

**PROFESSIONAL PORTFOLIO ASSESSMENT FORM**

Teacher Candidate: \_\_\_\_\_  
 University Supervisor: \_\_\_\_\_

Semester: Spring 2009  
 Major: \_\_\_\_\_

**The university supervisor is responsible for assessing the completeness of the portfolio. The completed form should be turned into the Office of Student Teaching with the final evaluation forms. Portfolios should be returned to candidates.**

<b>Section I - Personal &amp; Professional Information</b>		Satisfactory			Total Score
1. Resume	0	2			/2
2. Philosophy of Teaching	0	2			/2
3. Additional Personal and/or Professional Information (optional)		1			1/1
<b>OR</b> Submit address of CPSB E3 Project Page for above information	0	5			<b>OR</b>
<b>Section I: Total Score</b>					<b>/5</b>
<b>Section II: Teacher as Lifelong Learner: Reflection on the Burton College of Education Conceptual Framework</b>		Incomplete ( <b>1 point</b> ) Reflection is not clearly related to teacher as Life-long Learner and Conceptual Framework (CF) principles of professionalism, diversity, collaboration & reflection No mention of student teaching experience as it relates to CF	Proficient ( <b>2 points</b> ) Reflection is clearly related to teacher as Life-long Learner and (CF) principles of professionalism, diversity, collaboration & reflection and include goals for future learning. Relating student teaching experience to CF needs to be developed more	Exemplary ( <b>3 points</b> ) All reflection clearly related to teacher as Life-long Learner and (CF) principles of professionalism, diversity, collaboration & reflection & include goals for continued learning. Well developed reflection relating student teaching experience to all parts of CF.	
1. Professionalism	0	1	2	3	/3
2. Diversity	0	1	2	3	/3
3. Collaboration	0	1	2	3	/3
4. Reflection	0	1	2	3	/3
<i>Capacity for technical writing and organization</i>		<i>(1 point) Two to three spelling, grammatical, or structural errors exist.</i>  <i>*If more than 3 errors assign 0 pts.</i>	<i>(4 points) One spelling, grammatical, or structural error exists</i>	<i>(8 points) No spelling, grammatical, or structural errors are found.</i>	/8
<b>Section II: Total Score</b>					<b>/20</b>
<b>Section III: Planning</b>					
1. Lesson plans (Technology MUST be integrated and documented)	0	Incomplete ( <b>1 point</b> ) Making Connection lesson planner not followed. Technology Standards not noted. No evidence that students & teacher USED technology	Proficient ( <b>2 points</b> ) Making Connection lesson planner followed. Tech Standard not noted or incorrect. Evidence that students & teacher USED technology	Exemplary ( <b>3 points</b> ) Making Connection format followed. Tech Standards noted & correct. Technology integrated throughout lesson. Evidence that students & teacher USED technology.	/3
2. A summary paper of how technology is integrated in your instruction	0	Incomplete ( <b>1 point</b> ) Addresses less than 3 of the 4 Reflection components.	Proficient ( <b>2 points</b> ) Addresses at least 3 of the 4 Reflection components.	Exemplary ( <b>3 points</b> ) 1.Describes student's integration and use of technology 2. Describes personal use of technology 3. Describes school-wide use of technology. 4. Includes the pros and cons of technology use.	/3

Capacity for technical writing and organization		(1 point) Two to three spelling, grammatical, or structural errors exist.  *If more than 3 errors assign 0 pts.	(4 points) One spelling, grammatical, or structural error exists	(8 points) No spelling, grammatical, or structural errors are found.	/8
<b>Section III: Total Score</b>					<b>/14</b>

<b>Section IV: Management</b>					
1. Description of classroom management plan/routines	0	Satisfactory (1)			/1
2. Copy of daily schedule	0	Satisfactory (1)			/1
3. Reflection: Describes the classroom management plan and the discipline strategies that will be used in future classroom. Describes why these techniques will be effective.	0	Incomplete (1 point) Minimal or no reflection or insight No connection to use in own classroom	Proficient (2 points) Surface understanding and development management strategies Limited connection to use in own classroom	Exemplary (3 points) Demonstrates significant reflection & awareness of management strategies and their importance. Significant connection to future classroom.	/3
Capacity for technical writing and organization	0	(1 point) Two to three spelling, grammatical, or structural errors exist.  *If more than 3 errors assign 0 pts.	(4 points) One spelling, grammatical, or structural error exists	(8 points) No spelling, grammatical, or structural errors are found.	/8
<b>Section IV: Total Score</b>					<b>/13</b>

<b>Section V: Instruction</b>					
1. University Supervisor Lesson Evaluations (with Lesson plans)	0	Incomplete (1 point) Less than 3 formal evaluations and/or lesson plans not included	Proficient (2 points) 3 lesson evaluations accompanied by a lesson plan as per lesson planner.	Exemplary (3 points) 4 lesson evaluations accompanied by a lesson plan as per lesson planner.	/3
2 Cooperating Teacher Lesson Evaluations	0	Incomplete (1 point) Less than 3 formal evaluations and/or lesson plans not included	Proficient (2 points) 3 lesson evaluations accompanied by a lesson plan as per lesson planner.	Exemplary (3 points). 4 lesson evaluations accompanied by a lesson plan as per lesson planner.	/3
Midterm/Final Evaluations & Snap-Shots	0	1			/1
<b>Section V: Total Score</b>					<b>/7</b>

<b>Section VI: Professional Devel</b>					
1.Honors/Awards/Certificate of attendance at professional activities/training	0	1			/1
2. Evidence of membership in professional organization or information about a professional organization	0	1			/1
3. Other evidence/artifacts	0				
<b>Section VI: Total Score</b>					<b>/2</b>

<b>Section VII: Impact on Student Learning</b>					
Candidate Information Sheet	0	Incomplete (1 point)	Proficient (2 points)	Exemplary (3 points)	/3
Teaching Context A 1.	0	Incomplete (1 point)	Proficient (2 points)	Exemplary (3 points)	/3
Description of Work S A 2.	0	Incomplete (1 point)	Proficient (2 points)	Exemplary (3 points)	/3

The Assessment Plan A 3.	0	Incomplete (1 point)	Proficient (2 points)	Exemplary (3 points)	/3
Analyzing the Results A 4.	0	Incomplete (1 point)	Proficient (2 points)	Exemplary (3 points)	/3
Reflection on Impact of Instruction A 5.	0	Incomplete (1 point) Not all questions addressed. Answers not complete. Use of data missing and/or need substantial improvement and revisions; reflections overall are of poor quality.	Proficient (2 points) All questions are addressed. Some answers lack total use of data; some need improvement and revision; reflections overall are of average quality.	Exemplary (3 points) All questions addressed. Answers are well written, and are a comprehensive reflection on the impact of instruction. A5.represents a true analysis of the assessment data.	/3
Communicating & Follow-Up		Incomplete (1 point) Not all questions addressed. Answers not complete. Use of data missing and/or need substantial improvement and revisions; reflections overall are of poor quality	Proficient (2 points) All questions are addressed. Some answers lack total use of data; some need improvement and revision; reflections overall are of average quality.	Exemplary (3 points) All questions addressed. Answers are well written, and are a comprehensive reflection on communication and follow-up related to student learning.	/3
Work Sample/ Unit Plan A 7.		No Unit Plan submitted 0 points		Copy of Unit Plan Submitted and all questions answered 3 points	/3
<b>Section VII: Total Score</b>					<b>/24</b>
<b>Overall Presentation</b>					
1. Technical	0	Incomplete (1 point) Poor language/writing skills. The project has 3 or more errors in grammar, capitalization, punctuation, and spelling. Requires editing and revision. Inadequate formatting—unreadable	Proficient (4 points) Adequate language/writing skills. The entire project has 2 or less errors in grammar, capitalization, punctuation, and spelling. Requires minor editing and revision. Adequate formatting	Exemplary (8 points) Strong, rich and varied language. The text has no errors in grammar, capitalization, punctuation, and spelling. Clean and Clear format—easy to read	/8
2. Design	0	Incomplete (1 point) Not organized or presented well; no table of contents; no tabs; lacks personalization; not visually pleasing; poor use of design, text elements	Proficient (3 points) Organized; has table of contents and/or tabs; some evidence of personalization; is visually pleasing; good use of design, and text elements	Exemplary (7points) Well organized; has table of contents and tabs; unique/imaginative approach to design; highly visual; excellent use of design, and text elements	/7
<b>Overall Presentation Total Score</b>					<b>/15</b>
<b>Portfolio Total Score (100 points)</b>					<b>/100</b>

Score below 80 will result in lowering final student teaching letter grade if not corrected and re-submitted.

CD copy of portfolio submitted YES \_\_\_ NO \_\_\_

University Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Director of Student Teaching \_\_\_\_\_

Date \_\_\_\_\_

