Southwest Minnesota State University Teacher Education
Communities of Practice Investigating Learning and Teaching

Candidate Name _____   Date Submitted _____

Portfolio Rubric
Assessing Knowledge, Skills, and Dispositions

Criteria	Beginning - 1	Developing - 2	Competent - 3	Exemplary-4	Pts
Table of Contents Resume Philosophy of Education Appearance, Layout and Organization Professional Presentation	The organization and layout of the portfolio need to provide more background information about the candidate. The portfolio needs to better communicate a professional appearance and/or writing style.	The organization and layout give basic information about the background of the candidate, but may lack clarity/details. The appearance is beginning to communicate a sense of professional style, but may have some incomplete information.	The organization and layout give high quality information about the candidate. The appearance and written communication show that critical and/or creative thinking was employed in developing the portfolio. The candidate uses the portfolio to effectively show competency as a beginning teacher.	The organization and layout provide well documented background information about the candidate and suggests exceptional expertise for a beginning teacher. The appearance is professional and the communication style goes beyond the proficient level. The candidate uses the portfolio effectively to articulate a high level of professionalism.	
1. Knowledge of Subject	The portfolio demonstrates limited understanding of the central concepts, learning tools, and structure of the discipline(s) and needs to be able to better create learning experiences that make the subject matter meaningful for students.	The portfolio displays basic content knowledge, but does not articulate it clearly and/or does not make connections to effective learning experiences. There may be incomplete/inaccurate understandings of the subject matter and/or how to teach it effectively.	There is competence in understandings of the central concepts, tools of inquiry, and structure of discipline(s). The key concepts are accurately linked to students' prior learning and relevant and meaningful learning experiences. Lesson designs suggest adequate preparation in the subject matter and connection of the discipline with other disciplines and everyday life.	Evidence shows effective use of multiple representations of accurate disciplinary concepts that connect key ideas to students' prior learning in meaningful and relevant ways. The candidate represents different viewpoints, evaluates resources used to support student learning, provides diverse opportunities to engage students in learning the subject, and shows evidence of students' achievements. It goes beyond competent levels.	
2. Student Learning and Human Development	The portfolio needs to better show evidence of understandings, skills, and abilities in assessing students' development, needs, interests, talents, and learning styles.	Evidence provides accurate knowledge of developmental characteristics and learning styles in general ways. Specific applications need to be developed further.	Evidence shows that the candidate understands how students learn and knows specific strategies for providing meaningful learning opportunities that support their intellectual, social, emotional, and physical development.	Evidence shows that the candidate has effectively applied perceptive understandings of how students learn, individual and group assessments of students' learning styles, and includes evidence of how students learned as a result of the candidate's teaching.	
3. Diverse Learners	Evidence is not adequate to suggest that the candidate is able to create learning opportunities adapted for diverse learners. This includes skills of diagnosis, planning, assessing, record keeping, appropriate use of resources, and organization.	Evidence suggests that the candidate is beginning to be able to create learning opportunities adapted for diverse learners. The candidate demonstrates a few of the skills of diagnosis, planning, assessing, record keeping, appropriate use of resources, and organization.	Evidence suggests that the candidate effectively creates learning opportunities adapted to diverse learners. The candidate is familiar with the students' cultural, language, and experiential backgrounds. Curricula, materials, and resources meet the needs and interests of diverse learners. The candidate provides meaningful learning opportunities and effectively interacts with diverse students and their families.	Evidence suggests that the candidate has a commitment (through consistent actions) to creating and guiding learning opportunities adapted to diverse learners. This may be through lesson design, classroom organization, individual or group projects/tasks, and examples of students' learning. Multiple perspectives are brought to learning experiences. It goes well beyond the competent level.	

4. Instructional Strategies	Evidence is not sufficient to show that the candidate plans and implements instruction based on knowledge of subject matter, students, the community, and the curriculum goals. It needs to include more attention on task, wait time, transitions, organization of materials, standards based lessons, multiple resources, and/or learning strategies that are developmentally appropriate.	Evidence is beginning to show that the candidate plans instruction based on knowledge of subject matter, students, the community, and the curriculum goals. Basic strategies to keep students actively engaged are identified but may not be consistent. Some awareness when and how to modify lessons is shown.	Evidence shows that the candidate plans instruction based on knowledge of subject matter, students, the community, and the curriculum goals. The candidate makes the content understandable to the students through multiple learning strategies. The candidate encourages students to extend their thinking through inquiry, critical and creative thinking, problem solving, and performance skills.	Evidence shows that the candidate has expertise in implementing learning experiences based in knowledge of subject matter, students, the community, and the curriculum goals. The candidate provides leadership and guidance to make standard-based learning goals and procedures clear to students. The candidate integrates technology as a tool to enhance learning. It goes well beyond the competent level.	
5. Learning Environments	There is insufficient evidence to show that the candidate creates a climate that is safe, fair, and conductive to learning for students and others involved in the process. This may include a need to further address classroom organization and motivation of respectful social interactions.	There is evidence to suggest that the candidate is beginning to be able to create a learning environment that supports positive social interaction, active engagement in learning, and self-motivation for students and others involved in the learning process.	There is evidence that the candidate creates a climate that promotes democratic, fair, and positive social interaction. The candidate uses an understanding of individual and group motivation to engage learners and promote self-motivation. The physical environment is safe and conducive to learning.	There is evidence that the candidate guides and leads students to develop the social skills required to learn effectively, to support one another, and to be self-motivated. The candidate understands and uses community building theory to guide and maintain effective learning communities. The candidate performs beyond the competent level in engaging and maintaining learning.	
6. Communication	There is not sufficient evidence that the candidate communicates effectively with students, families, professionals, and/or others. Language errors are not a good model for students. Voice quality needs strengthening. Technology skills need development.	There is evidence that language and/or vocabulary are correct but inappropriate to students' age and background. Directions and procedures are clarified after initial confusion and/or lack of specificity. Technology skills are at the novice level.	There is evidence that the candidate uses effective verbal and non-verbal communication that assists students in communicating effectively. The candidate formulates and asks questions effectively to stimulate discussion and thinking. Technology is used effectively as a learning tool for communication.	The candidate consistently uses expressive language and enhances learning for students. Students are given multiple opportunities for development of social, problem-solving, oral, written, listening, and reading skills. A variety of technology tools are effectively integrated into learning and teaching opportunities.	
7. Planning Instruction	Evidence is not sufficient to show that the candidate plans and implements instruction based on knowledge of subject matter, students, the community, and the curriculum goals. Understanding of the need and purposes for lesson design and curriculum development need to be strengthened. Elements of lesson design need improvement. Materials and activities need greater relevance to the context.	Evidence suggests that the candidate understands basic lesson design and awareness of general instructional procedures. The candidate needs to better understand standard-based planning that will align lesson goals, instruction, and assessment. The candidate needs to better consider the students, content, and context when selecting learning methods and materials.	The candidate articulates clear learning goals that are appropriate for the students, content, curriculum, and context. Appropriate methods and materials are selected that align goals, academic standards, instruction, and assessment. The candidate uses supplemental materials, alternate approaches, and outside resources to enhance learning experiences. With reflective assessment, the candidate adjusts lessons to meet the needs and talents of the students.	The candidate goes beyond the competent level of planning learning experiences for students that engage them in investigative participation related to real life tasks. Strategies that support productive and collaborative projects that promote self-motivation and intrinsic satisfaction are utilized. The organization and planning support democratic values and a positive learning community.	

8. Assessment	There is not sufficient evidence that the candidate understands and uses assessment strategies to meet the learning needs and talents of students.	Evidence suggests that the candidate has a basic knowledge of assessment methodology but may not implement it consistently. This knowledge is limited and/or relies solely on workbooks and pre-made tests. There may be a narrow focus on analyzing student work.	There is evidence that the candidate effectively aligns learning goals, standards, instruction, and assessment. Both formal and informal assessment strategies are used to support the continuous academic, social, and physical growth of students. Assessment data are used to support the learning needs and talents of individual students. Students are encouraged to assess their own learning.	The candidate effectively aligns learning goals, standards, instruction, and assessment. There are a variety of both formal and informal performance assessment strategies that ensure the continuous academic, social, and physical growth of students. Multiple sources of data about learning are collected, analyzed, and used to make fair and valid decisions abut learning experiences and assessments. Accurate records of students' progress are kept and reported appropriately. Appropriate feedback is given to students on a regular basis. Technology is used to assist with assessment.
9. Reflection and Professional Development	The candidate does not demonstrate ability to reflect at a deep level and to initiate professional development opportunities.	The candidate is beginning to demonstrate ability to reflect effectively and to have interest in professional development.	The candidate effectively and regularly reflects orally and in writing on ways to strengthen learning and teaching. The candidate understands and uses action research and research-based approaches to learning and teaching. The candidate demonstrates leadership potential for learning and teaching.	The candidate goes beyond the competent level related to reflection and professional development. The candidate seeks and uses multiple resources to promote different perspectives with academic and social learning goals. The candidate is well read in specific content areas and demonstrates a disposition of curiosity. The candidate assumes leadership in learning and teaching.
10. Collaboration, Ethics, and Relationships	There is insufficient evidence that the candidate uses collaborative and ethical principles to build relationships with colleagues, staff, students, families, and/or community members. Self-confidence and maturity may need improvement. Negative and/or defensive dispositions may be patterns of behavior.	The candidate is developing collaborative skills but consistent patterns of professional relationships have not been established. Ethical principles are not consistently applied.	The candidate demonstrates collaborative skills and communicates well with colleagues, staff, students, parents, and community members. Self-confidence and maturity are evident in decision-making and professional actions. The candidate uses feedback to strengthen teaching and learning experiences. Ethical principles are consistently applied.	The candidate goes beyond the competent level to collaborate and build relationships with colleagues, staff, students, families, and community members. Ethical principles are consistently applied and taught to students. This maturity and confidence result in obvious growth in relationships and respect among students in the setting.