

Summary, Required Portfolio Cover Sheet

Score each Criterion separately and note the total score at the end. Scores are not compensatory. A minimum score must be earned for each criterion.

Each indicator is worth 2 points and each criterion must have at least the minimum number indicated in the scoring box. There are 51 descriptors making the highest possible score 102 and if a candidate earns the required minimum for each criterion, the total will be 74.

Candidates will be asked to provide additional evidence for only those criteria earning less than 70% of the possible points. Please use the final page of this Advance Organizer to designate what additional evidence is necessary.

Total Score: _____ /102 (A score of 74 required) Date: _____

Reviewed by: _____ Second Reviewer: _____

All of the following Portfolio Evidence Guidelines must be answered “Yes”.

(http://www.wce.wvu.edu/Resources/Certification/Pro/Documents/portfolio_evidence_guidelines.doc)

1. Evidence covers **ALL LEARNING OPPORTUNITIES DESCRIBED** in the Descriptions of Practice for each Criterion

Yes No

2. Demonstrates that more than one student, in fact **ALL STUDENTS**, have those opportunities

Yes No

3. **STUDENT VOICE** is used in support of the criteria in Standard I

Yes No

4. Demonstrates that those learning opportunities are happening **OVER TIME**

Yes No

5. Demonstrates that those learning opportunities occur in **MORE THAN ONE CONTEXT** or applied in different ways

Yes No

6. One entry includes an Applied Classroom Inquiry Project

Yes No

7. Student and parent/guardian confidentiality is protected

Yes No

Yes, Portfolio Standards have been met.

Initial final check on the Professional Growth Record and forward this form to University-School Partnerships Office.

No, Portfolio Standards have not been met.

Describe missing components on the last page of this document.

I. Effective teaching

0 = No evidence included 1 = Partial evidence included 2 = Clear, convincing evidence included

1 (A) USING INSTRUCTIONAL STRATEGIES THAT MAKE LEARNING MEANINGFUL AND SHOW POSITIVE IMPACT ON STUDENT LEARNING	
1. Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire.	Evidence in Entry _____ Page _____
2. Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives.	Evidence in Entry _____ Page _____
3. Students actively engage in tasks that are meaningful, reflect their own life experiences, and are directly related to the learning targets.	Evidence in Entry _____ Page _____
4. Students engage in a variety of learning tasks, such as direct, indirect, cooperative, and independent. Students know how to articulate, demonstrate, and apply the appropriate skills and strategies to be successful in each type of learning task.	Evidence in Entry _____ Page _____
5. Students engage in making learning choices; pursue knowledge on their own; and work cooperatively or independently to develop, research, and complete learning tasks.	Evidence in Entry _____ Page _____
Score: ____ / 10 (Minimum of seven required)	

1 (B) USING A VARIETY OF ASSESSMENT STRATEGIES AND DATA TO MONITOR AND IMPROVE INSTRUCTION	
1. Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets.	Evidence in Entry _____ Page _____
2. Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable.	Evidence in Entry _____ Page _____
3. Students keep and review with their teacher records of their learning progress to identify <i>their own</i> specific needs for growth	Evidence in Entry _____ Page _____
4. Students regularly use their work to examine and reflect on their achievement of learning targets. Students set individual goals and outline the steps required to reach those goals.	Evidence in Entry _____ Page _____
5. Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing. Students can articulate what worked, what did not, and what they need to do differently next time.	Evidence in Entry _____ Page _____
6. Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work.	Evidence in Entry _____ Page _____
7. Students participate in communication with parents/guardians and in decision-making about their learning progress and assessment data.	Evidence in Entry _____ Page _____
8. Students create and use scoring criteria to assess their own and others' work.	Evidence in Entry _____ Page _____
Score: ____ / 16 (Minimum of 12 required)	

1 (C) USING APPROPRIATE CLASSROOM MANAGEMENT PRINCIPLES, PROCESSES, AND PRACTICES TO FOSTER A SAFE, POSITIVE, STUDENT-FOCUSED LEARNING ENVIRONMENT.

1. Students have a voice regarding classroom standards, rules, and consequences. Classroom standards are evident as demonstrated by student behavior.	Evidence in Entry _____ Page _____
2. Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors.	Evidence in Entry _____ Page _____
3. Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively.	Evidence in Entry _____ Page _____
4. Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively.	Evidence in Entry _____ Page _____
5. Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.	Evidence in Entry _____ Page _____
6. Students display the skills needed to take a leadership role in some part of collaborative work.	Evidence in Entry _____ Page _____

Score: ____/ 12 (Minimum of nine required)

1 (D) DESIGNING AND/OR ADAPTING CHALLENGING CURRICULUM THAT IS BASED ON THE DIVERSE NEEDS OF EACH STUDENT

1. Students can articulate the required learning targets.	Evidence in Entry _____ Page _____
2. Students know what is needed to move to the next level of performance.	Evidence in Entry _____ Page _____
3. Students are aware of and utilize resources for assistance, remediation, acceleration, or enrichment, as appropriate.	Evidence in Entry _____ Page _____
4. Students articulate how the new learning builds on their prior knowledge and individual needs. Students understand the importance of their learning and why it is useful to them.	Evidence in Entry _____ Page _____
5. Students engage in high- level thinking skills, demonstrating a variety of strategies to analyze information and solve problems.	Evidence in Entry _____ Page _____
6. Students reflect on their thinking strategies, communicate what strategies worked well and what strategies did not, and adjust as necessary.	Evidence in Entry _____ Page _____

Score: ____/ 12 (Minimum of nine required)

1 (E) DEMONSTRATING CULTURAL SENSITIVITY IN TEACHING AND IN RELATIONSHIPS WITH STUDENTS, FAMILIES, AND COMMUNITY MEMBERS.

1. Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise.	Evidence in Entry _____ Page _____
2. Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities.	Evidence in Entry _____ Page _____
3. Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and other's cultural identities.	Evidence in Entry _____ Page _____
4. Students of all cultural backgrounds are able to connect <i>personal</i> experiences to new learning.	Evidence in Entry _____ Page _____
5. Students articulate criteria to differentiate between culturally respectful/demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions.	Evidence in Entry _____ Page _____
Score: ____ / 10 (Minimum of seven required)	

1 (F) INTEGRATING TECHNOLOGY INTO INSTRUCTION AND ASSESSMENT

1. Students use a variety of technological skills and select technologies appropriate to instructional and assessment tasks.	Evidence in Entry _____ Page _____
2. Students use technology as a tool to enhance learning, increase personal productivity and foster self-expression.	Evidence in Entry _____ Page _____
3. Students learn and demonstrate the responsible and ethical use of technology.	Evidence in Entry _____ Page _____
Score: ____ / 6 (Minimum of four required)	

1 (G) INFORMING, INVOLVING, AND COLLABORATING WITH FAMILIES AND COMMUNITY MEMBERS AS PARTNERS IN EACH STUDENT'S EDUCATIONAL PROCESS, INCLUDING USING INFORMATION ABOUT STUDENT ACHIEVEMENT AND PERFORMANCE.

1. The teacher uses effective structures to form partnerships with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement.	Evidence in Entry _____ Page _____
2. The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly.	Evidence in Entry _____ Page _____
3. The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student.	Evidence in Entry _____ Page _____
4. The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.	Evidence in Entry _____ Page _____
Score: ____ / 8 (Minimum of six required)	

II. Professional Development

2 (A) EVALUATING THE EFFECTS OF HIS/HER TEACHING THROUGH FEEDBACK AND REFLECTION	
<p>1. The teacher conducts assessments during instruction to monitor student understanding and makes immediate adjustments to instruction as necessary.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>2. The teacher uses multiple sources of classroom-based summative assessments, including school, district, and state data, to strengthen what worked well, identify needed changes, and make necessary instructional adjustments.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>3. The teacher systematically seeks and receives feedback from a variety of sources, including parents, students, peers, and administrators. The teacher engages in reflective analysis of the best use of the information, and determines the appropriate response.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>Score: ____ / <u>6</u> (Minimum of four required)</p>	

2 (B) USING PROFESSIONAL STANDARDS AND DISTRICT CRITERIA TO ASSESS PROFESSIONAL PERFORMANCE, AND PLAN AND IMPLEMENT APPROPRIATE GROWTH ACTIVITIES	
<p>1. The teacher uses criteria, including education research and professional standards, to assess professional performance and to set professional goals. The teacher's goals are evolving and s/he adapts them to respond to new information and experiences.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>2. The teacher develops a comprehensive learning plan for each growth area, realistic methods for obtaining that growth, and a clearly articulated timeline of anticipated activities and resources.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>3. The teacher collects evidence that illustrates how student learning opportunities and achievement are connected with the teacher's professional growth efforts.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>Score: ____ / <u>6</u> (Minimum of four required)</p>	

2 (C) REMAINING CURRENT IN SUBJECT AREA(S), THEORIES, PRACTICE, RESEARCH, AND ETHICAL PRACTICE	
<p>1. The teacher consistently demonstrates depth and breadth of knowledge for each content area s/he teaches, and can articulate the scope and progression of student learning.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>2. The teacher consistently demonstrates knowledge and understanding of the Essential Learnings and/or Grade Level Expectations and connects them to the content and processes required for students to meet the standards.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>3. The teacher articulates the connection between intentional, research-based decisions and their impact on student learning.</p>	<p>Evidence in Entry _____ Page _____</p>
<p>Score: ____ / <u>6</u> (Minimum of four required)</p>	

III. Professional Contributions

3 (A) ADVOCATING FOR CURRICULUM, INSTRUCTION, AND LEARNING ENVIRONMENTS THAT MEET THE DIVERSE NEEDS OF EACH STUDENT	
<p>The teacher identifies educational issues and raises awareness in order to support improved learning for all students. The teacher reflects on the effectiveness of the action(s) taken.</p>	<p style="text-align: center;">Evidence in Entry _____ Page _____</p>
<p>Score: ____ / <u>2</u> out of <u>2</u> (Minimum of two required)</p>	

3 (B) PARTICIPATING COLLABORATIVELY IN SCHOOL IMPROVEMENT ACTIVITIES AND CONTRIBUTING TO COLLEGIAL DECISION-MAKING	
<p>1. The teacher uses performance data and research of best practice to participate in collegial efforts to ensure optimum implementation of the instructional program.</p>	<p style="text-align: center;">Evidence in Entry _____ Page _____</p>
<p>2. The teacher honors school-wide agreements and expectations in support of school improvement efforts. The teacher shares responsibility for nurturing positive relationships and crafting a safe environment where autonomy, belonging, and competence are experienced by all.</p>	<p style="text-align: center;">Evidence in Entry _____ Page _____</p>
<p>3. The teacher applies effective collaboration and communication strategies in a group decision-making context.</p>	<p style="text-align: center;">Evidence in Entry _____ Page _____</p>
<p>4. The teacher gains knowledge from the professional teaching community and/or community organizations</p>	<p style="text-align: center;">Evidence in Entry _____ Page _____</p>
<p>Score: ____ / <u>8</u> (Minimum of six required)</p>	

Please enter scoring information on the Summary sheet (page one.)

Please identify the criterion (criteria) and/or **Portfolio Evidence Guidelines** that require additional evidence. The candidate need not provide additional evidence for any criterion that earned the minimum number of points indicated on the scoring sheet.

Additional evidence needed for criteria (check all that apply):

Criteria	Evidence Guidelines
<input type="checkbox"/> 1 (a) Using instructional strategies that make learning meaningful and show positive impact on student learning;	<input type="checkbox"/> Evidence covers all learning opportunities described in the Descriptions of Practice for each criterion.
<input type="checkbox"/> 1 (b) Using a variety of assessment strategies and data to monitor and improve instruction;	<input type="checkbox"/> Demonstrates that more than one student, in fact, ALL students, have those opportunities.
<input type="checkbox"/> 1 (c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment;	<input type="checkbox"/> Student voice is used in support of Criterion I
<input type="checkbox"/> 1(d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student;	<input type="checkbox"/> Demonstrates that learning opportunities are happening over time.
<input type="checkbox"/> 1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, families and community members;	<input type="checkbox"/> Demonstrates that learning opportunities occur in more than one context or applied in different ways.
<input type="checkbox"/> 1(f) Integrating technology into instruction and assessment;	<input type="checkbox"/> One entry includes an <u>Applied Inquiry Project</u> .
<input type="checkbox"/> 1(g) Informing, involving, and collaborating with families and community members as partners in each student's educational process, including information about student achievement and performance.	<input type="checkbox"/> Student and parent/guardian confidentiality is protected
<input type="checkbox"/> 2 (a) Evaluating the effects of his/her teaching through feedback and reflection;	
<input type="checkbox"/> 2 (b) Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities; and	
<input type="checkbox"/> 2 (c) Remaining current in subject area(s), theories, practice, research, and ethical practice.	
<input type="checkbox"/> 3 (a) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student;	
<input type="checkbox"/> 3 (b) Participating collaboratively in school improvement activities and contributing to collegial decision making.	

Additional Comments:

January 2008