

**JACKSON STATE UNIVERSITY TEACHER EDUCATION PROGRAM  
ASSESSMENT RUBRIC: PROFESSIONAL DEVELOPMENT PORTFOLIO**

Candidate _____
Semester _____
Elementary _____ Secondary _____

**FOR A PASSING GRADE, AT LEAST 13 ARTIFACTS MUST BE RATED AS PROFICIENT OR DISTINGUISHED**

REQUIRED ARTIFACT	UNSATISFACTORY (U=0)	PROFICIENT (P=1)	DISTINGUISHED (D=2)
<b>RESUME</b> Rating _____	Resume is disorganized, wordy, unfocused and/or inaccurate; more than 2 pages long.	Resume is focused, accurate, visually appealing; relevant experience is highlighted.	Resume reflects professional personality and objectives, advanced technological skills.
<b>ORIGINAL PHILOSOPHY OF EDUCATION</b> Rating _____	Essay unfocused, undeveloped, and/or grammatically inaccurate	Essay is accurately written, organized and thoughtful; identifies personal character traits	Essay documents personal commitment, character; mature insight into teaching
<b>GOALS FROM EDCI 100 OR 300 SERIES</b> Rating _____	Goals overly generalized, unmeasurable; action plans unclear, ill-timed, or missing	Specific goals reflect awareness of current level of personal development and interests; action plans clear.	Goals specific and realistic; action plans thoughtfully designed. Goals and plan reflect exceptional personal and professional insight.
<b>VOLUNTEER EXPERIENCES</b> Rating 1 _____ <b>TYPE OF DIVERSITY NOTED:</b> Rating 2 _____	No reflection about the experience; inadequate documentation of the activity. Activity occurred prior to admission to Teacher Education. Diversity documentation missing.	Activity is current, documentation appropriate. Reflection describes acquired knowledge about working with a population representing diversity for this candidate.	Description is thorough and documented. Reflection integrates acquired knowledge into professional practice and values; represents clear personal commitment to service activity.
<b>BEST PIECE OF ACADEMIC WORK AND REFLECTIVE ESSAY</b> Rating _____	Selected work reflects minimal understanding of subject and/or is not effectively linked to use in teaching	Selected work reflects good understanding of subject and is generally and appropriately connected to teaching in content and pedagogy.	Selected work reflects excellent understanding of subject; connection to teaching is clear, age-appropriate and creative.
<b>PROFESSIONAL CONFERENCE, IN-SERVICE ATTENDANCE, OR POLICY MEETING REACTION PAPER</b> Rating _____	Minimal description of event. Reflection about issues and/or documentation of activity is missing. Activity occurred prior to admission to Teacher Education.	Description includes reflection about importance of professional development. Adequate documentation is present. Activity is current.	Reflects clear understanding of value of professional development; recognizes impact of issues on students, curriculum and policy; identifies any moral issues involved.
<b>GOALS FOR STUDENT TEACHING</b> Rating _____	Goals are unrealistic and/or unfocused; goals are not related to earlier goals	Goals are doable; communicate thoughtful intent, and show relationship to earlier goals.	Goals are clearly focused and reflect high standards; professional growth is apparent.
<b>CLASSROOM MANAGEMENT PLAN</b> Rating _____	Plan description is generalized, superficial, unconnected to learned strategies or experience.	Plan integrates course work and classroom experience and includes a range of management strategies relevant to the age level of students.	Plan is grounded in personal philosophy, and is based on best practices and a realistic understanding of events for which a teacher should be prepared at the relevant age level.
<b>TECHNOLOGY USE : INSTRUCTIONAL UNIT</b> Rating _____	Technology detracts from the learning experience or use is not appropriate	Technology is appropriate for and skillfully integrated into instructional design	Technology enhances instruction with a high degree of engagement, expertise, or creativity.
<b>ASSESSED SAMPLES OF P-12 STUDENT WORK</b> Rating _____	Inclusion of student work is random, without connection to instruction and/or without assessment.	Selections of student work are explained in relation to instructional goals; instruments used to assess learning are included.	Student learning is clearly documented through pre-post test assessment. Work samples reflect successful instruction; a variety of assessments used are included.
<b>VIDEO TAPE CRITIQUES I AND II</b> Rating I _____ Rating II _____	Critique responses about teaching performance are incomplete; commentary is minimal, overly generalized.	Critique responses about teaching performance are specific and complete, and include ideas for improvements.	Critique responses articulate clear understanding of strengths and weaknesses; include specific plans for improvement.
<b>MIDTERM REFLECTION ON STUDENT TEACHING</b> Rating _____	Self-evaluation is generalized, superficial; not connected to goals set in earlier field experiences.	Self-evaluation shows assessment of progress connected to goals set in field experiences. Reflection is thoughtful, specific.	Self-evaluation shows personal development related to goals set in field experiences. Reflection provides in-depth assessment of strengths, challenges, interests.
<b>FINAL REFLECTIVE ESSAY ON TEACHING AND LEARNING</b> Rating _____	Views of teaching and learning are unclear, unexamined, generalized and unrelated to person's experience or goals. Artifact is from application to student teaching; doesn't incorporate learning from student teaching.	Views of teaching and learning reflect goals and incorporate learning from both the curriculum and classroom experiences, including student teaching.	Philosophy is articulate and thoughtful, reflecting careful assessment of learning, experiences and beliefs. Voice is strong, professional dispositions are identified and shaped by ethical codes.
<b>OVERALL PORTFOLIO PRESENTATION QUALITY</b> Rating _____	Poorly organized collection, many writing inaccuracies, careless presentation, lack of documentation.	Well-organized, attractive presentation. Elements reflect appropriate professional quality, documentation, and writing.	Overall portfolio exhibits creativity, exceptional writing and effective presentation skills, e.g., technologically advanced format.