.</p> <p>*Some activities and assignments are appropriate to students' developmental level and background and seem generally relevant to the course objectives.</p> <p>*Some use of instructional technology and supplementary materials.</p>	<p>* Teacher uses instructional strategies relevant to the content delineated in professional, state, &amp; institutional standards to help all students develop critical thinking, performance skills, and content knowledge.</p> <p>*Activities are designed using a variety of instructional strategies, including instructional technology, that are relevant to student' developmental level and background.</p>	<p>* Teacher uses research-based instructional strategies to enhance learning for all students.</p> <p>*Effectively updates and integrates technology into lessons.</p>	<p>Describe and reflect on your growth in implementing instructional strategies. Cite examples of when the work included in this portfolio showed classroom change.</p>
<p><b>6. Assessment Strategies</b> To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making.</p> <p>Reference TKES standards 5 &amp; 6</p>	<p>*Has a basic understanding of formal and informal assessment strategies and selects and implements them with some appropriateness to inform instructional decision making.</p> <p>*Considers formative assessment information in monitoring student learning.</p>	<p>*Uses a variety of formal and informal assessment strategies and selects and implements them appropriately and consistently for diagnostic, formative and summative purposes to inform instructional decision making.</p> <p>*Assessments are aligned with instruction and learning goals as delineated in professional, state, and institutional standards; validity and reliability are considered.</p>	<p>*Uses systematic assessment data to monitor student learning and effectiveness of teaching strategies and to modify &amp; differentiate instruction.</p> <p>*Involves students in setting learning goals, self-assessing, &amp; monitoring progress and provides constructive feedback on their progress.</p>	<p>Describe and reflect on your growth in implementing Assessments. Cite examples of when the work included in this portfolio showed classroom change.</p>
<p><b>7. Communication</b> The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Reference TKES standards 1 &amp; 10</p>	<p>Communicates directions, concepts, &amp; content adequately.</p> <p>*Oral and written discourse is satisfactory.</p>	<p>Uses correct oral, written, and nonverbal language to foster positive interactions &amp; promote learning.</p> <p>Communicates directions, concepts, &amp; content clearly, logically and age appropriately &amp; checks for understanding.</p> <p>*Uses questioning to stimulate student thinking.</p>	<p>*Periodically presents and models communication strategies such as questioning and technologies that help students learn active inquiry.</p>	<p>Describe and reflect on your growth in communication. Cite examples of when the work included in this portfolio showed classroom change.</p>

<b>CCLOs</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b> <i>In addition to meeting the requirements for Proficient. . .</i>	<b>Growth</b>
<p><b>8. Research</b> The teacher’s professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues.</p> <p>Reference TKES standard 1</p>	<p>*The teacher uses research in his or her professional practices.</p>	<p>*Teacher’s professional practices reflect discerning uses of relevant research.</p> <p>*Initiates inquiry into instructional practices and school-wide issues.</p>	<p>*The teacher initiates systematic inquiry into instructional practices and school-wide issues.</p>	<p>Describe and reflect on your growth in using relevant research. Cite examples of when the research included in this portfolio lead to classroom change.</p>
<p><b>9. Reflection &amp; Professional Development</b> The teacher is a reflective, critical, open-minded practitioner who continually evaluates his/her practices, beliefs, and the effects of her/his decisions, thereby refining a personal pedagogy to guide professional practices.</p> <p>Reference TKES standard 9</p>	<p>*Teacher exhibits some awareness about her/his performance without probing very deeply about successes or failures.</p> <p>*Participates only in required professional development</p>	<p>*Accurately assesses performance in several dimensions, then adjusts techniques and approaches accordingly, simultaneously refining personal pedagogy.</p> <p>* Teacher tries new practices based on participation in professional development.</p>	<p>*Continuously reflects deeply on all elements of performance and seeks support in improving it, thereby refining personal pedagogy to guide professional practices.</p> <p>*Teacher tries new practices, maintaining a scientific attitude toward effectiveness.</p>	<p>Describe and reflect on your growth in reflection and professional development. Cite examples of when the reflection included in this portfolio lead to classroom change.</p>
<p><b>10. Collaboration</b> The teacher communicates and collaborates democratically with other teachers, families, and members of the school’s communities to support student learning and wellbeing.</p> <p>Reference TKES standard 10</p>	<p>*Communicates with teachers, families, and community to support student learning and well being.</p>	<p>*Communicates and collaborates with teachers, families, and community to support student learning and well being.</p> <p>*Listens and responds with cultural awareness and empathy to stakeholders.</p>	<p>*Collaborates with teachers, families, and community to reach decisions that enhance student learning and well being.</p> <p>*Listens and responds with cultural awareness, empathy and understanding to the voice and opinions of stakeholders.</p>	<p>Describe and reflect on your growth in collaboration. Cite examples of when the work included in this portfolio showed classroom change.</p>

### Cross reference TKES and CCLOs

TKES	CCLO
1	2,7,8
2	2
3	3,5
4	4,5
5	6
6	6
7	1,3,4
8	1,2
9	9
10	10