



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## Preparing to Teach Portfolio Rubric Cover Sheet

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

Student ID: \_\_\_\_\_

Date: 10/12/10

Program/Major: \_\_\_\_\_  
\*\*\*\*\*

For programs that have content requirements – Advisor:

Content GPA

\_\_\_\_\_ Calculated Content GPA

Acceptable Content Portfolio (if applicable)

All requirements for content courses have been met

\_\_\_\_\_  
Content Advisor Signature

\_\_\_\_\_  
Date

\*\*\*\*\*  
Revised Implemented Lesson Plan (on-line submission)

Pass

Not Pass

Teacher Candidate Mini-Work Sample (on-line submission)

Pass

Not Pass

OR

Implemented Lesson Plan (paper submission)

Attached

Reflection Essay (paper submission)

Attached

AND

Disposition Self-Evaluation (on-line submission)

Completed

Disposition Faculty Evaluation (on-line submission)

Completed

All Degree Courses Have Been Successfully Completed

IF NOT – List outstanding courses

Overall GPA \_\_\_\_\_

This candidate is  Recommended

Not Recommended for Student Teaching

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Date

Dear AA Education Practicum Teacher,  
Please use this to draft your assessment - then enter on line

FSEHD Teacher Candidate Observation and Progress Report  
for  
IMPLEMENTED LESSON PLAN  
Preparing to Teach - FALL 2010

through link provided below.  
Thank you!  
C. Williant

(Practicum Student)  
Teacher Candidate: \_\_\_\_\_

Emplid: \_\_\_\_\_  
(Student's RIC ID#)

Practicum Professor/College Supervisor's Name: \_\_\_\_\_

(On-Site Practicum Teacher)  
Cooperating Teacher's Name: \_\_\_\_\_

Grade Level/Content Area Assignment: \_\_\_\_\_

Cooperating School District/School: \_\_\_\_\_

Person Completing This Observation (Check one):  
 Cooperating Teacher (On-Site Practicum Teacher)  
 Practicum Professor/College Supervisor

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

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance and to assess the Implemented Lesson Plan during Practicum. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTION ONE of this instrument. SECTION TWO is optional. The observer completes SECTION THREE and FOUR following a post-observation conference with the teacher candidate.

Please do complete this overall assessment!

While this is the same Observation and Progress Report used for teacher candidates during student teaching, it is expected that teacher candidates in Practicum will be at an earlier stage of development on the Indicators than student teachers. Consequently, items rated as "developing" are adequate at this stage.

In addition, the range of indicators suitable for assessment during Practicum may be narrower than during student teaching. Items marked with an asterisk (\*) in the instrument are optional.

Signature of Person Completing This Form

Date

Ⓢ after completing, enter info, scores, + comments on line at:

PTT Imp Less Plan FALL 2010 VERSION

<http://ric.checkboxonline.com/implementedlessonplanf10.aspx>

Then email a copy to Practicum Student + Instructor.  
Thank you!

## SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: **Planning, Implementation, Content, Climate, and Classroom Management**. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

### PLANNING

#### Planning Indicators

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.</li> <li>2. Lesson objectives are measurable and observable.</li> <li>3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.</li> <li>4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.</li> <li>5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.</li> <li>6. The lesson design demonstrates an accurate understanding of content.</li> <li>7. The lesson is designed to engage students in meaningful instructional tasks related to content.</li> <li>8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.</li> <li>9. Formative and/or summative assessments are aligned with objectives.</li> <li>10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed</li> </ol> | <p><u>Rating</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|

Comments:

Use the following rating scale to the Implementation and Content Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the Indicator in his/her planning, action, or reflection.</p>	<p>Elements of the Indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the Indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

**ACTION**

Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. \_\_\_\_\_
2. The teacher candidate attends to individual student needs, including learning and behavioral issues. \_\_\_\_\_
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. \_\_\_\_\_
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. \_\_\_\_\_
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). \_\_\_\_\_
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. \_\_\_\_\_
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions). \_\_\_\_\_
8. The lesson is modified as needed based on formative assessment within the lesson. \_\_\_\_\_

Rating

Comments:

Content Indicators

1. The content of the lesson is significant and worthwhile. \_\_\_\_\_
2. The content of the lesson is appropriate for the developmental levels of the students in this class. \_\_\_\_\_
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson. \_\_\_\_\_
4. The teacher candidate provides accurate content information and displays an understanding of important concepts. \_\_\_\_\_
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. \_\_\_\_\_

Rating

Comments:

Use the following rating scale to rate the Climate and Classroom Management Indicators.

0	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	Target
<p><b>Not present.</b></p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

Climate Indicators

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.\*
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.\*
3. Active participation of all is encouraged and valued.
4. The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students.
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.
7. There was a high proportion of student-to-student communication about the content of the lesson.

Rating

\* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Comments:

Classroom Management Indicators

1. The teacher candidate has an effective way of getting all students in the class to be attentive.
2. The teacher candidate does not try to "talk over" the students.
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.
5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.\*

Rating

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \* \_\_\_\_\_

Comments:

\* Optional item.

## SECTION TWO: CAPSULE RATING OF OBSERVED LESSON\* (Optional)

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

### **0 Points: Ineffective Instruction**

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

*Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.*

### **1-2 Points: Some Elements of Effective Instruction**

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

*If this is other than a first observation, student performance at this level may indicate that intervention is needed.*

### **3-4 Points: Effective Instruction**

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

### **5-6 Points: Accomplished Instruction**

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number): \*    0    1    2    3    4    5    6

Rationale for Capsule Rating:\*

\* Optional section.

### SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

### REFLECTION

Reflection Indicators

1. The teacher candidate describes how s/he made decisions for planning and implementation.
2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.
3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.
4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.

Rating

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments:

Goals\*

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. Note to observer: Review goals prior to next observation.

How this section is used is program specific.

**SECTION FOUR: ONGOING PROGRESS**  
**Completed by Practicum Professor/College Supervisor**

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-5 Target
Not present.  The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out.  The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement.  The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.  The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

**Professional Behavior Indicators**

1. The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.
2. The teacher candidate is on time and is prepared.
3. The teacher candidate dresses professionally.
4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House).\*
5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.
6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc.) and independent work in a professional manner.
7. The teacher candidate is a thoughtful listener to her students, her colleagues, and parents.
8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.
9. The teacher candidate is a student advocate.\*
10. Reacts professionally to distractions, schedule changes, or new responsibilities
11. Maintains confidentiality when speaking with other professionals or with a child
12. Seeks extra responsibility, as appropriate\*

**Rating**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \* \_\_\_\_\_

Comments:

\* Optional Item.



Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present.  The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out.  The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement.  The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.  The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

**Technology Indicators**

1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. \*
2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. \*
3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). \*
4. The teacher candidate demonstrates fluency with available technology systems. \*
5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. \*
6. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. \*

Rating

• \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

_____	Computer for teacher use	_____	Smart Board
_____	Computer(s) for student use	_____	Overhead projector
_____	Calculators	_____	LCD Projector
_____	Document camera	_____	Internet connection
_____	Other (specify) _____	_____	Other (specify) _____

Feinstein School of Education and Human Development

***Teacher Candidate  
Mini Work Sample***

FALL 2010 VERSION

(Adapted from The Renaissance Partnership for Improving Teacher Quality Project <http://fp.unl.edu/itq>)

Revised 08/10

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## Overview of FSEHD Teacher Candidate Mini Work Sample (TCMWS)

### The Vision

Teacher candidates will design a Teacher Candidate Mini Work Sample (TCMWS) centered on an instructional unit that provides evidence of their ability to plan for student learning by:

- Setting significant, challenging, varied, and appropriate learning goals and unit objectives.
- Incorporating multiple forms of assessment aligned with learning goals to assess student learning before, during, and after instruction.
- Designing instruction for specific unit objectives, student characteristics and needs, and learning contexts.

### The Assignment

Candidates who are preparing to student teach are required to design an instructional unit for the purpose of the TCMWS. The TCMWS contains three teaching processes identified by research and best practice as fundamental to improving student learning. These three teaching processes fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism.

Each Teaching Process of the TCMWS is followed by the Task, a Prompt, and a Rubric that defines various levels of performance. The Rubrics are used to evaluate the TCMWS. The prompts/directions/tips support the construction of the TCMWS.

The components of the TCMWS include\*:

- Learning goals and unit objectives aligned with state or district content standards;
- An assessment plan designed to assess student learning before, during and after instruction, and;
- A design for instruction;

Examples of units might include:

- The writing process in a special education placement;
- A poetry unit in an elementary classroom for language arts;
- Linear equations unit in a middle school mathematics classroom;
- The solar system in a science classroom;
- The short story as a literary genre in middle/secondary English;
- Tobacco prevention in a health education class.

\* Your program may require additional components.

## Teaching Processes Assessed by the TCMWS

The following Teaching Processes and Indicators are adapted from the Renaissance Candidate Work Sample.

### Process 1: Learning Goals and Unit Objectives

The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

- Sets unit learning goals and unit objectives
- Aligns unit objectives with national, state or local standards
- Selects unit objectives that are significant, challenging and varied
- Describes unit objectives clearly
- Chooses unit objectives that are appropriate for students
- Provides a coherent rationale for teaching the unit

### Process 2: Assessment Plan

The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

- Includes multiple forms of assessment
- Aligns unit objectives and assessments.
- Justifies assessment methods
- Adapts assessments based on the individual needs of students
- Provides visual organizer of assessment plan
- Demonstrates technical soundness
- Provides a rationale for the assessment plan

### Process 3: Design for Instruction

The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline.

- Aligns instruction with Learning Goals and Unit Objectives
- Demonstrates accurate representation of content
- Includes lesson and unit structure
- Uses a variety of instructional strategies and techniques
- Uses contextual information and data to select appropriate and relevant activities, assignments and resources
- Uses technology
- Articulates intended behavior, social interaction, and student engagement

## General Advice for Completing the TCMWS

The TCMWS provides substantial evidence that candidates are ready to student teach. To complete the TCMWS, candidates need to assume the role of a teacher and be held accountable for their own work by establishing a schedule to complete each section. Even though candidates write each section independently, it is important that each one relates to the others. The work that candidates produce reflects their work ethic and the professional skills, attitudes, and knowledge obtained up to this point in their pre-service career.

### Submission Reminders

- **Ownership**  
Complete the cover page template (to be provided)
- **Anonymity**  
In order to insure anonymity, use pseudonyms for names of students, teachers, schools, and districts. Fictitious or code names may be used, and a notation to that effect must be included in the document.
- **Table of Contents**  
Provide a Table of Contents with page numbers that lists the sections and appendices in the TCMWS document.
- **Narrative length**  
A suggested page length for the narrative is given at the end of each section. There is some flexibility of length across sections, but the total length of the written narrative (excluding references and appendices) should not exceed eight (8) word-processed pages, double-spaced in 12-point font, with 1-inch margins. Be sure to include page numbers.
- **References and Credits**  
References to another person's ideas or material in the TCMWS are to be cited under References and Credits in a separate section immediately following the narrative. Use the standard form for citing references for your content area (e.g., APA, MLA, Chicago, etc.).
- **Appendices**  
Charts, graphs, lesson plans, and assessment instruments are required as part of the TCMWS document and are not included in narrative length. Include these and any other supporting documentation in appendices after the narrative.

## Process 1: Learning Goals and Unit Objectives

**Teaching Process:** The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

### Task

Provide and justify the learning goals and objectives for the unit.

### Prompt:

List the learning goals and unit objectives (not the activities) that will guide the planning, delivery and assessment of your unit.

### Part I

Learning goals are broad and lofty and reflect the big ideas or structure of the discipline. The goals serve as an overarching umbrella to guide all instruction within the unit. The learning goals should be significant, challenging, varied and appropriate. In the chart, number or code each learning goal so you can reference it later.

### Part II

The unit objectives are statements that describe the specific knowledge, attitudes, and/or skills students acquire as they progress toward learning goals. They must be observable and measurable. When appropriate, unit objectives should include a range of cognitive, affective, and psychomotor domains. The unit objectives do not have to be sequential or chunked into lessons. In the chart, number or code each unit objective so you can reference it later.

- Align the unit objectives with state and/or national standards. Identify the source of the standards. For each unit objective, note the related standard.
- Classify the unit objectives as appropriate to your discipline (e.g., by domain and by level of cognitive complexity). See Bloom's Taxonomy of Cognitive and Affective Objectives, Webb's Depth of Knowledge, or Harrow's Taxonomy of Psychomotor Objectives for examples of domains and levels. Objectives should be significant, varied, challenging, and appropriate for the students.
- Write your unit objectives clearly according to the specifications of your discipline.

### **Part III**

**Prepare a statement of rationale that explains the value and purpose of this unit for the intended population. This statement should clearly and thoughtfully explain the benefits students will experience as a result of participation in this unit. Draw connections to contextual factors you know of in the intended population. Cite professional sources in your rationale.**

**Additionally, discuss why the objectives are appropriate in terms of the following: development, prerequisite knowledge and skills, and other student needs. Questions to consider include: Are the unit objectives developmentally appropriate? Are they appropriate for students' prerequisite knowledge, skills, and experience? Do the unit objectives meet the needs of the students? Do the unit objectives help to bring students toward meeting the learning goals?**

**Part III should be between 3-4 paragraphs in length.**

**Note: It is entirely possible that you may end up revising your learning goals and unit objectives both for form and for content as you proceed into your experience. These learning goals / unit objectives should help guide your planning, but do not have to be set in stone at this point.**

**Suggested Page Length: 2 pages including chart**



**Suggested Format:**

**Part I: Learning Goals**

Learning Goals: (usually 2-4 depending on the depth of your unit)

- 
- 
- 

**Part II: Unit Objectives**

	Related Content Standards (state and/or SPA)	Domain/Level/Classification/Other
<i>Example</i> <b>Objective:</b> 3 <sup>rd</sup> grade students will be able to list at least 10 different healthy breakfast options by the end of the unit.	R.I. Health Education Standard 1: Knowledge	Cognitive domain; Level-Recall
<b>Objective 1:</b>		
<b>Objective 2:</b>		
<b>Objective 3:</b>		
<b>Objective 4:</b>		

Continue with as many objectives as appropriate.

**Part III: Rationale / Purpose (3-4 paragraphs)**

### Process 1: Learning Goals and Unit Objectives Rubric

**Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Learning Goals (RIPTS 2)</b>	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate.	
<b>Part II</b>				
<b>Alignment with National, State or Local Standards (RIPTS 2)</b>	Unit objectives are not aligned with national, state or local standards.	Some unit objectives are aligned with national, state or local standards.	Most of the unit objectives are explicitly aligned with national, state or local standards.	
<b>Classification of Unit Objectives (RIPTS 5)</b>	Unit objectives are not significant, challenging, or varied.	Some unit objectives are somewhat significant, challenging, and varied.	All unit objectives are significant, challenging, and varied.	
<b>Clarity (RIPTS 8)</b>	Unit objectives are not stated clearly and are activities rather than learning outcomes.	Some of the unit objectives are clearly stated as learning outcomes.	Most of the unit objectives are clearly stated as learning outcomes.	
<b>Appropriateness For Students (RIPTS 3)</b>	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	Some unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	Most unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals.	
<b>Part III</b>				
<b>Rationale / Purpose (RIPTS 4)</b>	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Organization, readability, spelling, and grammar (RPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	

TOTAL \_\_\_\_\_/42

Comments:

## Process 2: Assessment Plan

**Teaching Process:** The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

### Task

Design an assessment plan that includes pre & post, formative and summative measures to monitor student progress toward your unit objectives. The assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication (e.g. observation, interview). Write a rationale statement that indicates how your assessments drive your instruction: why your assessments are appropriate for measuring learning, how they support the unit objectives, and how you will evaluate student performance.

### Prompt

#### Part I: Visual Organizer

Using a visual organizer, outline an assessment plan, that is lined up with each unit objective. The organizer must include: multiple forms of assessments that will judge student performance throughout, format of each assessment, rationale for assessment choice, and any necessary adaptations of the assessments. See the sample visual organizer provided. The assessment plan should include multiple forms of assessment and depict the alignment between unit objectives and assessments. Be sure to:

- Identify multiple forms of assessments (beyond typical pencil-paper tests) that you will use throughout your unit. These assessments should initially assess what students know (pre-assessment), depict what they are learning (formative assessment), and help summarize their efforts at the end of the unit (post-assessment).
- Line up your assessments with unit objectives.
- Briefly state your rationale for each form of assessment chosen. (Your narrative will describe your rationale in depth; the visual organizer should provide a brief overview of this information that is bulleted for easy access.)
- Name specific adaptations to your assessments (e.g. accommodations and/or modifications) that meet the individual needs of students.

## **Part II: Narrative**

In your rationale:

- Explain how the assessments in your visual organizer will help you determine baseline information about your students' strengths and needs (pre-assessment)
- Explain how the formative and summative assessments are appropriate measures of your students' progress
- Describe how your students' performance on these assessments will drive your instruction
- Explain your anticipated scoring criteria. Clearly describe how you will evaluate or score pre- and post-assessments. Include criteria you will use to determine if the students' performances meet the objectives.
- Include copies of the forms of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, assignment sheets/tasks, answer key, observation checklists, rating scales, item weights, test blueprint) in an appendix.

**Note:** The rater will look at the visual organizer, your narrative, your assessment instruments, and your scoring criteria to assess Parts I and II.

**Suggested Page Length:** One to two page narrative, visual organizer, copies of all assessment instruments, (e.g., scoring rubrics, assignment sheets/tasks, answer key, observation checklists, rating scales, item weights, test blueprint).

**Sample Assessment Plan Visual Organizer (Special Education)**

Assessments	Objectives Addressed	Rationale for Assessment Choice	Adaptations
<u>1) Pre-Assessment</u> Dolch Reading Word List Gray Oral Reading Tests Curriculum-based assessment on class book	#1	<i>Multiple pre-test measures:</i> chosen to assess reading readiness and grade level performance	Preferred seating for 2 students with attentional and/or relational needs.  Separate setting for 3 students during quizzes
<u>2) Formative Assessment</u> <u>Daily Read Aloud</u>  <u>Q &amp; A Class Discussion</u>  <u>End of chapter comprehension questions based on class book</u>	#1-3	Ongoing assessment of decoding skills/strategies  <i>Timely questioning &amp; answering &amp; class discussion</i> designed to inform ongoing instruction.	Varied classroom settings available for students: large class or separate classroom; individual, small or whole group options as well.
<u>Reader's Theater</u>	#4-5	<i>Pencil-paper quiz to assess comprehension</i>  Active application of story learned	Two students need assignment directions and/or assessments read to them. Scribing is also provided as needed.
<u>3) Post-Assessment</u> Dolch Reading Word List Gray Oral Reading Tests Curriculum-based assessment on class book	#1-5	<i>Multiple post-test measures:</i> chosen to assess reading progress and grade level performance	Extended time for writing can be given to 3 students who are struggling to complete assignments and/or assessments in the time allowed.  Varied participation : talking, drawing, writing, checklist, role play.

## Process 2: Assessment Plan Rubric

**Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part 1: Visual Organizer</b>				
<b>Visual Organizer Format (RIPTS 9)</b>	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> <li>▪ how the objectives are lined up with the assessments; and/or</li> <li>▪ the justification for the method of each assessment; and/or</li> <li>▪ any appropriate adaptations of the assessments.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>▪ how <i>some</i> of the objectives are lined up with the assessments; and/or</li> <li>▪ the justification for the method of some assessments is incomplete or inappropriate; and/or</li> <li>▪ some assessment adaptations are missing or inappropriate.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>▪ how <i>all</i> the objectives are lined up with the assessments; and</li> <li>▪ the justification for the method of all assessments; and</li> <li>▪ appropriate adaptations for all assessments within this context with these students</li> </ul>	
<b>Multiple Forms of Assessment (RIPTS 9)</b>	<p>The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment; some are performance-based; and assess before, during, and after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.</p>	
<b>Alignment of Unit Objectives and Assessments. (RIPTS 9)</b>	<p><i>Very few or none</i> of the objectives: are aligned with the overall assessment plan: <i>none</i> of the assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Most/all</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.</p>	
Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Rationale for Assessment Choice (RIPTS 9)	Assessment choices do not match the unit objectives/context or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Assessment choices somewhat match the unit objectives/context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	Assessment choices match the unit objectives/context; the rationale for the choice mentions the unit objective and/or student characteristics.	
Adaptations Based on the Individual Needs of Students (RIPTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>most/all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	
<b>Part II: Narrative</b>				
Rationale for Assessment Choice (RIPTS 9)	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	
Scoring Procedures (RIPTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	Some scoring procedures are explained; items or prompts are clearly written; some directions or procedures are clear to students	<i>Most/all</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	

TOTAL \_\_\_\_\_/48

Comments:



### Process 3: Design for Instruction

**Teaching Process:** The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline.

#### Task

Based on your analysis of context, design your unit of instruction.

#### Prompt

In a complete Teacher Candidate Work Sample later on in the teacher preparation program, teacher candidates will have an opportunity to create, administer, and analyze a pre-test related to unit goals and objectives. However, since the Mini Work Sample presents a plan for a unit that has not been implemented yet, most teacher candidates will not have an opportunity to administer a pre-test and analyze pre-test results. As a result, contextual factors and learners' needs will be the main considerations to guide planning.

Provide a chart contextual factors and specific learner needs that will impact instruction. The chart should be no more than 1 page.

Provide a visual organizer such as a block plan, outlines, or calendar to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the unit objectives that you are addressing in each lesson/task. Make sure that every unit objective is addressed in at least one lesson/task and that every lesson/task relates to the unit objectives. Follow the format required in your program.

Provide three lesson plans that will be taught during the unit. Select lessons that reflect a variety of instructional strategies/techniques. At a minimum, each lesson should include the following components in addition to requirements in your program:

- Objectives
- Alignment with content standards (state and/or SPA)
- Materials you will need to implement the activity
- A description of the set induction, lesson body, and closure
- How your lesson differentiates instruction so that all learners are challenged and can succeed, including ELLs, students with disabilities, resistant learners, Gifted and Talented, and students who have diverse learning styles
- How you plan to assess student learning during and/or following the lesson/task (i.e., formative assessment)

Provide a narrative describing the following:

- **Alignment with learning goals:** Explain how the unit helps students meet learning goals
- **Classroom climate:** Explain how you will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.
- **Technology:** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide a clear rationale for its omission AND how planning and/or instruction could be enhanced with the use of technology.
  - *Technology is defined as any high tech or low tech mechanical aid that makes learning more inclusive and effective for all students. Technology is not limited to the use of the computer.*

**Suggested Page Length:** maximum 4 pages and visual organizer

### Process 3: Design for Instruction Rubric

**Teaching Process:** The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Use of Context (RIPTS 4)</b>	A clear explanation of how contextual factors influenced instructional design is lacking.	A basic explanation of how contextual factors influenced instructional design is provided.	A rich, insightful explanation of how contextual factors influenced instructional design is provided.	
<b>Unit Visual Organizer (RIPTS 2)</b>	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	
<b>Lesson Plans (RIPTS 2)</b>	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning.</p>	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Alignment with Learning Goals and Unit Objectives (RIPTS 2)</b>	<p>Few lessons are explicitly linked to unit objectives.</p> <p>Few learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Not all unit objectives are covered in the design.</p>	<p>Most lessons are explicitly linked to unit objectives.</p> <p>Most learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Most unit objectives are covered in the design.</p>	<p>All lessons are explicitly linked to unit objectives.</p> <p>All learning tasks, assignments and resources are aligned with unit objectives.</p> <p>All unit objectives are covered in the design.</p>	
<b>Classroom Climate (RIPTS 6)</b>	<p>Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	
<b>Use of Technology (RIPTS 2)</b>	<p>Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.</p> <p>A description of how planning and/or instruction could be enhanced with the use of technology is absent.</p>	<p>Candidate uses technology appropriately.</p> <p>Technology contributes to teaching and learning.</p> <p>OR</p> <p>Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.</p>	<p>Candidate consistently integrates appropriate technology.</p> <p>Use of technology makes a significant contribution to teaching and learning.</p>	
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	<p>This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.</p> <p>Unprofessional presentation.</p>	<p>This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.</p> <p>Adequate presentation.</p>	<p>This section is well-organized, readable, and uses appropriate spelling and grammar.</p> <p>Highly professional presentation.</p>	

TOTAL \_\_\_\_\_/42

Comments:



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## CANDIDATE DISPOSITION SELF-EVALUATION FORM

### Preparing to Teach Portfolio

Name: \_\_\_\_\_ ID #: \_\_\_\_\_  
Telephone #: \_\_\_\_\_ E-mail: \_\_\_\_\_  
Teacher Preparation Program: Art Education Major/Concentration: \_\_\_\_\_

Assess the extent that you have demonstrated the identified attribute/behavior since your admission into the teacher preparation program. Rate yourself 1 (rarely) to 4 (almost always) for each item.

	Rarely	Sometimes	Frequently	Almost Always
1. Seek feedback from multiple perspectives and make appropriate adjustments ( <i>Self-Reflection</i> )	1	2	3	4
2. Self-monitor progress ( <i>Self-Reflection</i> )	1	2	3	4
3. Upgrade knowledge and skills regularly ( <i>Lifelong Learning</i> )	1	2	3	4
4. Take initiative and am self-motivated ( <i>Lifelong Learning</i> )	1	2	3	4
5. Manifest respect toward students ( <i>Advocacy for Children and Youth</i> )	1	2	3	4
6. Advocate for the well-being of students in schools ( <i>Advocacy for Children and Youth</i> )	1	2	3	4
7. Manifest sensitivity to the needs and values of diverse learners ( <i>Respect for Diversity</i> )	1	2	3	4
8. Establish rapport and communicates well with diverse audiences ( <i>Respect for Diversity</i> )	1	2	3	4
9. Demonstrate strong communication skills ( <i>Collaboration</i> )	1	2	3	4
10. Use feedback constructively ( <i>Collaboration</i> )	1	2	3	4
11. Demonstrate good organization skills ( <i>Professional Work Characteristics</i> )	1	2	3	4
12. Complete work in timely manner ( <i>Professional Work Characteristics</i> )	1	2	3	4

Signature of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## FACULTY (PRACTICUM/METHODS) DISPOSITION EVALUATION FORM

Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Telephone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

Teacher Preparation Program: \_\_\_\_\_ Art Education \_\_\_\_\_ Major/Concentration: \_\_\_\_\_

Professional Education GPA: \_\_\_\_\_

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

		Rarely	Sometimes	Frequently	Almost Always
1.	Seeks feedback from multiple perspectives and makes appropriate adjustments. <i>(Self-Reflection)</i>	1	2	3	4
2.	Self-monitors progress <i>(Self-Reflection)</i>	1	2	3	4
3.	Upgrades knowledge and skills regularly <i>(Lifelong Learning)</i>	1	2	3	4
4.	Takes initiative and is self-motivated <i>(Lifelong Learning)</i>	1	2	3	4
5.	Manifests respect toward students <i>(Advocacy for Children and Youth)</i>	1	2	3	4
6.	Advocates for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	1	2	3	4
7.	Manifests sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	1	2	3	4
8.	Establishes rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	1	2	3	4
9.	Demonstrates strong communication skills <i>(Collaboration)</i>	1	2	3	4
10.	Uses feedback constructively <i>(Collaboration)</i>	1	2	3	4
11.	Demonstrates good organization skills <i>(Professional Work Characteristics)</i>	1	2	3	4
12.	Completes work in timely manner <i>(Professional Work Characteristics)</i>	1	2	3	4

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_



Rhode Island College  
Art Education Program  
**PREPARING TO TEACH PORTFOLIO**

***Check List of Requirements***

This should represent evidence of the Art Education student's professional development with respect to the Rhode Island Beginning Teacher Standards 1-11 and preparation for succeeding in art student teaching at both the elementary and secondary levels. The following should be included:

**Check**

**List:** (student is to check off items as he/she puts them in portfolio)

**Basic Student Information**

- \_\_\_\_\_ 1. Art Education Student (Teacher Candidate) Information (over for specifics / form to complete)

**Academic and Test Records**

2. All transcripts (up-to-date, student copies are fine) and documentation of any portfolio review credit, course substitutions, etc. (go on line and request a graduation audit from Records if you haven't already done so! – and see Art Dept. secretary or Chair for assistance if corrections need to be made)  
3. Plan of Study (filled out accurately) – and completed 1-page Course Schedule Planning to Graduation  
4. PLT test scores (photocopies of all pages of score report)

**Reflections**

- \_\_\_\_\_ 5. Reflection Essay for Preparing to Student Teach in Art (see specific directions provided)  
\_\_\_\_\_ 6. Summary Reflection Essay on elementary art practicum experience  
\_\_\_\_\_ 7. Summary Reflection Essay on secondary art practicum experience

**Disposition Evaluations**

- \_\_\_\_\_ 8. Art Education student's completed "Candidate Disposition Self-Evaluation Form"  
\_\_\_\_\_ 9. (leave empty plastic sleeve for) "Faculty Disposition Evaluation Form"

**Art Practicum Teaching**

- \_\_\_\_\_ 10. Elementary Art Implemented Lesson Plan Documentation (see below)  
\_\_\_\_\_ 11. Secondary Art Implemented Lesson Plan Documentation (see below)

**Documentation for each implemented lesson to include:**

- . typed lesson plan
- . supplementary instructional materials (visuals, handouts, activity sheets, rubrics, Powerpoint, etc.)
- . documentation of teaching the lesson
- . range of outcomes (samples of student work and assessment of student learning)
- . a typed self-reflection on this implemented lesson
- . Practicum Teacher's completed "Implemented Lesson Plan Scoring Rubric" evaluation
- . Practicum Teacher's completed overall "Evaluation Report for Practicum in Art Education"
- . optional other (additional feedback, information, documentation of display with signage, etc.)

**Other (optional)**

- \_\_\_\_\_ 12. Anything else that Art Education Student would like to add to further document his/her preparation for succeeding in art student teaching at both the elementary and secondary levels.

**NOTE:** For those who want to student teach in the semester of \_\_\_\_\_, this fully-completed portfolio is DUE to the Art Education Program Coordinator (leave in Art Office):



**RHODE ISLAND COLLEGE**  
**Art Education Program Advisory Committee**  
**Assessment of Art Education Preparing to (Student) Teach Portfolio**

Name of Student: \_\_\_\_\_ (Semester Planning to Student Teach)

Strengths evidenced in Preparing to Teach Portfolio:

Concerns regarding student's preparation to student teach:

Is this student ready to student teach?     Yes OR  No (check one). Why or why not?

Advisement to/regarding student:



**Art Education Program  
PREPARING TO TEACH PORTFOLIO**

***Reflection Essay Directions***

For your Reflection Essay written as required for your Preparing to Teach Portfolio, write a thoughtful reflection on your current level of preparation for being able to successfully demonstrate competency in meeting each of the 11 Rhode Island Beginning Teacher Standards (RIBTS) during your art student teaching.

Write 5-7 sentences (typed, single-spaced) regarding your preparation for successfully meeting each of these 11 RIBTS, with each addressed in a separate paragraph headed with the specific RIBTS that you are addressing (as an underlined or bolded heading).

At the end of these reflective self-assessments, write two concluding paragraphs. In these final paragraphs:

- . Identify 2-3 RIBTS that are your strengths in approaching your art student teaching and how this will benefit your teaching performance, and
- . Identify 2-3 RIBTS that you will need to focus more efforts on to achieve success in during your art student teaching and note a few strategies you plan to try to help you achieve success in these areas.

Also, refer to the following for additional assistance in writing your reflection:

- . "Feinstein School of Education and Human Development's Reflection Essay Scoring Rubric" (this is the rubric that will be used to assess your essay)
- . Dept. of Educational Studies Reflective Essay Directions for the Preparing to Teach Portfolio

Your Reflection Essay should help reviewers in determining that you are prepared for art student teaching – and it should help you in your final preparations for that significant experience and indeed assist you in succeeding.



# REINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## REFLECTION ESSAY SCORING RUBRIC

### Preparing to Teach Portfolio

Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Telephone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

Teacher Preparation Program: Art Education Major/Concentration: \_\_\_\_\_

Assess the extent that the candidate has demonstrated his/her knowledge of the following Rhode Island Beginning Teacher Standards in the Reflection Essay. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakest	Developing	Competent	Strength
1.	The reflection essay demonstrated a broad base of general knowledge that the candidate has acquired. <i>(RIBTS 1)</i>	1	2	3	4
2.	The reflection essay demonstrated an in-depth understanding of the disciplines the candidates teach. <i>(RIBTS 2)</i>	1	2	3	4
3.	The reflection essay demonstrated an understanding of how children learn and develop. <i>(RIBTS 3)</i>	1	2	3	4
4.	The reflection essay demonstrated an understanding of how students differ in their approaches to learning. <i>(RIBTS 4)</i>	1	2	3	4
5.	The reflection essay demonstrated developing critical thinking, problem solving, and performance skills. <i>(RIBTS 5)</i>	1	2	3	4
6.	The reflection essay demonstrated an in-depth knowledge of an effective learning environment. <i>(RIBTS 6)</i>	1	2	3	4
7.	The candidate addressed in the reflective essay the importance of fostering collaborative relationships with colleagues and families to support students' learning. <i>(RIBTS 7)</i>	1	2	3	4
8.	The candidate used effective communication in the reflective essay to convey his/her message. <i>(RIBTS 8)</i>	1	2	3	4
9.	The candidate discussed the importance of using formal and informal assessment strategies to support student learning. <i>(RIBTS 9)</i>	1	2	3	4
10.	The candidate demonstrated reflective practice throughout the essay. <i>(RIBTS 10)</i>	1	2	3	4
11.	The candidate addressed ethical, legal and professional standards throughout the essay. <i>(RIBTS 11)</i>	1	2	3	4

Comments:

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

RIBTS 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.			
Weakness	Developing	Competence	Strength
Learning experiences reflect little general knowledge and are founded on a narrow base of awareness and understanding of the world.	Learning experiences reflect some aspects of general knowledge and awareness of current issues within the content area, but could be further developed.	Learning experiences reflect a broad base of general knowledge, an awareness of current issues, and understanding of the world as it relates to unit content.	Learning experiences reflect an effort to expand on and integrate a broad base of general knowledge while planning, and reveal a keen awareness of current issues and an understanding of the nature of the world and how this relates to unit content.
RIBTS 2: Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.			
Makes content errors, cannot articulate interdisciplinary connections, or presents content without connections to real-life experiences.	Knowledge of content is in evidence, but is somewhat superficial or inaccurate; minimal connections to other disciplines or to students' personal lives is evident.	Displays basic content knowledge, makes connections to other disciplines and discusses relevant issues associated to students' personal lives.	Takes initiative to teach beyond the text, keeps abreast of new ideas, incorporates interdisciplinary strategies and challenges students to question their understandings.
RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.			
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.
RIBTS 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.			
Relies on direct instruction to passive learners utilizing few resources outside of the textbook.	Utilizes a limited repertoire of teaching strategies to engage the learner or resists exploring ways to develop critical thinking.	Uses variety of strategies and multiple resources for delivering materials to engaged learners in solving problems.	Actively involve students in decision making, collaboration, problem solving, and finding resources.
RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interactions, active engagement in learning, and self-motivation.			
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.
RIBTS 7: Teachers build collaborative relationships with colleagues and families to support students' learning.			
Makes minimal or no attempt to communicate with parents or colleagues to support students' learning.	Consults with colleagues, but resists incorporating their suggestions.	Consults when necessary with colleagues on matters related to instruction and parents when related to student.	Evidence is presented showing collaboration with colleagues and families to coordinate learning activities or to address other concerns related to teaching.
RIBTS 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.			
Written and oral language contains grammar or syntax errors, interacts with students through recitation, accepting low level questions or responses.	Language and vocabulary is appropriate much of the time in an attempt to promote deeper understanding but is inconsistent in allowing students to express ideas.	Language is clear with appropriate vocabulary, uses variety of questions to probe student understanding, and helps students articulate ideas.	Language is expressive and well chosen, asks questions to promote risk-taking and stimulates curiosity, and insures all students are heard in group discussions.
RIBTS 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.			
Uses minimal variety of assessment strategies and/or strategies that are inconsistent with instructional goals and do not provide constructive feedback.	Aware of a variety of assessments, but the information collected is superficially analyzed to adapt instruction and improve student learning.	Designs multiple methods of assessment that are used to collect information to adjust teaching plans and to support student learning.	Learners are involved in self-assessment where feedback is personalized and descriptive to foster continued learning. Multiple methods of teacher assessment enhance student learning.
RIBTS 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.			
Misjudges the success of classroom practice and does not accept constructive criticism well.	Occasionally evaluates classroom practice and makes general suggestions how lessons may be improved.	Generally accurate in determining the success of classroom practice and is open to ideas and suggestions for improvement. Welcomes opportunities for professional growth.	Critically analyzes the strengths and weaknesses of classroom practice and actively seeks constructive criticism. Seeks growth through professional networks and professional reading.
RIBTS 11: Teachers maintain professional standards guided by legal and ethical principles.			
Makes no effort in sharing knowledge with others or assumes no professional responsibilities. Interactions with students, colleagues, and families reflect a lack of professional ethics.	Occasionally involved in broader professional issues that extend outside of classroom practice.	Participates in professional activities and conducts behavior in a professional, ethical manner in interactions with students, colleagues, and families.	Demonstrates leadership or volunteers to share new knowledge or skills with other faculty. Models highly ethical practices.

