

Your portfolio is to be organized according to the following list.

Evidence	✓	Advanced Skills (4)	Excellent progress (3)	Emerging Skills (2)	Struggling (1)
STANDARD 1: CONTENT KNOWLEDGE		Evidence shows an ability to clearly explain complex content ideas	No mention of content deficiency is made, nor is there special notice of content knowledge	Content deficits and addressed and improved, based on evaluation.	Content accuracy or other difficulties are addressed in more than one evaluation
Evaluations by Supervising and Cooperating Teachers					
Transcripts					
Praxis Test Scores					
Resume					
STANDARD 2: INDIVIDUAL DEVELOPMENT		Evidence shows clear evidence of teaching to individual student differences and experiences. Evidence of student learning present.	Evidence shows attention to student characteristics and experiences, lacks thoughtful discussion of their impact. Evidence of student learning present.	Evidence shows a beginning awareness of the individuality students bring to learning tasks.	Evidence shows a lack of attention to individual differences. Reflections do not address this in a productive manner.
References to Evaluations in Standard 1					
*Modifications you made to a unit you taught addressing intellectual, social, and personal development of students					
*Modifications you made to a unit for you taught addressing Multiple Intelligences					
STANDARD 3: APPROACHES TO LEARNING		Evidence shows clear understanding of matching approaches to student needs. Reflections give evidence of regular attempts Technology use apparent. Evidence of student learning present.	Evidence shows an understanding of adapting instruction and some evidence of its beginning use. Evidence of student learning present.	Evidence shows an awareness of the need to adapt instruction without consistent evidence of doing it.	Evidence shows a lack of comfort with diverse needs and uncertainty how to work with them
References to Evaluations in Standard 1					
*Modifications you made to a unit you taught addressing student differences <i>PI 34.15(4)(h)</i>					
Evaluation of strengths and weaknesses in terms of minority relations of an instructional unit you taught <i>PI 34.15(4)(c) (1-5)</i>					
STANDARD 4: TEACHING STRATEGIES		Evidence shows regular use of multiple strategies including technology. Evidence of student learning present.	Evidence shows less frequent use of multiple methods. Evidence of student learning present.	Evidence shows use of a few methods with willingness to try more	Evidence focuses primarily on 1-2 methods
References to Evaluations in Standard 1					
*An analysis of the teaching strategies you used during your student teaching					
*An example of technology-based teaching strategies you used during student teaching					
STANDARD 5: CLASSROOM MANAGEMENT		Evaluations reveal a clear match between stated philosophy & reinforcement of behavior	Evaluations show occasional inconsistency between the philosophy and implementation	A strong philosophy is evident, but a lack of implementation is found	Philosophy is weak and classroom management is inconsistent in practice
References to Evaluations in Standard 1					
Classroom Management Plan as implemented in your student teaching classroom(s)					
Analysis of the conflict resolution procedures you used during student teaching <i>PI 34.15(4)(d)</i>					

Evidence	✓	Advanced Skills	Excellent progress	Emerging Skills	Struggling
STANDARD 6: COMMUNICATION		Evidence shows consistent effort to use many methods properly to communicate with others in a respectful and timely manner Technology use apparent	Evaluations are generally acceptable, but some facet lacking (e.g. grammar, spelling, lack of promptness in communication)	Weaknesses in communication have been pointed out and progress is being made in correcting any issues	Communication skills are noted as areas for improvement without real progress made. Communication is either lacking or is detrimental
References to Evaluations in Standard 1					
Selected samples of written communication with students					
Analysis of video of your student teaching addressing your verbal and nonverbal communication skills					
STANDARD 7: CLASSROOM PLANNING		Evidence both show quality planning for long and short-term	Daily and other short term planning is a strength, but long term planning is still needs improvement	Evidence indicate problems with planning, but good progress is being made.	Planning is unrealistic and may lack focus. It is a frustrating task.
References to Evaluations in Standard 1					
Example of long term planning you designed during your student teaching					
Examples of lesson plans you used during your student teaching					
STANDARD 8: ASSESSMENT		Evidence shows a strong understanding and ability to use a variety of assessment tools. Good rubrics. Evidence of student learning present.	Evidence shows an effort made to use a variety of assessment types. Good rubrics. Evidence of student learning present.	Evidence shows a willingness to create tests and quizzes, in addition to those provided by text. Awkward rubrics	Evidence shows a discomfort with any assessment other than those provided by text
References to Evaluations in Standard 1					
*Examples of assessments you used during your student teaching					
STANDARD 9: REFLECTIVE PRACTICE		Teaching log and evaluations provide clear evidence of realistic self monitoring, reflective practice is customary	Teaching log provides examples of reflective practice not quite a habit. Evaluations might not mention it	Self reflective statements are found, but may be infrequent or too strongly positive or negative to be helpful	A lack of self reflection seems to be detrimental to the teaching experience
References to Evaluations in Standard 1					
Student or Monitored Teaching Log					
Written reflection on your role as student teacher in working with students and teachers of special education <i>PI 34.15(4)(g)</i>					
STANDARD 10: CONNECTION WITH OTHERS		Evidence reveals a strong commitment to interaction with others. Evidence of efforts made to maintain positive relationships Technology use apparent	Evidence shows strong interactions with a core group	Evidence shows efforts made to establish interactions with others, not yet consistent	Evidence shows a tendency to avoid interaction
References to Evaluations in Standard 1					
Written reflection on your experiences with minority students during student teaching <i>PI 34.15(4)(c)(6)</i>					
Samples of written communication with parents during student teaching					