

Step 2 E-Portfolio Rubric

Standard Evaluated	NCTE/NCATE Standards	Exceeds	Acceptable-High	Acceptable-Low	Unacceptable
InTASC Standard 1 Learner Development	II V.1 V.2 V.3 V.4	At least 2 artifacts provide ample evidence of candidate's understanding of and ability to apply knowledge of learner development to the design of developmentally appropriate and engaging lessons/units.	Artifact(s) provide(s) evidence of candidate's understanding of and ability to apply knowledge of learner development to the design of developmentally appropriate lessons/units	Artifact(s) provide(s) some evidence of candidate's understanding of and ability to apply knowledge of learner development to lesson/unit design that is generally developmentally appropriate.	Artifact(s) do/does not provide sufficient evidence of candidate's understanding of and ability to apply knowledge of learner development to the design of lessons/units.
InTASC Standard 2 Learning Differences	V.1 V.2 V.3 V.4	Variety of artifacts (lessons/unit plans) include appropriate and engaging adaptations for diverse learners, indicating understanding of how to design and adapt instruction to address diverse learners' strengths and needs.	Some variety of artifacts (lesson/unit plans) include appropriate and engaging adaptations for diverse learners, indicating understanding of how to design and adapt instruction to address diverse learners' strengths and needs.	Lesson(s) and/or unit plan(s) include adaptations for diverse learners that indicate some understanding of how to design and adapt instruction to address diverse learners' needs.	Lesson(s) and/or unit plan(s) do/does not indicate understanding of how to design and adapt instruction to address diverse learners' needs.

<p>InTASC Standard 3 Learning Environment</p>	<p>V.2</p>	<p>Teaching philosophy and/or discovery paper provide ample and specific evidence of candidate's understanding of the importance of the learning environment relative to collaborative learning, positive social interaction, self-motivation, and active engagement in learning.</p>	<p>Teaching philosophy and/or discovery paper provide evidence of candidate's understanding of the importance of the learning environment relative to collaborative learning, positive social interaction, self-motivation, and active engagement in learning.</p>	<p>Teaching philosophy and/or discovery paper provide minimal evidence of candidate's understanding of the importance of the learning environment relative to collaborative learning, positive social interaction, self-motivation, and active engagement in learning.</p>	<p>Teaching philosophy or discovery paper provides little, if any evidence of candidate's understanding of the importance of the learning environment relative to collaborative learning, positive social interaction, self-motivation, and active engagement in learning.</p>
<p>InTASC Standard 4 Content Knowledge (100% of NCTE & PDE Content Standards)</p>	<p>I II</p>	<p>Variety of artifacts shows that candidate has met all PDE and NCTE content standards.</p>	<p>Artifacts show that candidate has met all PDE and NCTE content standards.</p>	<p>Artifacts show that most content standards have been met.</p>	<p>Insufficient number of artifacts included to show candidate's having met all NCTE and PDE content standards or artifacts included do not show that candidate has met all NCTE and PDE content standards.</p>

<p>InTASC Standard 6 Assessment</p>	<p>III IV V</p>	<p>Teaching philosophy and lesson/unit plans provide ample evidence of candidate's understanding of and ability to use multiple forms of assessment (informal and formal/formative and summative) with attention paid to assisting students in monitoring their own progress.</p>	<p>Teaching philosophy and lesson/unit plans provide evidence of candidate's understanding of and ability to use multiple forms of assessment (informal and formal/formative and summative) with attention paid to assisting students in monitoring their own progress.</p>	<p>Teaching philosophy or lesson/unit plans provide some evidence of candidate's understanding of and ability to use multiple forms of assessment (informal and formal/formative and summative).</p>	<p>Teaching philosophy or lesson/unit plans do not provide sufficient evidence of candidate's understanding of how to use multiple forms of assessment.</p>
<p>InTASC Standard 7 Planning for Instruction</p>	<p>III IV</p>	<p>Lesson/unit plans show evidence of candidate's ability to plan instruction that supports all learners in meeting learning goals. Ample evidence of candidate's ability to use knowledge of content, curriculum, pedagogy, and learner development to design effective lessons/units. Reflections on lessons show candidate's understanding of pedagogy and ability to self-assess.</p>	<p>Lesson/unit plans show evidence of candidate's ability to plan instruction that supports all learners in meeting learning goals. Evidence of candidate's ability to use knowledge of content, curriculum, pedagogy, and learner development to design effective lessons/units. Reflections on lessons show candidate's understanding of pedagogy.</p>	<p>Lesson/unit plans show some evidence of candidate's ability to plan instruction that supports all learners in meeting learning goals. Some evidence of candidate's ability to use knowledge of content, curriculum, pedagogy, and learner development to design effective lessons/units. Reflections on lessons show minimal understanding of pedagogy.</p>	<p>Lesson/unit plans show very little evidence of candidate's ability to plan instruction that supports all learners in meeting learning goals. Little, if any, evidence of candidate's ability to use knowledge of content, curriculum, pedagogy, and learner development to design effective lessons/units. Reflections on lessons show insufficient understanding of pedagogy.</p>

<p>InTASC Standard 8 Instructional Strategies</p>	<p>V</p>	<p>All lesson/unit plans indicate candidate's ability to implement a variety carefully selected instructional strategies that will meet the needs of all learners.</p>	<p>Most lesson/unit plans indicate candidate's ability to implement a variety of instructional strategies that will meet the needs of all learners.</p>	<p>Lesson/unit plans indicate candidate's ability to implement instructional strategies that show some variety to ensure that all learners' needs are met.</p>	<p>Lesson/unit plans do not provide evidence of candidate's ability to implement a variety of instructional strategies.</p>
<p>InTASC Standard 9 Professional Learning & Ethical Practice (Reflections on Diversity)</p>	<p>VI</p>	<p>Reflections on diversity experiences on campus and/or in the community convey careful thought about and analysis of experiences with indication of the development of appropriate and pedagogically sound attitudes with connections to course work, readings, and future teaching. Reflections indicate a committed effort to enrich and expand one's understanding and beliefs relative to diversity issues.</p>	<p>Reflections on diversity experiences on campus and/or in the community convey careful thought about and analysis of experiences with indication of the development of appropriate and pedagogically sound attitudes with some connections to course work, readings, and future teaching. Reflections indicate an effort to enrich and expand one's understanding and beliefs relative to diversity issues.</p>	<p>Reflections on diversity experiences on campus and/or in the community convey ideas about and some analysis of experiences. Minimal evidence of the development of appropriate and pedagogically sound attitude and of commitment to expanding and enriching ideas about diversity.</p>	<p>Reflections on diversity experiences on campus and/or in the community do not reflect careful thought and analysis. No evidence of the development of appropriate and pedagogically sound attitudes. Insufficient evidence of commitment to expanding and enriching ideas about diversity or reflections on diversity not included.</p>

EDUC 342 Lesson Plan w/ Reflection	III IV	Lesson plan provides ample evidence of candidate's ability to apply pedagogical content knowledge to the design and implementation of lesson, with attention paid to engaging and motivating learners and to meeting the needs of diverse learners. Reflection includes comprehensive connections to theory and research. All lesson components included.	Lesson plan provides evidence of candidate's ability to apply pedagogical content knowledge to the design and implementation of lesson, with attention paid to engaging and motivating learners and to meeting the needs of diverse learners. Reflection includes connections to theory and research. All lesson components included.	Lesson plan provides some evidence of candidate's ability to apply pedagogical content knowledge to the design and implementation of lesson, with minimal attention paid to engaging and motivating learners and to meeting the needs of diverse learners. Reflection includes some connections to theory and research. Most lesson components included.	Lesson plan provides little, if any, evidence of candidate's ability to apply pedagogical content knowledge to the design and implementation of lesson, with minimal attention paid to engaging and motivating learners and to meeting the needs of diverse learners. Reflection does not include connections to theory and research or is not completed. Some lesson components missing.
Discovery Paper	V.2	Provides an effective description of the classroom environment that allows readers to vicariously experience it. Attention paid to deep description. Analysis includes careful examination of an important component of teaching or learning with relevant references. Reflection provides connection to and explanation of theory, research, and scholarship. References included, in correct bibliographic form (MLA/APA).	Provides a description of the classroom environment. . Analysis includes examination of an important component of teaching or learning with relevant references. Reflection provides connection to of theory, research, and scholarship. References included, in correct bibliographic form (MLA/APA).	Provides a cursory description of the classroom environment. Analysis includes examination of a component of teaching or learning. Reflection provides a few connections to theory, research, and scholarship. Some MLA/APA stylistic errors in list of references.	Provides an inadequate description of the classroom environment. Analysis notes component of teaching or learning but does not examine closely. Reflection does not reference any theory, research, or scholarship or is not included. References missing.

Teaching Philosophy	III IV V VI	Provides a compelling, effectively written, well organized, and comprehensive overview of beliefs about teaching and learning that will inform pedagogy. Provides evidence of understanding of pedagogical content knowledge through specific examples and references to relevant theory and scholarship. References included in correct MLA/APA format.	Provides an effectively written and comprehensive overview of beliefs about teaching and learning that will inform pedagogy. Provides evidence of understanding of pedagogical content knowledge through specific examples and references to relevant theory and scholarship. References included in correct MLA/APA format.	Provides an overview of beliefs about teaching and learning with some evidence of understanding of pedagogical content knowledge through a few references to theory and scholarship. References included; may be errors in MLA/APA format.	Provides a cursory overview of beliefs about teaching and learning with minimal evidence of understanding of pedagogical content knowledge. Few, if any, references included and/or several errors in MLA/APA style.
Resume		Presents an effective, concise, carefully edited, and visually appealing overview of relevant information: career objective, employment history, education, professional memberships, teaching experiences, educational skills, and any additional information pertinent to employment as a teacher.	Presents a concise, and carefully edited overview of relevant information: career objective, employment history, education, professional memberships, teaching experience, educational skills, and any additional information pertinent to employment as a teacher	Presents an overview of relevant information: career objective, employment history, education, professional memberships, teaching experience, educational skills, and additional information pertinent to employment as a teacher.	Presents an incomplete overview of relevant information; careless editing or resume not included.