

Portfolio Rubric

Park University School for Education (June 2007)

Pre-service Teacher's Name _____ Date _____

Every Quality Indicator and Performance indicator must be evaluated on the 0 to 3 scale. Each quality indicator and performance indicator must be evaluated by two faculty members. Each Quality Indicator must be rated a 2 or better rating for successful completion.

PART A: PERSONAL HISTORY AND BACKGROUND

The following items are present in the portfolio and are satisfactory quality:

_____ Personal Autobiography

MoSTEP 1. 2.10.1, 1.2.7, 1.2.3.4; Conceptual Framework: Skills 3A, Dispositions 1A, 1B, 1C, 1E, 5A

Level 3 Distinguished	Written with active voice, creative but professional style, and logical organization. Includes an explanation of who you are and how or why you decided upon a teaching career. Correct grammar, spelling, and punctuation. Varied and correct sentence structure. Transitions used unite the essay. Two or more pages. Meaningful and descriptive information is included. No slang terms.
Level 2 Proficient	Written with a professional style and logical organization. Includes an explanation of who you are and how or why you decided upon a teaching career. Correct grammar, spelling, and punctuation. Correct sentence structure that utilizes transitions. Meaningful information is included. Two pages. No slang terms.
Level 1 Basic	Contains some slang and written with a simplistic organization. Some information is trite and unrelated to the teaching profession. Problems with some grammar, spelling, and punctuation. More transitions are needed. Contains an inappropriate slang term.
Level 0 Unsatisfactory	Less than one page. Not coherent and lacks logical organization and transitions. Information is inappropriate for a professional relationship. Contains incorrect sentence structures, grammar, and/or spelling. Contains inappropriate slang terms.

_____ Developmental Philosophy of Education

MoSTEP 1.2.4.1; 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.9.1, 1.2.9.2, 1.2.9.3, Conceptual Framework knowledge 1A, 1D, 3F, Skills 2A, 3C, Dispositions 3B, 3D, 4C, 2B, 2A, 5A

Level 3 Distinguished	Accurate presentation of 7 or more beliefs. More than three of the beliefs are supported by an appropriate, respected philosopher (ies) or theorists. Personal examples or insights are included. Essay demonstrates a deep understanding of educational terminology, ideas, and issues and written in a professional style and unique or enticing organization. Essay reflects insights of the writer's future as an educator. Correct sentence structure, punctuation, and grammar. Transitions create unified essay. Minimum four pages. Professional language/ No slang terms.
Level 2 Proficient	Accurate presentation of 6 beliefs. Three of the beliefs are supported by an appropriate, respected philosopher(ies) or theorists. Essay written in a professional style, with clear and correct terminology, and with logical organization. Essay demonstrates a grasp of educational terminology, ideas, and issues. Essay reflects insights of the writer's future as an educator. Correct sentence structure that utilizes transitions. Minimum three pages. Professional language/no slang terms.
Level 1 Basic	Presentation of 5 or fewer beliefs. Less than three beliefs are supported by philosophers(ies) or theorists. Essay written in a casual style with unclear usage of terminology and some illogical organization. Essay reflects little insight into the writer's future as an educator. Some incorrect sentence structures, spelling, and/or grammar exhibited. More transitions are needed. Less than three pages. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay is a rambling of ideas not documented or related to sound educational theory or philosophy. Several incorrect sentence structures, spellings, and/or grammar included. Choppy and confusing verbiage that is difficult to follow. Less than two pages. Lacks professional language and contains slang terms.

_____ **Admissions Criteria for Department**

_____ **Letter of Acceptance to Department**

____ Transcript of coursework

____ Part A is satisfactory

PART B: QUALITY INDICATORS AND PERFORMANCE INDICATORS

Standard 1: Performance standards for education professionals

The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area(s) of professional responsibility.

1.1 General Studies for the Preparation of Education Professionals:

____ **Quality Indicator 1.1 General studies for the Preparation of Education Professionals**

Candidates have completed general studies courses and experiences in the liberal arts and sciences.

Conceptual Framework: 1A

Level 3 Distinguished	Introductory sentence is included; “Knowledge, skills, and competencies” are defined and examples are included for each; Varied and correct sentence structure, grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Essay demonstrates a clear understanding of the terms, “knowledge, skills, and competencies”. No mistakes in sentence structure, grammar, spelling, and/or punctuation. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “Knowledge, skills, and competencies” are defined; Correct sentence structure, grammar, spelling, and punctuation; Transitions are used appropriately. Essay is at least one-half a page. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “Knowledge, skills, and competencies” discussed, but not clearly defined; Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of the terms, “knowledge, skills, and competencies”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang

Comments:

Performance Indicators: the pre-service teacher knows

____ 1.1.1 the general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.

Conceptual Framework: Knowledge 1A

Level 3 Distinguished	Introductory sentence is included; six or more areas of studies are defined and discussed as to the learning that occurred in that study; Example of the possible utilization of each general study area’s application to the teaching experience. Some discussion of the application of the general study across the curriculum. Each general study area has an artifact that demonstrates their learning. Varied and correct sentence structure, correct grammar, spelling, and punctuation; Transitions create unified essay. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; five areas of studies are defined and discussed as to the learning that occurred in that study. Example of the possible utilization of each of the five general study areas’ application to the teaching experience. Each of the five general study areas have an artifact that demonstrates their learning. Varied and correct sentence structure, correct grammar, spelling, and punctuation; Transitions are used appropriately. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is omitted; four or less areas of studies are defined and discussed as to the learning that occurred in that study; An example of the possible utilization of each general study areas’ application to the teaching experience. Each general study area has an artifact that demonstrates their learning. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a very brief paragraph. Lacks professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of the general studies. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Lacks professional language and/or contains slang terms.

____ 1.1.2 the general studies incorporate multi-cultural and global perspectives.

Conceptual Framework: Knowledge 1A

Level 3 Distinguished	Introductory sentence is included; “Multi-cultural and global perspectives” are defined and examples are included; Varied and correct sentence structure, correct grammar, spelling, and punctuation; Transitions create unified essay. At least two artifacts that demonstrate this indicator are explained and their relationships to this indicator with possible utilizations in the classroom are included. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “Multi-cultural and global perspectives” are defined; Varied and correct sentence structure, correct grammar, spelling, and punctuation are included; Transitions are used appropriately. At least one artifact that demonstrates this indicator is explained and its relationship and possible utilization in the classroom is included. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is omitted; “Multi-cultural and global perspectives” are not clearly defined; Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a very brief paragraph. Lacks professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “Multi-cultural and global perspectives”. No introductory sentence, several mistakes in sentence structure, grammar, spelling, and/or punctuation. Lacks professional language and contains slang terms.

Comments:

1.2 Professional Competencies for Teacher Preparation

Candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies.

Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Conceptual Framework: Knowledge 1A, 1B, 1C, 2B, 2G, 3D, Skills 1B, 1C, Dispositions 2A, 2D, 5F

Level 3 Distinguished	Introductory sentence is included; “Central concepts, tools of inquiry and structures of the disciplines” are each clearly defined and examples are included for each; National professional organizations are identified and their standards are referenced here. Varied and correct sentence structure, grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. No mistakes in sentence structure, grammar, spelling, and/or punctuation. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “Central concepts, tools of inquiry and structures of the disciplines” are each defined; National professional organizations with their standards are identified. Varied and correct sentence structure, grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. No mistakes in sentence structure, grammar, spelling, and/or punctuation. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “Central concepts, tools of inquiry and structures of the disciplines” discussed, but not clearly defined; Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of the terms, “Central concepts, tools of inquiry and structures of the disciplines”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

1.2.1.1 knows the discipline(s) applicable to the certification area(s) as defined by Subject Competencies for Beginning Teachers in Missouri.

Conceptual Framework: Knowledge 1A, 1B, 1C, Skills 1C

Level 3 Distinguished	Defines disciplines applicable to the certification areas, identifies the national professional organizations and their standards for each competency requirement, documents two or more artifacts (lesson plans) that demonstrates knowledge in each certification area and explains their relationships to the state competencies and to the matching standards of the national professional organization. Correct labeling of competencies. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms (elementary would need 10 artifacts; Secondary and Middle School would need 5 or 6 artifacts)
Level 2 Proficient	Defines disciplines applicable to the certification areas, Identifies a certification requirement in each area. Documents and relates a lesson plan to at least one certification areas to each state competency area and to the standard of one national professional organization. Varied sentence structures with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms. (elementary would need 5 artifacts; Secondary and Middle School would need 3 or 4 artifacts)
Level 1 Basic	Defines disciplines, Lacks an artifact for each certification requirement. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains some slang terms. (elementary would have 4 or less artifacts; Secondary and Middle School would have less than 3 artifacts)
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of the term “discipline(s) applicable to the certification area(s). Missing certification requirement standard identification and/or missing artifact and/or reflection to explain how the lesson plan demonstrates knowledge. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. (missing artifacts) Contains slang.

1.2.1.2 presents the subject matter in multiple ways.

Conceptual Framework: Knowledge 1A, 1C, Skills 1B, 1C, Dispositions 2A,

Level 3 Distinguished	Introductory sentence is included; “Presents the subject matter in multiple ways” is clearly defined and two examples are included; At least two theorists are identified with their contributions explained and related to two or more relevant artifacts. The two or more artifacts are explained as to their applications of this indicator and how they relate to the teaching process. Varied sentence structure with correct
--------------------------	--

	grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “Presents the subject matter in multiple ways” is defined; At least one theorist is identified and explained as to how it relates to this standard. One artifact is explained as to its application of this indicator and how it relates to the teaching process. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “Presents the subject matter in multiple ways” is discussed, but not clearly defined; Artifact is identified but not explained and/or related to the indicator. No theory or theorist is identified. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of, “presents the subject matter in multiple ways”. Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ 1.2.1.3 uses students’ prior knowledge when identifying learning objectives and choosing instructional strategies;

Conceptual Framework: Knowledge 1B, Skills B, 1C, Dispositions 5F

Level 3 Distinguished	Introductory sentence is included; “Students’ prior knowledge” is clearly defined and examples are included; At least two theorists are identified with their contributions explained and related to two or more relevant artifacts. The two or more artifacts are explained as to their application of this indicator and how each relates to the teaching process. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “Students’ prior knowledge” is defined; At least one theorist is identified and contributions are explained. One artifact is identified and explained as how it demonstrates your competence for this standard. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “Students’ prior knowledge” is discussed, but not clearly defined; Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of the terms, “Students’ prior knowledge”. Artifact is missing.. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ 1.2.1.4 engages students in the methods of inquiry used in the discipline(s).

Conceptual Framework: Knowledge 1A, 1B, 1C, 3D, Skills 1B, Dispositions 2A, 5A

Level 3 Distinguished	Introductory sentence is included; “Engages students in the methods of inquiry used in the disciplines” is clearly defined and examples are included; At least two artifacts are explained as to their application of this indicator, how each relates to the teaching process and how they demonstrate your competence for this standard. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
--------------------------	--

Level 2 Proficient	Introductory sentence is included; “Engages students in the methods of inquiry used in the disciplines” is defined; Relevant artifact is identified and explained as how it demonstrates your competence for this standard. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “Engages students in the methods of inquiry used in the disciplines” is discussed, but not clearly defined. Artifact is identified but not explained and/or related to the indicator. Impact upon student learning is addressed. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of the terms, “Engages students in the methods of inquiry used in the disciplines”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.1.5 creates interdisciplinary learning.

Conceptual Framework: Knowledge 1A, 1B, 1C, 2B, 2G, Skills 1B, 1C, 2A, 2D, 5F

Level 3 Distinguished	Introductory sentence is included; “Creates interdisciplinary learning” is clearly defined and examples are included; At least two artifacts are explained as to their application of this indicator and how each relates to the teaching process. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “Creates interdisciplinary learning” is defined; Relevant artifact is and identified and explained and related to this standard. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “Creates interdisciplinary learning” is discussed, but not clearly defined. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of the term “Creates interdisciplinary learning”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Conceptual Framework: Knowledge2A, 3E, Skills 1C, Dispositions2A Dispositions

Level 3 Distinguished	Introductory sentence is included; “understands how students learn and develop” is referenced to learning/development theories; what does it mean to “support the intellectual, social, and personal development of all students”? Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “understands how students learn and develop” is referenced to learning/development theories; what does it mean to “support the intellectual, social, and personal development of all students”? Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “understands how students learn and develop” or to “support the intellectual, social, and personal development of all students” is explained. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “how students learn and develop” or supporting the intellectual, social, and personal development of all students”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

1.2.2.1 knows and identifies child/adolescent development.

Conceptual Framework: Knowledge 2A, 3E

Level 3 Distinguished	Introductory sentence is included; “child/adolescent development” is referenced to more than one theories and/or theorists and briefly explained. At least two artifacts are explained as to their content and application to this indicator and how it demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “child/adolescent development” is referenced to a theory and/or theorist and briefly explained. One artifact is identified and explained as to its content and application to this indicator and how each demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “child/adolescent development” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “child/adolescent development”. No theory or theorist is named. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.2.2 strengthens prior knowledge with new ideas.

Conceptual Framework: Knowledge 2A, 3E, Skills 1C

Level 3 Distinguished	Introductory sentence is included; “strengthens prior knowledge with new ideas” is defined and referenced and briefly explained to a theory and/or theorist. At least two teaching strategies for this performance indicator are named and briefly explained. At least two artifacts are explained as their content and application to this indicator and how it demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “strengthens prior knowledge with new ideas” is defined and referenced to a theory and/or theorist. At least one teaching strategy for this performance indicator are named and briefly explained. One artifact is identified and explained as to its content and application to this indicator and how each demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “strengthens prior knowledge with new ideas” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “strengthens prior knowledge with new ideas”. No strategy or theory/theorist is named. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.2.3 encourages student responsibility.

Conceptual Framework: Knowledge 2A, Dispositions 2A

Level 3 Distinguished	Introductory sentence is included; “encourages student responsibility” is defined and referenced and briefly explained to a theory and/or theorist. At least two teaching strategies for this performance indicator are named and briefly explained. At least two artifacts are explained as their content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “encourages student responsibility” is defined and referenced to a theory and/or theorist. At least one teaching strategy for this performance indicator is named and briefly explained. One artifact is identified and explained as to its content and application to this indicator and how each demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “encourages student responsibility” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “student responsibility”. No theory or theorist is named. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.2.4 knows theories of learning.

Conceptual Framework: Knowledge 2A, 3E

Level 3 Distinguished	Introductory sentence is included; “knows theories of learning” is defined and referenced to more than one theory and/or theorists who or what are briefly explained. At least two artifacts are explained as to their content and application to this indicator and how each demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “know theories of learning” is referenced to a theory and/or theorist and briefly explained. One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “knows theories of learning” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “knows theories of learning”. No theory or theorist is named. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Conceptual Framework: Knowledge 2A, 2F, 3F, 1B, 1C, 1E, Skills 1B, 1C, 1E, Dispositions 1C, 2A, 2B, 4D, 5D, 5E

Level 3 Distinguished	Introductory sentence is included; “understands how students differ in their approach to learning” is referenced to two respected instructional theories and an two exceptionalities (special needs) ; what does it mean to “create instructional opportunities that are adapted to diverse learners?” Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; “understands how students differ in their approach to learning” is referenced to a respected theory and exceptionality; what does it mean to “create instructional opportunities that are adapted to diverse learners”? Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “understands how students differ in their approach to learning” or to “creates instructional opportunities that are adapted to diverse learners” is explained. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “how students differ in their approach to learning” or “creates instructional opportunities that are adapted to diverse learners”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

1.2.3.1 identifies prior experience, learning styles, strengths, and needs.

Conceptual Framework: 2A,, Dispositions 2A, 4D, 5D, 5E,

Level 3 Distinguished	Introductory sentence is included; Essay defines the terms “prior experience, learning styles, strengths, and needs” and “ <u>identifies</u> ”; two methods/strategies to meet this indicator that applies to a whole class or a specific student.. At least two artifacts are identified and explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines the terms “prior experience, learning styles, strengths, and needs” and “ <u>identifies</u> ” a method to accomplish one of the concepts. One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “identifying prior experience, learning styles, strengths, and needs”, but does not demonstrate a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>identifying</u> prior experience, learning styles, strengths, and needs”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.3.2 designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs.

Conceptual Framework: Skills 1B, 1C, 1E, Dispositions 1C, 2A, 2B, 4D, 5D, 5E

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>designs and implements</u> individualized instruction based on prior experience, learning styles, strengths, and needs”. Two methods/strategies to “ <u>design and implement</u> individualized instruction for prior experience, learning styles, strengths, or needs that applies to a whole class or a specific student.. At least two artifacts are identified and explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines “ <u>designs and implements</u> individualized instruction based on prior experience, learning styles, strengths, and needs” and relates a method to “ <u>design and implement</u> individualized instruction for prior experience, learning styles, strengths, or needs.” One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “ <u>designs and implements</u> individualized instruction based on prior experience, learning styles, strengths, and needs”, but not demonstrate a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>designing and implementing</u> individualized instruction based on prior experience, learning styles, strengths, and needs”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments

1.2.3.3 knows when and how to access specialized services to meet students' needs.

Conceptual Framework: Knowledge 2F, 3F, Dispositions 1C, 2A, 2B, 4D, 5D, 5E

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>knowing when and how to access specialized services to meet student’s needs.</u> ” Two strategies or methods to access specialized services are identified and explained. At least two artifacts are identified and explained as to their content and application to this indicator and how each demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines “ <u>knowing when and how to access specialized services to meet student’s needs</u> ” and relates a method to “access specialized services.” One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “ <u>knowing when and how to access specialized services to meet student’s needs</u> ”, but does not demonstrate a clear understanding of “when” or “how”. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>knowing when and how to access specialized services to meet students needs</u> ”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

Conceptual Framework: Knowledge 2F, 3F, Skills 1B, 1C, 1E, Dispositions 2A, 2B, 4D, 5D, 5E

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>connecting instruction to students’ prior experiences and family, culture, and community.</u> ” Two strategies or methods to “ <u>connect instruction to students’ prior experiences and family, culture, or community.</u> are identified and explained. At least two artifacts are identified and explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines “ <u>connecting instruction to students’ prior experiences and family, culture, and community.</u> ” and relates a method for “ <u>connect(ing) instruction to students’ prior experiences or family, culture, or community.</u> One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “ <u>connecting instruction to students’ prior experiences and family, culture, and community.</u> ”, but does not demonstrate a clear understanding of “connecting” or “prior experiences and family, culture, and community”. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>connecting instruction to students’ prior experiences and family, culture, and community.</u> ”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Quality Indicator 1.2.4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Conceptual Framework: Knowledge 2E, 2G, 3B, 3F; Skills 1B, 1D, 1E, 2B, 2C; Dispositions 2A, 2B, 2E, 3G, 5D, 5E

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>long-range planning and curriculum development</u> ” with an explanation of “ <u>develops, implements, and evaluates curriculum based upon student, district and state performance standards</u> ”. Application to planning past and future teaching experiences are outlined. Two or more resources with explanations are included for identifying, implementing, and evaluating the teaching objective. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines “ <u>long-range planning and curriculum development</u> ” with an explanation of “ <u>develops, implements, and evaluates curriculum based upon student, district and state performance standards</u> ”. Application to planning a teaching experience is outlined. One resource with an explanation is included for identifying, implementing, and evaluating the teaching objective.” Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “ <u>long-range planning and curriculum development</u> ” and “ <u>develops, implements, and evaluates curriculum based upon student, district and state performance standards</u> ”, but does not demonstrate a clear understanding of either concept. No examples or resources are named or explained. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>long-range planning and curriculum development</u> ”. No introductory sentence is included, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant for all learners, and based upon principles of effective instruction.

Conceptual Framework: Knowledge 2E, 2G, 3F; Skills 1B, 1C, 1E; Dispositions 2A, 2B, 4D, 5D, 5E

Level 3 Distinguished	Introductory sentence is included. The terms-“ <u>Selects and creates learning experiences, appropriate for curriculum goals, relevant for all learners, and based upon principles of effective instruction</u> ”-are explained. The <u>process for selecting and creating the learning experiences</u> are explained. At least two artifacts are explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms
Level 2 Proficient	Introductory sentence is included. The process of “ <u>selecting and creating learning experiences as it is appropriate, relevant, or based upon effective instruction</u> is explained. One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. “ <u>Selects and creates learning experiences</u> ” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>knows theories of learning</u> ”. Missing artifact. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang. “Engages student in decision making”.

Comments:

_____ 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.

Conceptual Framework: Knowledge 2E, 2G, 3F; Skills 1B, 1D, 1E, 2B, 2C; Dispositions 2A, 2B, 2E, 5D, 5E

Level 3 Distinguished	Introductory sentence is included. "Creating lessons and activities for diverse learners" is defined and referenced to more than one theories and/or theorists who or what are briefly explained. At least two artifacts are explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms
Level 2 Proficient	Introductory sentence is included. "Creating lessons and activities" is referenced to a theory and/or theorist and briefly explained. One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. "Creating lessons and activities" is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of "creating lessons and activities". No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Missing artifact. Contains slang.

Comments:

_____ 1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

Conceptual Framework: Knowledge 2E, 2G, 3B, 3F; Skills 1D, 2C; Dispositions 2E, 3G

Level 3 Distinguished	Introductory sentence is included. "Evaluates plans" and "adjusts them to meet student needs and enhance learning" are explained. At least two artifacts that demonstrate evaluating and adjusting plans are explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms
Level 2 Proficient	Introductory sentence is included. "Evaluates plans" and "adjusts them to meet student needs and enhance learning" are briefly explained. One artifact that demonstrates evaluating and adjusting a teaching plan is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. "Evaluates plans" and "adjusts them to meet student needs and enhance learning" is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of "evaluating plans". Missing artifact. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Quality Indicator 1.2.5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Conceptual Framework: Knowledge 1A, 1B, 2B, 2G; Skills 1A, 1B, 1D; Dispositions 2A, 2C, 2F

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>use of a variety of instructional strategies</u> ” for the “critical thinking, problem solving, and performance skills.” Application to planning, past and future instructional strategies, are outlined. Two or more strategies with explanations are identified. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines “use of a variety of instructional strategies” for the “development of critical thinking, problem solving, and performance skills.” Application to a teaching experience is outlined. One strategy is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “use of a variety of instructional strategies” for the “development of critical thinking, problem solving, and performance skills”, but does not demonstrate a clear understanding of either concept. No strategies are named or explained. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term
Level 0 Unsatisfactory	Essay does not demonstrate the “use of a variety of instructional strategies” for the “development of critical thinking, problem solving, and performance skills.” Missing an artifact. No introductory sentence is included, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang

Comments:

Performance Indicators: the pre-service teacher

1.2.5.1 selects alternative strategies, materials, and technology to achieve multiple instructional purposes and to meet Student needs.

Conceptual Framework: Knowledge 1A, 1B, 2B, 2G, Skills 1B; Dispositions 2A,

Level 3 Distinguished	Introductory sentence is included. “ <u>Selects alternative strategies, materials, and technology</u> ” and “multiple instructional purposes” are defined and briefly explained. At least two artifacts are explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact upon student learning is detailed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms
Level 2 Proficient	Introductory sentence is included. “ <u>Selects alternative strategies, materials, and technology</u> ” is referenced to a theory and/or theorist and briefly explained. One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. “ <u>Selects alternative strategies, materials, and technology</u> ” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>selects alternative strategies, materials, and technology</u> ”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Missing artifact. Contains slang.

Comments:

_____ 1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

Conceptual Framework: Knowledge 1B, 2B; Skills 1B, 1D; Dispositions 2A, 2C,2F

Level 3 Distinguished	Introductory sentence is included. “Engages” and “Active learning” are defined and referenced to more than one theory and/or theorists who or what are briefly explained. At least two artifacts are explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms
Level 2 Proficient	Introductory sentence is included. “Engages” and “Active learning” are briefly explained. One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. “Engages” and “Active learning” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>active learning</u> ”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Missing artifact. Contains slang.

Comments:

_____ Quality Indicator 1.2.6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Conceptual Framework: Knowledge 3D; Skills 1A, 2C, 2F; Dispositions 3G

Level 3 Distinguished	Introductory sentence is included; Essay defines all of the terms: “individual and group motivation and behavior”, “that encourages positive social interaction, active engagement”, and “self-motivation”. Implications for teaching are identified. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines two of the terms: “individual and group motivation and behavior”, “that encourages positive social interaction, active engagement”, or “self-motivation”...Application to the teaching experience is outlined. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “individual and group motivation and behavior”, “that encourages positive social interaction, active engagement”, or “self-motivation.” but does not demonstrate a clear understanding. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “individual and group motivation and behavior”, “that encourages positive social interaction, active engagement”, or “self-motivation”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

1.2.6.1 knows motivation theories and behavior management strategies and techniques.

Conceptual Framework: Knowledge 3D; Skills 1A, Dispositions 2C, 2F,

Level 3 Distinguished	Introductory sentence is included; “Knows motivation theories and behavior management strategies and techniques” is defined and referenced to more than one specific theory and/or theorist and each are briefly explained. At least two artifacts are explained as to their content and application to this indicator and how each demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms
Level 2 Proficient	Introductory sentence is included; ““Knows motivation theories and behavior management strategies and techniques”” is referenced to a theory and/or theorist and briefly explained. One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Essay does not demonstrate an understanding of “knows motivation theories and behavior management strategies and techniques”. No theory or theorist is named. Artifact is identified but not related to competency of this artifact. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “knows motivation theories and behavior management strategies and techniques””. No theory or theorist is named. Missing an artifact. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.6.2 manages time, space, transitions, and activities effectively.

Conceptual Framework: Skills 1A; Dispositions 2C, 2F, 3G

Level 3 Distinguished	Introductory sentence is included; “Manages time, space transitions, and activities effectively” is defined and referenced to two or more researchers and are briefly explained. At least two artifacts are explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact on student learning is explained or documented. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms
Level 2 Proficient	Introductory sentence is included; “Manages time, space transitions, and activities effectively” is referenced to a theory and/or theorist and is briefly explained. One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; ““Manages time, space transitions, and activities effectively” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “manages time, space transitions, and activities effectively”. No theory or theorist is named. Missing an artifact. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.6.3 engages student in decision making.

Conceptual Framework: Knowledge 3D; Skills 1A; Dispositions 2C, 2F, 3G

Level 3 Distinguished	Introductory sentence is included; “engages student in decision making” is defined and referenced to more than one theories and/or theorists who or what are briefly explained. At least two artifacts are explained as to their content and application to this indicator and how each demonstrates competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms
Level 2 Proficient	Introductory sentence is included; “engages student in decision making” is referenced to a theory and/or theorist and briefly explained . One artifact is identified and explained as to its content and application to this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; “engages student in decision making” is discussed, but not referenced or explained for a clear understanding. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “engages student in decision making”. No theory or theorist is named. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Quality Indicator 1.2.7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Conceptual Framework: Knowledge 2D; Skills 1F, 3A; Dispositions 1A, 1C, 1E, 2D, 2F, 3C, 5D

Level 3 Distinguished	Introductory sentence is included; Essay defines the terms “ <u>models</u> ” and “ <u>effective verbal, nonverbal, and media communication techniques</u> ”, and “ <u>foster active Inquiry, collaboration, and supportive interaction</u> ”; Theory and/or theorist that apply are identified and explained. Implications for teaching are identified. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines the terms “ <u>models</u> ” and “ <u>effective verbal, nonverbal, and media communication techniques</u> ”, and “ <u>foster active Inquiry, collaboration, and supportive interaction</u> ”. Application to the teaching experience is outlined. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “models”, “ <u>effective verbal, nonverbal, and media communication techniques</u> ”, and “ <u>foster active inquiry, collaboration, and supportive interaction</u> ” but does not demonstrate a clear understanding. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>modeling</u> ” and “effective verbal, nonverbal, and media communication”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

1.2.7.1 models effective verbal/nonverbal communication skills.

Conceptual Framework: Knowledge 2D; Skills 1F, 3A; Dispositions 1C, 1E, 3C

Level 3 Distinguished	Introductory sentence is included; Two examples of verbal and/or nonverbal communication are explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. One example of verbal or nonverbal communication is explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual and physical ability differences classroom communication and in responses to students' communications.

Conceptual Framework: Dispositions 1A, 1C, 1E, 2F, 3C, 5D

Level 3 Distinguished	Introductory sentence is included; Two examples of "sensitivity to cultural, gender, intellectual," or "physical ability differences classroom communication" or "in responses to students' communications" are explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. One example of "sensitivity to cultural, gender, intellectual," or "physical ability differences classroom communication" or "in responses to students' communications" is explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media.

Conceptual Framework: Knowledge 2D; Skills 1A, 3A; Dispositions 1A, 1C, 1E, 2D, 2F, 3C, 5D

Level 3 Distinguished	Introductory sentence is included; Two examples of supporting and expanding learner expression in speaking, writing, listening, or other media are explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. One example of supporting and expanding learner expression in speaking, writing, listening, or other media is explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ 1.2.7.4 uses a variety of media communication tools.

Conceptual Framework: Knowledge 2D; Skills 1F, 3A; Dispositions 2D

Level 3 Distinguished	Introductory sentence is included; Four or more examples of using a <u>variety</u> of media communication tools are explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Three examples of using a <u>variety</u> of media communication tools are explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Artifact is limited to one example of media communication tool, not explained, and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ Quality Indicator 1.2.8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Conceptual Framework: 2C, 2E, 3B, 3F; Skills 1D, 1G, 2B, 2C, 2D, 3C; Dispositions 3G, 4D,

Level 3 Distinguished	Introductory sentence is included; Essay defines the terms “ <u>formal and informal assessment strategies</u> ”; Theory and/or theorist that apply are identified and explained. Implications for teaching are identified. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines the terms “ <u>formal and informal assessment strategies</u> ”. Application to the teaching experience is outlined. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “ <u>formal and informal assessment strategies</u> ” but does not demonstrate a clear understanding. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>formal and informal assessment strategies</u> ”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

_____ 1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies.

Conceptual Framework: Knowledge 2C ; Skills 1G, 2B, 2C, 2D ; Dispositions 2E, 3G, 4D

Level 3 Distinguished	Introductory sentence is included; Essay defines all of the terms: observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained or documented. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines four of the terms: observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, or standardized tests. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay defines three or less of the terms: observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, or standardized tests Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

_____ 1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning.

Conceptual Framework: ; Skills 1D, 2D, 3C; Dispositions 4D

Level 3	Introductory sentence is included; Essay defines “ <u>self-assessment activities</u> ” and identifies two or more examples. Two or more artifacts
---------	---

Distinguished	are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained or documented. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>self-assessment activities</u> ” and identifies an example. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>self-assessment activities</u> ”, and/or fails to identify an example. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ 1.2.8.3 evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

Conceptual Framework: Knowledge 2E; Skills 1G, 2B; Dispositions 2E, 4D

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>evaluates the effect of class activities</u> ” and “ <u>collecting information through observation of classroom interactions, questioning, and analysis of student work</u> .” Two examples for collecting information are identified. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained or documented. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>evaluates the effect of class activities</u> ” and “ <u>collecting information through observation of classroom interactions, questioning, and analysis of student work</u> ”. One example for collecting information is identified. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay attempts to define “ <u>evaluates the effect of class activities</u> ” and/or “ <u>collecting information through observation of classroom interactions, questioning, and analysis of student work</u> ”. No examples for collecting information are identified. Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ 1.2.8.4 maintains useful records of student work and performances and can communicate student progress

Knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Conceptual Framework: Skills 1G, 3C; Dispositions 2E,

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>useful records</u> ” and “ <u>communicate student progress knowledgeably and responsibly.</u> ” Two or more examples of “ <u>useful records</u> ” and “ <u>communicate student progress knowledgeably and responsibly</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained or documented. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>useful records</u> ” and “ <u>communicate student progress knowledgeably and responsibly.</u> ” An example of “ <u>useful records</u> ” or “ <u>communicate student progress knowledgeably and responsibly</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>useful records</u> ” and/or “ <u>communicate student progress knowledgeably and responsibly.</u> ” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Quality Indicator 1.2.9: The pre-service teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Conceptual Framework: Skills 2A, 2C, 2D, 2E ; Dispositions 4A, 4B, 4C, 4D, 4E, 4F, 5A, 5B, 5C, 5F, 5G

Level 3 Distinguished	Introductory sentence is included; Essay defines the term “ <u>reflective practitioner</u> ”; Theory and/or theorist that apply are identified and explained. Implications for teaching are identified. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines the terms “ <u>reflective practitioner</u> ”. Application to the teaching experience is outlined. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “ <u>reflective practitioner</u> ” but does not demonstrate a clear understanding. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>reflective practitioner</u> ”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students’ growth and learning, and the complex interactions between them.

Conceptual Framework: Skills 2A, 2C, 2D ; Dispositions 3B, 3D, 3E, 3F, 4C, 4D, 4F, 5A, 5C,

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>self-assessment and problem-solving strategies for reflecting on practice</u> ” and “ <u>their influences on students</u> ” and its complexity. Two or more examples of “ <u>self-assessment and problem-solving strategies for reflecting on practice</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained or documented. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines ““ <u>self-assessment and problem-solving strategies for reflecting on practice</u> ” and “ <u>their influences on students</u> ” and its complexity” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines ““ <u>self-assessment and problem-solving strategies for reflecting on practice</u> ” and “ <u>their influences on students</u> ” and its complexity.” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.9.2 uses resources available for professional development.

Conceptual Framework: Skills 2D; Dispositions 3F, 4A, 4B, 4E, 5A, 5B, 5C, 5F, 5G

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>resources for professional development</u> .” Two or more examples of “ <u>resources for professional development</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>resources for professional development</u> ” An example of “ <u>resources for professional development</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>resources for professional development</u> .” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

1.2.9.3 practices professional ethics.

Conceptual Framework: Skills 2A, 1C ; Dispositions 3A, 3B, 3D, 3E, 3F, 4A, 4B, 4C, 4E, 4F, 5A, 5B, 5C, 5F, 5G

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>practices</u> ” and “ <u>professional ethical standards</u> .” Two or more examples of “ <u>professional ethical standards</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>practices</u> ” and “ <u>professional ethical standards</u> ” An example of “ <u>professional ethical standards</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>practices</u> ” and “ <u>professional ethical standards</u> .” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; more transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ Quality Indicator 1.2.10: The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and wellbeing.

Conceptual Framework: Knowledge 3A, 3C, 3E, 3F ; Skills 2A, 2D, 3B, 3C; Dispositions 1A, 1B, 5A, 5C, 5D, 5G

Level 3 Distinguished	Introductory sentence is included; Essay defines the terms “ <u>fosters relationships</u> ”; Theory and/or theorist that apply are identified and explained. Implications for teaching are identified. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines the terms “ <u>fosters relationships</u> ”. Application to the teaching experience is outlined. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “ <u>fosters relationships</u> ” but does not demonstrate a clear understanding. Few errors in sentence structure, grammar, spelling, and/or punctuation; more transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>fosters relationships</u> ”. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

_____ 1.2.10.1 participates in collegial activities designed to make the entire school a productive environment.

Conceptual Framework: Knowledge 3 ; Skills 2D, 3B, 3C ; Dispositions 1A, 1B, 5C, 5D, 5G

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>collegial activities</u> .” Two or more examples of “ <u>collegial activities</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>collegial activities</u> .” An example of “ <u>collegial activities</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>collegial activities</u> ” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; more transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ 1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems.

Conceptual Framework: Knowledge 3C, 3F ; Skills 2A, 2D, 3B, 3C ; Dispositions 1A, 5D

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>talks with and listens to students</u> ”, “ <u>sensitive and responsive to signs of distress</u> ”, and “ <u>seeks appropriate help as needed.</u> ” Two or more examples of “ <u>talks with and listens to students</u> ”, “ <u>sensitive and responsive to signs of distress</u> ”, and/or “ <u>seeks appropriate help as needed</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>talks with and listens to students</u> ”, “ <u>sensitive and responsive to signs of distress</u> ”, and “ <u>seeks appropriate help as needed.</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>talks with and listens to students</u> ”, “ <u>sensitive and responsive to signs of distress</u> ”, or “ <u>seeks appropriate help as needed...</u> ” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; more transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and/or several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ 1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being.

Conceptual Framework: Knowledge 3A, 3C, 3E, 3F ; Skills 2A, 2D, 3B, 3C ; Dispositions 1A, 5A, 5C, 5D, 5G

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>develop relationships with the parents and guardians</u> ” and “ <u>cooperative partnerships</u> ” Two or more examples of “ <u>develop(ing) relationships with the parents and guardians</u> ” and “ <u>cooperative partnerships</u> ” are identified and explained. Impact on student learning is explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>develop relationships with the parents and guardians</u> ” and “ <u>cooperative partnerships.</u> ” An example of “ <u>develop relationships with the parents and guardians</u> ” or “ <u>cooperative partnerships</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.

Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>develop relationships with the parents and guardians</u> ” and/or “ <u>cooperative partnerships</u> .” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

_____ 1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

Conceptual Framework: Knowledge3A, 3C, 3F; Skills 2A, 2D, 3B ; Dispositions 1A, 5A, 5G

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>appropriate school personnel</u> ” and “ <u>community resources</u> .” Two or more examples of “ <u>appropriate school personnel</u> ” and “ <u>community resources</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>appropriate school personnel</u> ” and “ <u>community resources</u> .” An example of “ <u>appropriate school personnel</u> ” or “ <u>community resources</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>appropriate school personnel</u> ” and/or “ <u>community resources</u> .” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang.

Comments:

Quality Indicator 1.2.11: The pre-service teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Conceptual Framework: Knowledge 2D; Skills 2F, 3A; Dispositions 2D

Level 3 Distinguished	Introductory sentence is included; Essay defines the terms “ <u>technology</u> ” and “ <u>technological skills to create meaningful learning opportunities</u> ”; Implications for teaching are identified. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included; Essay defines the terms “ <u>technology</u> ” and “ <u>technological skills to create meaningful learning opportunities</u> ”. Application to the teaching experience is outlined. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included; Essay discusses “ <u>technology</u> ” and “ <u>technological skills to create meaningful learning opportunities</u> ”, but does not demonstrate a clear understanding. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Essay does not demonstrate an understanding of “ <u>technology</u> ” and “ <u>technological skills to create meaningful learning opportunities</u> ”. No introductory sentence, and several mistakes in sentence structure, spelling, and/or punctuation. Contains slang.

Comments:

Performance Indicators: the pre-service teacher

1.2.11.1 demonstrates an understanding of technology operations and concepts.

Conceptual Framework: Knowledge 2D; Skills 2F, 3A; Dispositions 2D

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>technology operations</u> ” and “ <u>technology concepts</u> .” Two or more examples of “ <u>technology operations</u> ” are identified and explained. Two or more artifacts are identified and explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>technology operations</u> ” and “ <u>technology concepts</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>technology operations</u> ” and “ <u>technology concepts</u> .” Artifact is identified but not explained. Spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang

Comments:

1.2.11.2 plans and designs effective learning environments and experiences supported by information and instructional

technology.

Conceptual Framework: Knowledge 2D, 2F, 3A; Dispositions 2D

Level 3 Distinguished	Introductory sentence is included; Essay defines the planning and designing of “ <u>effective learning environments and experiences</u> ” that are “ <u>supported by information and instructional technology.</u> ” Two or more examples of “ <u>useful records</u> ” and “ <u>communicate student progress knowledgeable and responsibly</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines the planning and designing of “ <u>effective learning environments and experiences</u> ” that are “ <u>supported by information and instructional technology.</u> ” An example of the planning and designing of “ <u>effective learning environments and experiences</u> ” that are “ <u>supported by information and instructional technology.</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines the planning and designing of “ <u>effective learning environments and experiences</u> ” that are “ <u>supported by information and instructional technology.</u> ” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang

Comments:

1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.

Conceptual Framework: Knowledge 2D; Skills 2F; Dispositions 2D

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>implements curriculum plans</u> ” and “ <u>for applying informational and instructional technology plans</u> ” for applying informational and instructional technology to maximize student learning” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>implements curriculum plans</u> ” and “ <u>for applying informational and instructional technology to maximize student learning.</u> ” An example of “ <u>implements curriculum plans for applying informational and instructional technology to maximize student learning</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one-half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>implements curriculum plans</u> ” and/or “ <u>for applying informational and instructional technology to maximize student learning.</u> ” Artifact is identified but not explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.

Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang
---------------------------	---

Comments:

_____ 1.2.11.4 applies technology to facilitate a variety of effective assessment and evaluation strategies.

Conceptual Framework: Knowledge 2D; Skills 2F, 3A; Dispositions; Dispositions 2D

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>applies technology</u> ” for “ <u>effective assessment and evaluation strategies.</u> ” Two or more examples of “ <u>applies technology</u> ” for “ <u>effective assessment and evaluation strategies</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>applies technology</u> ” for “ <u>effective assessment and evaluation strategies.</u> ” An example of “ <u>applies technology</u> ” for “ <u>effective assessment and evaluation strategies</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines “ <u>applies technology</u> ” for “ <u>effective assessment and evaluation strategies.</u> ” Artifact is identified but not explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is not addressed. Varied sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or weak transitions.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang

Comments:

_____ 1.2.11.5 uses technology to enhance personal productivity and professional practice.

Conceptual Framework: Knowledge 2D; Skills 2F, 3A ; Dispositions 2D

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>personal productivity</u> ” and “ <u>professional practice.</u> ” Two or more examples of “ <u>personal productivity</u> ” and “ <u>professional practice</u> ” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>personal productivity</u> ” and “ <u>professional practice.</u> ” An example of “ <u>personal productivity</u> ” or “ <u>professional practice</u> ” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1	Introductory sentence is included. Essay weakly defines “ <u>personal productivity</u> ” and/or “ <u>professional practice.</u> ” Artifact is identified but not explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is not addressed. Varied sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or weak transitions.

Basic	explained and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a brief paragraph. Weak professional language and/or contains a slang term.
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang

Comments:

_____ 1.2.11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in pre-kindergarten through grade twelve (PK-12) schools and applies that understanding in practice.

Conceptual Framework: Knowledge 2D; Dispositions 2D

Level 3 Distinguished	Introductory sentence is included; Essay defines “ <u>social, ethical, legal, and human issues</u> ” concerning “ <u>the use of technology</u> ” and its application in practice in PK-12 schools. Two or more examples of ““ <u>social, ethical, legal, and human issues</u> ” concerning “ <u>the use of technology</u> ” and its application in practice in PK-12 schools” are identified and explained. Two or more artifacts are explained as to their applications of this indicator and how they demonstrate competency in this area. Impact on student learning is explained. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions create unified essay. At least one page in length. Professional language/no slang terms.
Level 2 Proficient	Introductory sentence is included. Essay defines “ <u>social, ethical, legal, and human issues</u> ” concerning “ <u>the use of technology</u> ” and its application in practice in PK-12 schools. An example of ““ <u>social, ethical, legal, and human issues</u> ” concerning “ <u>the use of technology</u> ” and its application in practice in PK-12 schools” is identified and explained. One artifact is identified and explained as to its application of this indicator and how it demonstrates competency in this area. Impact upon student learning is addressed. Varied sentence structure with correct grammar, spelling, and punctuation; Transitions are used appropriately. At least one half page in length. Professional language/no slang terms.
Level 1 Basic	Introductory sentence is included. Essay weakly defines ““ <u>social, ethical, legal, and human issues</u> ” concerning “ <u>the use of technology</u> ” and its and/or related to the indicator. Few errors in sentence structure, grammar, spelling, and/or punctuation; More transitions are needed. Essay is a
Level 0 Unsatisfactory	Missing artifact and its application to this indicator. No introductory sentence, and several mistakes in sentence structure, grammar, spelling, and/or punctuation. Contains slang

Comments:

PART C: CLINICAL EXPERIENCES

_____ **Clinical experiences are described.**

Practicum journals, time sheets, evaluation forms

Directed Teaching journals, time sheets, evaluations

_____ **The pre-service teacher's development during clinical experiences is demonstrated.**

Interim and Final Directed Teaching Evaluations by University Supervisor and Cooperating Teacher

_____ **Copies of at least 5 lesson plans, reflection on what the students learned, how the pre-service teacher knew the students learned, and plans for revision are included.**

_____ **Feedback from professionals (cooperating teachers, university supervisors, administrators, etc.) is included.**

_____ Part C is Satisfactory

_____ Part C is Not Yet Satisfactory

PART D: FINAL ASSESSMENT FOR LICENSURE

_____ **Passing scores for appropriate Praxis Specialty Area Exam are presented.**

_____ **Evidence of professional preparation and competence is presented.**

_____ Part D is satisfactory

_____ Part D is Not Yet Satisfactory

OVERALL PORTFOLIO STRUCTURE AND ORGANIZATION

_____ **1. There is a reflective piece for each Quality Indicator.**

_____ **2. There are artifacts for each Quality Indicator.**

_____ **3. Within each reflective piece, artifacts are linked to the Quality Indicator.**

_____ **4. Reflective pieces demonstrate understanding of Quality Indicator.**

_____ **5. Reflective pieces are well-developed and of acceptable quality.**

_____ **6. Artifacts are of acceptable number and quality.**

_____ **7. Artifacts clearly demonstrate mastery of the Quality Indicators.**

_____ **8. The portfolio has a neat, professional overall appearance.**

_____ **9. All required elements are present in the portfolio.**

_____ **10. The portfolio is contained in an acceptable binder.**

_____ Ready for Submission

_____ Not Yet Ready for Submission

OVERALL PORTFOLIO ASSESSMENT

_____ **Portfolio is acceptable.**

_____ **Portfolio needs revision and resubmission.**

Areas needing attention:

Comments:

Faculty Signature

Date