

PORTFOLIO EVALUATION

Teacher Education Programs



Lewis-Clark State College, Division of Education, Lewiston, Idaho

KNOWLEDGE



SKILL



DEDICATION

Candidate: _____

Date: _____

Evaluator: _____

Pass _____

Resubmit _____

The portfolio of professional experience should include evidence that the teacher candidate demonstrates knowledge, dispositions, and skills for each of seven main principles of teaching, in accordance with national, state, and local standards.

This form has been developed to ensure that the portfolio contains sufficient evidence of proficiency in each of these principles. A four-point scale will be used in assessing the evidence provided.

4	3	2	1
Exceptional	Proficient	Developing	Inadequate
Evidence is both well-described and well-chosen.	Evidence is well-described (i.e. it clearly communicates information sufficient to allow the evaluator to understand the context of the evidence.)	Evidence is either well-described or well-chosen.	Evidence is neither well-described nor well-chosen.
Evidence is well-represented (i.e. includes multiple artifacts to support each piece of evidence).	Evidence is well-chosen (i.e. it clearly establishes that the principle is supported by this evidence).	Competence is not fully demonstrated.	Competence is not demonstrated.

Overall Presentation and Content of the Portfolio:

Title page with photo of candidate.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Table of contents.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Résumé.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Appendix of formal evaluations, Idaho technology and reading tests.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Philosophy/belief statement of learning and teaching.....	___4___	___3___	___2___	___1___
Appropriate writing mechanics and spelling.....	___4___	___3___	___2___	___1___
Presentation: organized, neat, interesting, easy to read.....	___4___	___3___	___2___	___1___

Exhibition of appropriate conduct as a professional: Dedicated Professional

The candidate provides clear and convincing evidence that she/he:

- Conducts herself/himself in a manner which show care and concern for children and learning.
- Conducts herself/himself in a manner which shows commitment to the profession of education.
- Exhibits high ethical and professional standards.
- Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

 4 3 2 1 Comments:

Knowledge of the foundations of the professions: Knowledgeable Professional

The candidate provides clear and convincing evidence that she/he:

- The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
- The teacher understands a variety of instructional strategies to create learning opportunities that
- Support the intellectual, social, and personal development of learners,
- Encourage positive social interaction, active engagement in learning, and self-motivation, and
- Encourage students' development of critical thinking, problem solving, and performance skills.
- The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
- The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

 4 3 2 1 Comments:

Exhibition of expertise in subject(s) taught: Content Specialist

The candidate provides clear and convincing evidence that she/he:

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
- The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

 4 3 2 1 Comments:

Demonstration of skills as an Educational Designer

The candidate provides clear and convincing evidence that she/he:

- The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.
- The teacher designs and develops learning opportunities which utilize well-selected instructional strategies and learning resources.
- The teacher designs and develops learning opportunities which are appropriately adapted to diverse learners.

 4 3 2 1 Comments:

Demonstration of skills as an Educational Facilitator

The candidate provides clear and convincing evidence that she/he:

- The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.

__4 __3 __2 __1 Comments:

Demonstration of skills as an Educational Evaluator

The candidate provides clear and convincing evidence that she/he:

- The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.
- The teacher adjusts and refines instruction based upon informed analysis.

__4 __3 __2 __1 Comments:

Demonstration of reflective practice: Reflective Professional

The candidate provides clear and convincing evidence that she/he:

- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).
- The teacher actively seeks out opportunities to grow professionally.

__4 __3 __2 __1 Comments:

Comments: