

PROFESSIONAL PORTFOLIO
PERFORMANCE ASSESSMENT STANDARDS AND MINIMUM
CRITERIA FOR EVIDENCE/ARTIFACTS OF THE STANDARDS

The Performance Assessment Portfolio is based on national teaching standards and the expectations outlined in the College of Education Conceptual Framework: The Responsive Educator. These standards are organized in four areas of proficiency: 1) Knowledge of students and learners; 2) Professional knowledge, skills and ability; 3) Professional Commitments and Educational justice; and 4) Professionalism.

KNOWLEDGE & ABILITY	EVIDENCE
<p>1.0 KNOWLEDGE OF STUDENTS AND LEARNERS (Written narrative required)</p> <p>1.1 The teacher candidate will demonstrate the accumulation of knowledge necessary to understand the background and history of the students.</p> <p>1.2 The teacher candidate will demonstrate an understanding of the initial level of knowledge of the students.</p> <p>1.3 The teacher candidate will demonstrate an understanding of the developmental level of the students.</p> <p>1.4 The teacher candidate will demonstrate an understanding of the level of readiness of the students.</p> <p>1.5 The teacher candidate will demonstrate an understanding of differing learning styles of the students.</p>	<p>Written narrative addressing knowledge/understanding of current students at the internship site with support from the following sources:</p> <ul style="list-style-type: none"> • personal evaluation of knowledge/understanding • cite references from literature and course work at JSU • review/analysis of students' records • interaction with and observation of students • information from and consultation with the cooperating teacher • pre-and post-test results
<p>2.0 PROFESSIONAL KNOWLEDGE, SKILLS, AND ABILITY (Summary statement required for each standard, with specified documentation attached)</p> <p>2.1 The teacher candidate will demonstrate sufficient depth and breadth of content knowledge to be able to provide accurate factual knowledge appropriate to the level of learners in the class.</p>	<p>A list of the teaching field courses (from the SDE Checklist) with the grade for each course listed.</p>
<p>2.2 The teacher candidate will provide clear and appropriate learning goals for the learners.</p>	<p>A unit plan created during the professional internship.</p>

2.3	The intern will make the content comprehensible to the students.	Lesson plan, video tape of lesson being taught, cooperating teacher's evaluation of the lesson taught, students' test results.
2.4	The teacher candidate will demonstrate the ability to understand the connection between prior learning, current content, and future content within the subject being taught, and organize the teaching accordingly.	Unit and lesson plans developed during the internship.

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2.5	The teacher candidate will demonstrate the ability to create, adapt, and/or select a wide variety of instructional materials and resources, which support lesson goals and are appropriate for the students.	Unit and lesson plans developed during the internship, resource file.
2.6	The teacher candidate will demonstrate the ability to provide a variety of instructional approaches acknowledging that students have need of a variety of paths to build knowledge and strengthen understanding.	Unit plans and lesson plans developed during the internship, videotape of teaching, and/or report from the cooperating teacher or the university supervisor.
2.7	The teacher candidate will demonstrate the ability to employ a variety of assessment tools for formative and summative evaluation appropriate for the learners and aligned with the goals of the lesson or learning activity.	Samples of tests and other instruments created and used during the internship, results of the tests, and analysis of one test administered during the internship in relation to learning goals and objectives.
2.8	The teacher candidate will exhibit the establishment of a working rapport with students, which supports their intellectual, social, and behavioral development.	Participation in student clubs at the internship site, participation in activities at the internship site (ex: during American Education Week) application of constructive disciplinary techniques, observations, notes from the students, and comments from the cooperating teacher.
2.9	The teacher candidate will provide challenging expectations for learning which require a student to confront, explore, and understand the concepts, topics, and issues, encouraging students to extend their	Unit goals and lesson plans, report of field trips, role playing, computer programs, video presentations, entries in science/health fairs.

	thinking.	
2.10	The teacher candidate will provide a learning environment which supports independent and collaborative learning with the opportunity for intellectual risk-taking and creativity.	Organized activities during the internship to include group activities, “show and tell,” presentations, discussions, games, computer programs.
3.0	PROFESSIONAL COMMENTMENTS AND EDUCATIONAL JUSTICE (Summary statement required for <u>each</u> standard, with specified documentation attached)	Develop a “Rules of Conduct” document (policies and procedures checklist/manual) that is approved by the cooperating teacher.
3.1	The teacher candidate will establish and maintain consistent and appropriate standards of behavior for the classroom.	
3.2	The teacher candidate will operate according to ethical and professional standards.	Observation and report by the cooperating teacher and university supervisor of the teacher candidate (references may be made to the codes of conduct
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3.3	The teacher candidate will provide an atmosphere which supports just, equitable, and ethical interactions between and among the students and the teacher.	Observation and report by the cooperating teacher (indicated on the Intern Evaluation Form completed by the cooperating teacher).
3.4	The teacher candidate will demonstrate the establishment of a learning environment which supports fair and equitable actions in an inclusive, safe, caring, supportive atmosphere which nurtures the learner’s safe awareness, self-esteem, character, civic responsibility, and respect for diverse individuals and groups.	Observation and report by the cooperating teacher, guest speakers, activities conducted during the internship, unit and/or lesson plans.
4.0	PROFESSIONALISM (Summary statement on <u>each</u> standard, with specified documentation attached)	Cite test results and other feedback from a lesson taught during the internship, describe the effectiveness of the lesson(s) taught and what could be done to improve it, create a “Reflective Journal”.
4.1	The teacher candidate will demonstrate reflective practice by analyzing, evaluating, and strengthening the quality of her/his practice.	

4.2	The teacher candidate will demonstrate self-awareness of her/his practice and adjust for improvement as necessary.	Teacher candidate evaluation at midterm to include a summary of feedback (formal and informal) during the internship and explanations of the adjustments made that could be recorded in a “Reflective Journal”.
4.3	The teacher candidate will demonstrate the ability to communicate, in written and oral forms, with fellow colleagues, administrators, and parents.	Include a sample of correspondence to parents, colleagues, administrators during the internship; provide cooperating teacher’s assessment of any presentations made.
4.4	The teacher candidate will demonstrate the ability to interact with families to achieve common goals for the students.	Document attendance and interaction at PTA meetings and parent-teacher conferences/meetings (include copies of any flyers/notices sent to parents/families).
4.5	The teacher candidate will demonstrate the ability to form professional relationships with the cooperating teacher, fellow teacher candidates, administrators, and other professionals to ensure professional interaction and learning.	Narrative describing interaction with colleagues and other professionals during the internship, observation and report by the cooperating teacher and/or other professionals at the internship site, attendance at in-service meetings.

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4.6	The teacher candidate will demonstrate involvement with professional organizations.	Photocopy of the membership card of the professional organization, evidence of holding office in the professional organization, evidence of attending and/or program participation at professional meeting/conferences.
4.7	The teacher candidate will demonstrate involvement with service learning/volunteer activities.	Letters, certificates from agencies/organizations where services were conducted; photos, etc.