

## Portfolio Rubric

Performance Level Domain	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score/Comments
Preparation and Planning	Little or no evidence of lesson plans exist. Goals are not clear and objectives are not evident or not stated as student activities. Goals do not permit viable methods of assessment. Resources for planning are not evident.	Only a few examples of lesson plans exist. Lesson planning is evident but may be missing components. Limited documentation of scheduling/routines, classroom procedures, reinforcement schedules, and/or student protocols. IEP goals and other objectives exist but are moderately clear and may not permit viable methods of assessment. Resources for planning are limited.	Lesson planning includes standards and objectives, essential question, instructional sequence, differentiation and assessment. Clear documentation of schedules/routines, classroom procedures, reinforcement schedules, and/or student protocols. IEP or other goals and objectives are clear and include activities. Most permit viable methods of assessment. Resources are evident and documented.	Exemplary documentation of planning exists. Several lesson or unit plans evidence standards-based practices and include a coherent, well-organized structure. The lesson plans contain standards and objectives, essential question, instructional process, use of higher order thinking skills, differentiation and assessment. Many resources are evidenced and documented.	
Classroom Environment	Portfolio contains no or poorly constructed examples of classroom displays. No examples of classroom discipline procedures are included. No evidence of clear learning goals or high expectations for learners.	Only a few examples of classroom displays are present. Discipline procedures may be evident but poorly stated and without clear consequences. Evidence the teacher inconsistently communicates learning goals and expectations for all learners.	Standards of student conduct are clear to students and include consequences that are appropriate and not demeaning to students. Evidence that the teacher communicates clear learning goals and high expectations for all learners.	Staff member/student interactions demonstrate warmth, caring, and respect. Evidence that students are encouraged to actively participate. Evidence that the teacher consistently communicates clear learning goals and high expectations for all learners.	

Total Score: \_\_\_\_/16

Additional Comments: \_\_\_\_\_

Signature/Date, Teacher

Signature/Date, Supervisor

I acknowledge that I have read the report and been given the opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

William Martens, Executive Director

Date

Stephanie Weikel, Director of Student Services

Date

## Portfolio Rubric

Performance Level Domain	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score/ Comments
Instruction	Learning activities and materials are not suitable for students and are unorganized or outdated. Lesson plans do not have a clearly defined structure and no evidence of lesson closure, transition to next learning activity or summary of learning objectives. Evidence of appropriate student engagement in learning activities is not present. No examples of feedback to students are present. No evidence of activation of prior knowledge or checks for understanding.	Only some of the documents illustrate learning activities and materials suitable for the students and are only somewhat organized. Lesson plan structure is recognizable with lesson closure but no evidence of summary of learning objectives or effective transition to next learning activity. Student feedback examples are included but may not be stated to enhance student learning/achievement. Inconsistent activation of prior knowledge and checks for understanding.	Learning activities and materials are suitable for students, organized, and demonstrate effective lesson closure and transition to next learning activity but no evidence of summary of learning objectives. Lesson plan structure is clearly defined with examples of varied instructional groups suitable for various learning situations. Student feedback examples are included and clearly stated for student understanding. Evidence of activation of prior knowledge and checks for understanding.	Learning activities are highly relevant to students and instructional goals with coherent progression and structure that reflects evidence of effective lesson closure, summary of learning objectives and transition to next learning activity. Many examples are included that exemplify varied instructional activities. Student feedback examples exemplify consistent activation of prior knowledge, and checks for understanding.	
Professional Responsibilities	Teacher's system for maintaining information, grades, attendance, and assessment is in disarray. System for monitoring student progress is evident but unclear. Documentation of communication to families is included but may not be	Teacher's system for maintaining information, grades, and assignments is in disarray. No system for monitoring student progress is evident. Documentation of communication to families is included but may not be evident of active	Teacher's system for maintaining information, grades, and assignments is effective with some examples. Teacher's system for monitoring student progress is effective. Teacher communicates with families regularly and	Teacher's system for maintaining information, grades, and assignments is fully effective and many examples are provided. Teacher's system for monitoring student progress is efficient and effective. Teacher communicates with	

	<p>written in a positive manner to encourage parent participation. Teacher reflective exercises are not included and no measure of a lesson's success is evident. No evidence of progress towards professional growth goal and implementation of supervisor suggestions/directives.</p>	<p>engagement of families in the learning of the child. Teacher reflective exercises are included with limited information of the measure of a lesson's success. Limited documentation of progress on professional growth goals and implementation of supervisor suggestions/directives.</p>	<p>provides information frequently. Teacher reflective exercises are included which are adequate written reflective analyses with thoughtful references to support and assess a lesson's success. Clear documentation of progress towards meeting professional growth goal and implementation of supervisor suggestions/directives.</p>	<p>families frequently and positively and provides information frequently. Teacher reflective exercises are included which are in-depth written reflective analyses with thoughtful references to support and assess a lesson's success. Exemplary documentation of PDP goal exists, including numerous artifacts and reflections to support student learning and implementation of supervisor suggestions/directives.</p>	
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## Reflection on the Project (Individual or Group projects)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please describe the outcomes of your participation in this group project. Include the impact this project had on student achievement and your own professional growth. How do you foresee the implication of this project on future students? How can this project assist others within the organization and what benefits can you see from your work in this group?

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Comments:

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_