

PORTFOLIO TEACHER STANDARDS RUBRIC

<p>I. KNOWLEDGE OF CONTENT – The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.</p>	
<p>(1) communicates concepts, processes, and knowledge; (2) connects content to life experiences of student; (3) strategies are appropriate for content and contribute to student learning; (4) guides students to understand content from various perspectives; (5) identifies and addresses students’ misconceptions</p>	<p>Evidence of 2 to 5 criteria (for score of 2 to 4)</p>
<p>II. DESIGNS/PLANS INSTRUCTION – The designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge</p>	
<p>(1) develops significant objectives aligned with standards; (2) uses contextual data to design instruction relevant to students; (3) plans assessments to guide instruction and measure learning objectives; (4) plans instructional strategies and activities that address learning objectives for all students; (5) plans instructional strategies and activities that facilitate multiple levels of learning</p>	<p>Evidence of 2 to 5 criteria (for score of 2 to 4)</p>
<p>III. CREATES/MAINTAINS LEARNING CLIMATES – The teacher creates a learning climate that supports the development of student abilities to use . . .</p>	
<p>(1) communicates high expectations; (2) establishes a positive learning environment; (3) values and supports student diversity and addresses individual needs; (4) fosters mutual respect between teacher and students and among students; (5) provides a safe environment for learning;</p>	<p>Evidence of 2 to 5 criteria (for score of 2 to 4)</p>
<p>IV. IMPLEMENTS/MANAGES INSTRUCTION – The teacher introduces/implements/ manages instruction that develops student abilities to use . . .</p>	
<p>(1) uses a variety of instructional strategies that align with learning objectives and actively engage students; (2) implements instruction based on diverse student needs and assessment data; (3) uses time effectively; (4) uses space and materials effectively; (5) implements and manages instruction in ways that facilitate higher order thinking</p>	<p>Evidence of 2 to 5 criteria (for score of 2 to 4)</p>
<p>V. ASSESSES AND COMMUNICATES LEARNING RESULTS – The teacher assesses learning and communicates results to students and others with respect to student abilities to use . . .</p>	
<p>(1) uses pre-assessments; (2) uses formative assessments; (3) uses summative assessments; (4) describes, analyzes, and evaluates student performance data; (5) communicates learning results to students and parents; (6) allows opportunity for student self-assessment</p>	<p>Evidence of 2 to 6 criteria (for score of 2 to 4)</p>

<p>VI. DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY – The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.</p>	
<p>(1) regularly uses technology to design and plan instruction; (2) uses technology to implement instruction and facilitate student learning; (3) integrates student use of technology into instruction; (4) uses technology to assess and communicate student learning; (5) demonstrates ethical and legal use of technology</p>	<p>Evidence of 2 to 5 criteria (for score of 2 to 4)</p>
<p>VII. REFLECTS/EVALUATES TEACHING/LEARNING – The teacher reflects on and evaluates specific teaching/ learning situations and/or programs.</p>	
<p>(1) uses data to reflect on and evaluate student learning; (2) uses data to reflect on and evaluate instructional practice; (3) uses data to identify areas of professional growth</p>	<p>Evidence of 1 to 3 criteria (for score of 2 to 4)</p>
<p>VIII. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS – The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use . . .</p>	
<p>(1) identifies students whose learning could be enhanced by collaboration; (2) designs a plan to enhance student learning that includes all parties in the collaborative effort; (3) implements planned activities that enhance student learning and engage all parties; (4) analyzes data to evaluate the outcomes of collaborative</p>	<p>Evidence of 2 to 4 criteria (for score of 2 to 4)</p>
<p>IX. ENGAGES IN PROFESSIONAL DEVELOPMENT – The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.</p>	
<p>(1) self assesses performance relative to Kentucky’s Teacher Standards; (2) identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues; (3) designs a professional growth plan that addresses identified priorities; (4) show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning</p>	<p>Evidence of 2 to 4 criteria (for score of 2 to 4)</p>
<p>X. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION – The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</p>	
<p>(1) identifies leadership opportunities that enhance student learning and/or professional environment; (2) develops a plan for engaging in leadership activities;(3) implements a plan for engaging in leadership activities; (4) analyzes data to evaluate the results of planned and executed leadership efforts</p>	<p>Evidence of 2 to 4 criteria (for score of 2 to 4)</p>
<p>PLEASE NOTE: Brescia encourages candidates to think NOT in terms of “how many entries do I have?” but in terms of “what is the quality of my entries?” We remind them that often two or three exhibits are sufficient.</p>	