

PROFESSIONAL DEVELOPMENT PORTFOLIO EVALUATION RUBRIC

Early Childhood Education Graduate Early Childhood Education Certification Only

Program _____ Teacher Candidate Name _____

College Advisor _____ Date Submitted: _____

Abbreviated CCLO's	Unsatisfactory	Basic	Proficient	Distinguished	COMMENTS
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.	<p>*Teacher lacks or is limited in the ability to develop 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>*Little attention is given to providing the community of learners a sense of well-being, belonging, and security.</p> <p style="text-align: center;">1 point</p>	<p>*Teacher satisfactorily 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>*Adequate attention is given to providing the community of learners a sense of well-being, belonging, and security.</p> <p style="text-align: center;">2 points</p>	<p>*Teacher proficiently 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>*Definite attention is given to providing the community of learners a good sense of well-being, belonging, and security.</p> <p style="text-align: center;">3 points</p>	<p>*Teacher efficiently and effectively 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>*Students co-participate in the creation and organization of an evolving community environment that provides a sense of well-being, belonging, and security.</p> <p style="text-align: center;">4 points</p>	

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<p>2. Subject Matter The <i>scholarly</i> 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.</p>	<p>*The teacher lacks or has a limited understanding of the central concepts and modes of inquiry of the discipline.</p> <p>*Learning experiences do not encourage critical thinking nor stimulate continuing interest in the subject.</p> <p>1 point</p>	<p>*The scholarly teacher displays basic content knowledge with a grasp of the central concepts and modes of inquiry of the discipline.</p> <p>*Creates opportunities for learning experiences that encourage critical thinking and stimulate continuing interest in the subject.</p> <p>2 points</p>	<p>*The scholarly teacher displays solid content knowledge and models the central concepts and modes of inquiry of the discipline.</p> <p>*Engages students in learning experiences that involve critical thinking and stimulate continuing interest in the subject.</p> <p>3 points</p>	<p>*The scholarly teacher displays extensive, resourceful knowledge of the content, central concepts and modes of inquiry of the discipline and displays a continuing pursuit of such knowledge.</p> <p>*Involves students in creating learning experiences that encourage or involve critical thinking and stimulate continuing interest in the subject.</p> <p>4 points</p>	

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<p>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.</p>	<p>*Lacks or is limited in knowledge of child growth, development, and learning.</p> <p>*Little or no attention is given to managing and documenting learning opportunities that support students' intellectual, social, & personal growth.</p> <p>1 point</p>	<p>*Has a basic knowledge of child growth, development, and learning.</p> <p>*Attention is given to managing and documenting learning opportunities that support students' intellectual, social, & personal growth</p> <p>2 points</p>	<p>*Has a well developed knowledge of child growth, development, and learning.</p> <p>*Much attention is given to managing and documenting learning opportunities that support students' intellectual, social, & personal growth.</p> <p>3 points</p>	<p>*Has an extensive knowledge of child growth, development, and learning.</p> <p>*Learning opportunities that support students' intellectual, social, & personal growth are well planned, implemented, and documented.</p> <p>4 points</p>	

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<p>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.</p>	<p>*Teacher candidate interaction with at least some learners is negative, demeaning, sarcastic, or inappropriate to the age or culture of the learners.</p> <p>*The teacher candidate is unfamiliar with the different approaches to instruction and assessments based on learning styles, modalities, and different "intelligences."</p> <p>1 point</p>	<p>*Teacher candidate interaction with learners is generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for learners' cultures.</p> <p>*An understanding of the different approaches to instruction and assessment, based on learning styles, modalities, and different "intelligences," is evident.</p> <p>2 points</p>	<p>*Teacher candidate interaction with learners is friendly and demonstrates general caring and respect according to developmental and cultural norms.</p> <p>*A solid understanding of the different approaches to instruction and assessment, based on learning styles, modalities, and different "intelligences," is demonstrated.</p> <p>3 points</p>	<p>*Teacher candidate demonstrates genuine caring and respect for all learners and appropriately adapts instruction and assessment to meet diverse needs.</p> <p>*Aptly demonstrates different approaches to instruction and assessment based on learning styles, modalities, and different "intelligences."</p> <p>4 points</p>	

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<p>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.</p>	<p>*Teacher candidate does not demonstrate an understanding of the development of creative talents, critical thinking, problem solving, & performance skills. Little or no attention to required curriculum and program evaluation standards</p> <p>*Activities and assignments seem designed to fill class time rather than promote learning and may be inappropriate for the students' developmental level and background.</p> <p>*Does not pursue supplementary materials or instructional technology to aid communication.</p> <p>1 point</p>	<p>*Teacher candidate demonstrates an understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in students 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>2 points</p>	<p>*Teacher candidate demonstrates a solid understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in students to meet required curriculum and program evaluation standards.</p> <p>*Activities are designed using a variety of instructional strategies that are relevant to students' developmental level and background.</p> <p>*Makes effective use of supplementary materials and instructional technology to aid communication.</p> <p>3 points</p>	<p>*Teacher candidate can provide a plausible rationale to support his/her choice of instructional materials & strategies in light of required curriculum and program evaluation standards.</p> <p>*Activities are efficiently and effectively implemented using a wide variety of instructional strategies that are relevant to students' developmental level and background.</p> <p>*Creates instructional materials. Instruction characterized by imaginative use of a variety of sources, including instructional technology.</p> <p>4 points</p>	

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<p>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.</p>	<p>*Does not understand or use a variety of assessment strategies. No attention is given to instructional decision making.</p> <p>*Assessments are not aligned to instruction and learning goals; they lack validity and reliability.</p> <p>*Does not accurately assess student achievement.</p> <p>*Little or no attention to quality classroom assessments.</p> <p>1 point</p>	<p>*Has a basic understanding of formal and informal assessment strategies as delineated in professional, state, and institutional standards, and selects and implements them with some appropriateness to inform instructional decision making.</p> <p>*Assessments are basically aligned with instruction and learning goals; validity and reliability are considered.</p> <p>*Satisfactorily assesses student achievement using commercial and teacher made tests with some use of alternative assessments.</p> <p>*Classroom assessments are accurate with attention to proper assessment methods, quality test items, appropriate sampling of student achievement, and reduced bias.</p> <p>2 points</p>	<p>*Has an understanding of a variety of formal and informal assessment strategies as delineated in professional, state, and institutional standards, and selects and implements them appropriately and consistently to inform instructional decision making.</p> <p>*Assessments are effectively aligned with instruction and learning; they are valid.</p> <p>*Uses multiple sound assessment methods, including some alternative assessments, to accurately assess student achievement.</p> <p>*Establishes effective and accurate classroom assessments by selecting proper assessment methods, writing quality test items, appropriately sampling student achievement, and developing and implementing assessments to minimize bias.</p> <p>3 points</p>	<p>*Has a deep understanding of a wide variety of formal and informal assessment strategies as delineated in professional state and institutional standards, and selects and implements them properly and consistently to inform instructional decision making.</p> <p>*Assessments are efficiently and effectively integrated and aligned with instruction and learning goals; they are valid.</p> <p>*Appropriately uses a variety of sound assessment methods, including alternative assessments, to assess student achievement.</p> <p>*Establishes and maintains quality classroom assessments:</p> <ul style="list-style-type: none"> • proper methods • quality test items • appropriate sampling of student achievement • prevents bias <p>4 points</p>	

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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.	*Teacher candidate has a lack of basic knowledge in the role of verbal and nonverbal language. *Oral and written discourse is limited. *Occasionally models communication strategies that help students learn active inquiry. *Inappropriately uses textbooks and publisher supplied materials.	*Teacher candidate has a basic knowledge of the role of verbal and nonverbal language. *Oral and written discourse is satisfactory. *Periodically presents and models communication strategies that help students learn active inquiry. *Appropriately uses readily available textbooks and publisher supplied materials.	*Teacher candidate has proficient knowledge of the role of verbal and nonverbal language. *Oral and written discourse is very good. *Regularly presents and models communication strategies that help students learn active inquiry. *Frequently uses a variety of materials to enhance communication.	*Teacher candidate has an extensive knowledge of the role of verbal and nonverbal language. *Oral and written discourse is exceptional. *Consistently models and uses active inquiry and communication strategies in the classroom. *Consistently seeks and effectively implements current and relevant instructional materials.	
	1 point	2 points	3 points	4 points	

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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.	*The teacher's professional practices do not reflect use of relevant research. *No evidence of systematic inquiry into instructional practices and school-wide issues.	*The teacher uses research in his or her professional practices. *Initiates inquiry into instructional practices and school-wide issues.	*The teacher's professional practices reflect discerning uses of relevant research. *Initiates systematic inquiry into instructional practices and school-wide issues.	*The teacher's professional practices reflect discerning uses of relevant research applied in authentic ways. *Authentically initiates systematic inquiry into instructional practices and school-wide issues.	
	1 point	2 points	3 points	4 points	

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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.	*Teacher candidate does not reflect on her/his performance, or profoundly misjudges it. 1 point	*Teacher candidate exhibits awareness about her/his performance, without probing very deeply about successes or failures. 2 points	*Accurately assesses performance in several dimensions, then adjusts techniques and approaches accordingly. 3 points	*Continuously reflects deeply on all elements of performance and seeks support in improving it. 4 points	

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10. Collaboration The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well-being.	*Does not communicate and collaborate with teachers, families, and community to support student learning and well being. *Avoids school events. 1 point	*Communicates and collaborates with teachers, families, and community to support student learning and well being. *Participates in school events. 2 points	*Communicates and collaborates democratically with teachers, families, and community to support student learning and well being. *Contributes to the school's program of events. 3 points	*Initiates communication and collaboration democratically with teachers, families, and community to support student learning and well being. *Assumes leadership in developing the school's program of events. 4 points	

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11. Constructivist Practices The <i>scholarly, reflective, proactive</i> teacher models and provides opportunities for constructivist practices.	*Transmits knowledge with little or no facilitation of learning. *Focuses mainly on teaching basic skills using scripted teaching materials; little or no student voice. *Students are passive learners.	**Satisfactorily facilitates learning in lessons and activities with some transmission of knowledge instruction. *Places adequate emphasis on thinking, understanding, reasoning, and applying knowledge; some student voice; does not neglect basic skills *Students are active learners in many settings and help set some goals and objectives.	*Facilitates learning throughout most lessons and activities rather than transmitting knowledge. *Emphasizes thinking, understanding, reasoning, and applying knowledge; student voice is valued; does not neglect basic skills *Students are active learners and help set many goals and objectives.	*Facilitates learning throughout all lessons and activities rather than just transmitting knowledge. *Heavily emphasizes thinking, understanding, reasoning, and applying knowledge; student voice is highly valued; does not neglect basic skills. *Students are active learners and take part in establishing the goals and objectives.	
	1 point	2 points	3 points	4 points	

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12. Informed Teachers The <i>scholarly, reflective, proactive</i> teacher is an informed professional. <ul style="list-style-type: none"> • Investigates and contemplates research aimed at improving instruction • Attends to the development of policies affecting education at state and national levels 	*A vague understanding about concepts, principles, and generalizations, often displaying misconceptions. *Pays little or no attention to research aimed at improving instruction. *Little or no knowledge of policies affecting education at state and national levels.	*An adequate understanding of concepts, principles, and generalizations with few conflicting or confusing statements. *Incorporates research aimed at improving instruction. * Adequate knowledge of policies affecting education at state and national levels.	*A good understanding of concepts, principles, and generalizations with no conflicting or confusing statements. *Consistently incorporates research aimed at improving instruction. * Knows many policies affecting education at state and national levels.	*A thorough understanding of concepts, principles, and generalizations with no conflicting or confusing statements. *Always incorporates research aimed at improving instruction. *Knows most current policies affecting education at state and national levels.	
	1 point	2 points	3 points	4 points	

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13. Scholarly Work The <i>reflective, proactive</i> teacher actively engages in <i>scholarly</i> work.	*Assignments are indicative of weak preparation or incomplete. Little or no attention is given to basic requirements. *Originality of thought and creativity are lacking. *Descriptions and reflections are weak, lacking depth, breadth, clarity, and accuracy. *Little or no knowledge of correct APA citations and references *Unsatisfactory written and oral communication; repeated errors in grammar, spelling, and punctuation.	*Assignments are complete and meet basic requirements. *Originality of thought and creativity are evident, but limited. *Descriptions and reflections are satisfactory with moderate depth, breadth, clarity, and accuracy. *Knowledge of APA is used satisfactorily. * Satisfactory written and oral communication; grammar, spelling, and punctuation are generally accurate.	*Assignments are completed very well, beyond basic requirements. *Originality of thought and creativity are exhibited. *Descriptions and reflections are good with sufficient depth, breadth, clarity, and accuracy. *Most citations and references are made correctly according to APA guidelines. * Good written and oral communication; grammar, spelling, and punctuation are almost error free.	*Assignments are completed conscientiously and thoroughly, well beyond basic requirements. *Originality of thought and creativity are exemplified. *Descriptions and reflections are rich with depth, breadth, clarity, and accuracy. *All citations and references are made correctly according to APA guidelines. *Excellent written and oral communication; grammar, spelling, and punctuation are free from errors.	
	1 point	2 points	3 points	4 points	

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14. Ethical and Legal Awareness The <i>scholarly, reflective, proactive</i> teacher; *Understands, supports, and follows [and explicates for others the] code of ethics for professionals, including school and district policies. *Understands, locates resources for, and abides by laws related to rights and the responsibilities of students, educators, and families.	*Has little or no knowledge of state and local code of ethics, including school and district policies, in both professional and personal settings, therefore unable to effectively model ethical behavior for students. *Little or no attempt is made to learn about or locate resources about laws related to rights and responsibilities of students, educators, and families.	*Adheres to state and local code of ethics, including school and district policies, in both professional and personal settings, and models ethical behavior for students. *Learns about, locates resources for, and follows laws related to rights and responsibilities of students, educators, and families.	*Understands, follows, and supports state and local code of ethics, including school and district policies, and involves students in studying ethical behavior. *Abides by laws related to rights and responsibilities of students, educators, and families.	*Democratically involved in establishing codes of professional conduct, including school and district policies. *Critiques laws related to rights and responsibilities of students, educators, and families.	
	1 point	2 points	3 points	4 points	

PORTFOLIO EVALUATED BY: _____ DATE: _____