

**CANDIDATE PORTFOLIO SELF CHECKLIST
COE PERFORMANCE STANDARDS**

EVALUATION BY [check one / optional for your use]:

CANDIDATE DIRECTIONS:

- Evaluate your portfolio on an ongoing basis using this as a guide.[Programs may add or change as they see fit. This is just to be used as your guide for starting the work.]
- Ask colleagues to review your portfolio as you progress through the program.

- **RUBRIC descriptions ~**

EXEMPLARY / TARGET

Demonstrates critical thought & reasoning; shows clarity and depth of understanding as a future teacher; provides substantial reflections before each entry; references and evidences 12 - 14 COE standards

SATISFACTORY

Demonstrates thought & reasoning; shows general understanding of future teacher role; provides fair reflections before each entry; references and evidences 8-11COE standards

UNSATISFACTORY

Demonstrates limited thought & reasoning; shows incomplete understanding as a future teacher; provides vague reflections before each entry; references and evidences 0 - 7 COE standards

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_____ **FOUNDATIONS / PHILOSOPHY** - Contains an articulate personal statement of philosophy that is a reflection of beliefs about the teaching / learning process

_____ **RESUME** - quality of copy is professional, acceptable format, relevant information

CONTENT PEDAGOGY & PLANNING - Demonstrates growth and careful choice that integrates the COE performance standards involving:

- _____ • **HUMAN GROWTH & DEVELOPMENT** - shows understanding of how children and young adults learn as evidenced by course papers, articles, lesson plans, age appropriate bibliography list, etc.
- _____ • **LEARNING STYLES** - employs multiple teaching strategies as evidenced in lesson plans, learning challenged students accommodations, etc.
- _____ • **INSTRUCTION** - demonstrates understanding of varied strategies involving critical thinking, problem solving, and performance skills as evidenced by lesson plans, units, self classroom video, meeting varied state teaching goals, student work, tests, course paper, etc.

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- **DIVERSITY** - recognizes, understands, and values cultural and linguistic diversity of students and are able to apply this *as evidenced* in lesson plans, cross curricular units, special programs, books, varied activities, etc.

MOTIVATION - provides activities used to encourage positive social interactions, active participation in learning activities *as evidenced* by pictures, lesson plans, classroom management plan, letters updating parents on student progress, letters of appreciation, etc.

COMMUNICATION / TECHNOLOGY - uses effective verbal techniques that include technology to foster inquiry, collaboration, and interactions within the classroom *as evidenced* by letters to parents, a personal website, power point presentation, classroom student activities that evidence student learning, etc.

ASSESSMENT - provides several examples of assessment strategies and techniques used to evaluate and ensure continuous learner development as evidenced by informal self-created tests, article summaries, papers on diversity issues, formal objective tests, etc.

PROFESSIONAL DEVELOPMENT / LEADERSHIP - documents growth as reflective professionals and shows how these actions impact the learning community by taking an active role within the community and university *as evidenced* in a letter to a legislator about a specific issue, serving as and organization officer, leadership certificate of membership to professional organizations, attendance at conferences, attendance at PTO / PTA meetings, participating in school workshops, etc .

ORGANIZATIONAL CULTURE / COLLABORATION - documents how they work and understand the context / culture of the community, and are able to join with colleagues and families to support student growth and be an advocate for students *as evidenced by* attendance at school board meetings, participant on the local school council, volunteer in after school programs, etc.

OVERALL ORGANIZATION AND APPEARANCE