

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		Resume and other evidence show 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
Transcripts					
Praxis Test Scores					
Resume					
STANDARD 2: INDIVIDUAL DEVELOPMENT		Evidence shows clear evidence and a thoughtful 'case study' discussion of student individual differences and experiences	Evidence shows attention to student characteristics and experiences, lacks thoughtful discussion of their impact	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.
Describe how sections of the Unit in standard 4 address intellectual, social, and personal development of student (EDUW 601)					
Reflective paper on Minority Group Relations (EDUW 601) <i>PI 34.15(4)(c)(1-6)</i>					
STANDARD 3: APPROACHES TO LEARNING		Writing and other evidence shows clear understanding of matching approaches to student needs. Reflections give evidence of regular attempts	Writing shows an understanding of adapting instruction and some evidence of its beginning use	Writing and other evidence shows an awareness of the need to adapt instruction without consistent evidence of doing it.	Writing shows a lack of comfort with diverse needs and uncertainty how to work with them
Reflective Paper on Rural Education (EDUW 600)					
Modifications to the Unit in standard 4 for Student Disabilities/IDEA <i>PI 34.15(4)(h)</i> (EDUW 600)					
<i>For Teachers of Students Birth to 21 only:</i> Journal Describing Early/ Middle Childhood Practicum Experience (EDUW 601)					
STANDARD 4: TEACHING STRATEGIES		Units and other evidence show regular use of multiple strategies including technology	Units and other evidence show less frequent use of multiple methods	Units and other evidence show use of a few methods with willingness to try more	Units and other evidence focus primarily on 1-2 methods
Curriculum Unit (EDUW 601)					
Reflective Paper describing instructional strategies in your subject area (EDUW 600)					
<i>For Teachers of Students Birth to 21 only:</i> Early/Middle Childhood Unit					
<i>For Agriculture, Social Studies, & Science Teachers only:</i> Environmental Education Unit Plan <i>PI 34.15(4)(b)</i>					
<i>For Agriculture and Social Studies Teachers only:</i> Cooperative marketing and consumer cooperatives unit. <i>PI 34.15(4)(a)</i>					

Evidence	✓	Advanced Skills	Excellent progress	Emerging Skills	Struggling
STANDARD 5: CLASSROOM MANAGEMENT					
Classroom Management Plan (EDUW 600)		Paper reveals a clear match between stated philosophy & reinforcement of behavior	Paper shows a slight inconsistency between the philosophy and its implementation	A strong philosophy is evident, along with good intentions, but a lack of implementation is found	Philosophy is weak as written, classroom management is inconsistent in practice
STANDARD 6: COMMUNICATION					
Sections on “Students” from Reflective Paper on Communication (EDUW 600)		Reflective writing and other evidence show effort to use many methods properly to communicate with others in a respectful and timely manner	Reflective writing and other evidence show general acceptability, but with some facet lacking (e.g. poor 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
STANDARD 7: CLASSROOM PLANNING					
Expansion of Unit from standard 4 showing how it fits in the long range plan for nine weeks (EDUW 601)		Evidence shows quality planning for long and short-term	Daily and other short term planning is a strength, but long term planning is still needs improvement	Paper indicates some problems with planning, but good progress is being made.	Planning is unrealistic and may lack focus. It is a frustrating task
STANDARD 8: ASSESSMENT					
Reflective Paper on Standardized Assessment (EDUW 601)		Reflective paper and rubric show a strong understanding and ability to use a variety of assessment tools. Good rubric	Reflective paper and rubric show an effort made to use a variety of assessment types. Good rubric	Reflective paper and rubric show a willingness to create tests and quizzes, in addition to those provided by text. Awkward rubric	Writing and rubric show a distinct discomfort with any assessment other than those provided by text
Performance Assessment Rubric from Curriculum Unit (EDUW 601)					
STANDARD 9: REFLECTIVE PRACTICE					
20-hour Pre-student Teaching Journal (EDUW 601)		Teaching journal provides clear evidence of realistic self monitoring, reflective practice is customary	Teaching journal provides examples of reflective practice not quite a habit.	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
Reflective paper on role as regular education teacher in the IEP process based on an interview with their counterpart teacher (EDUW 601) <i>PI 34.15(4)(g)</i>					
STANDARD 10: CONNECTION WITH OTHERS					
Sections on “Parents, Colleagues & Administrators” from Reflective Paper on Communication (EDUW 600)		Evidence reveals a strong commitment to interaction with others. Evidence of efforts made to maintain positive relationships	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
Journal of Experiences with Minority Students (EDUW 601) <i>PI 34.15(4)(c)(1-6)</i>					