

**Rubric: Assessment # 4
Student Teaching Portfolio**

NAEYC standards identified in the left column are defined in detail in the Portfolio assignment description.

NAEYC Standards 1, 2, 3, 4, 5, and 6

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| Rubric for Assessment # 4 |
|  | Not Met | Met | Exceeds | N/A |
| NAEYC Std. 1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c | Candidate’s knowledge seems weak or nonexistent. Candidate does not provide evidence that the environment will support the child’s health, culture, and individuality, and challenge child to gain new competencies.   | Candidate work reflects knowledge of the child’s specific needs and provides examples of interrelationships among developmental areas. They describe the nature of influences on the child; cite relevant intervention programs and research. They describe the essentials of research and developmental principles used to create an effective learning environment for the child; provide evidence that the environment to be created will support the child’s health, culture, and individuality, and challenge child to gain new competencies.   | In addition, candidate work is grounded in developmental theory and provides rich examples to describe child’s characteristics and needs. There is evidence of thorough knowledge of possible interactions among these influences; and cites relevant theory and research.   |  |
| NAEYC Std. 2NAEYC-INI 2aNAEYC- INI 2b NAEYC- INI 2c | Candidate’s knowledge of families and ways of building relationships with them seems weak or nonexistent. Candidate does not provide evidence that they are able to develop strategies for supporting and engaging families and involving them in their child’s learning and development.   | Candidate shows an understanding of diverse families and community characteristics. They develop and implement strategies for building relationships with families in their setting. Candidate develops and implements strategies for involving parents in building an understanding of their child’s learning and development. | In addition, candidates demonstrate the ability to reflect on their implemented strategies for building relationships and fostering collaboration with families. Candidates demonstrate the ability to think critically about the process and develop plans for future implementations of strategies. |  |
| NAEYC Std. 3 NAEYC-INI.3a NAEYC-INI.3bNAEYC-INI.3c | Candidate’s understanding and use of assessment is weak, inappropriate, or non-existent. There is little or no evidence of knowledge of and ability to contribute to partnerships   | Candidate shows knowledge of important goals of assessment, and explain benefits and potential harm of assessments considered and selected. They show basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results. They articulate a research base that supports partnerships; demonstrate core skills in communicating with families and cooperating teacher   | In addition, candidate shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom. Evidence goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs. Candidate discusses legal issues that might apply.   |  |
| NAEYC Std. 4 NAEYC-INI.4b NAEYC-INI.4c NAEYC-INI.4d | Candidate’s knowledge and skills related to developmentally effective approaches are weak and candidate does not demonstrate knowledge of instructional practices and tools. | Candidate shows knowledge of developmentally effective approaches when teaching/assessing young children and candidate’s work shows ability tointegrate multiple areas of knowledge and development and strategies for instruction in curriculumdesign,. | In addition, candidate shows an extensive understanding of appropriate developmental approaches and employs quality professional resources to supplement and inform their own teaching and learning practices.   |  |
| NAEYC Std. 5NAEYC- INI.5aNAEYC- INI.5bNAEYC-INI.5c | Candidate’s knowledge related to the content appropriate for academic disciplines is weak or not existent. Candidate does not demonstrate the ability to use content knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines.   | Candidate’s shows knowledge related to the content appropriate for academic discipline. Candidate demonstrates the ability to use content knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines.   | In addition, candidate shows the ability to identify content connections between disciplines and develop lessons that are meaningful for young children by connecting content with an understanding of development and the child’s contexts.  |  |
| NAEYC Std. 6NAEYC Std. 6bNAEYC- INI.6cNAEYC-INI.6d | Candidate’s ability to uphold ethical standards and act in a professional manner is weak or nonexistent. Candidate does not demonstrate the ability to engage in collaborative learning experiences with peers or use technology effectively. Candidate does not demonstrate the ability to critically reflect on practice in relation to their understanding of early childhood education.   | Candidate’s ability to uphold ethical standards and act in a professional manner is apparent. Candidate demonstrates the ability to engage in collaborative learning experiences with peers and use technology effectively.  | In addition, candidate demonstrates the ability to critically reflect on practice in relation to their understanding of early childhood education and is able to integrate this reflection in their practice.  |  |

# REFLECTION PROMPTS FOR PORTFOLIO

**Planning (APS 1, 2 and 3)**

* To what extent have you planned for acting in accord with the rights and responsibilities of all students?
* To what extent have you honored the contributions of diverse learners?
* How well does your long-range plan capture the big ideas of the course?
* Have you included meaningful affective goals for the course?
* To what degree have you developed a plan for managing behavior?
* How well have you planned for non-instructional routines?
* To what extent have your plans been designed to improve students’ process standards?
* To what extent have your plans used the process standards to help students understand important ideas?
* To what extent have your plans incorporated technology as a learning tool?
* How successful have you been at planning lessons that capture students’ interest?
* How well have you used best practices, including the effective use of technology, to assess student learning?
* To what degree have your assessments been aligned with your instruction and your goals?
* How have you used strategies other than quizzes and tests to provide authentic assessment of student achievement?
* How successful have you been at providing meaningful feedback to students?
* How successful have you been at maintaining accurate records?

**Instruction and Content (APS 4, 5, 7, and 8)**

* To what extent have you shown sensitivity to the developmental needs of diverse learners?
* Did youset and maintain high expectations for everyone?
* Did students understand what they were supposed to learn?
* Did you have high expectations for everyone, both cognitively and affectively?
Did you use instructional strategies that were appropriate for the objectives?
* Did you build toward, rather than from, abstract ideas?
* Did you use strategies that actively engaged students?
* Did you use strategies that promoted the process standards?
* Did you use a variety of strategies?
To what extent were you committed to ethical and democratic dispositions, including respecting the rights and responsibilities of all students, valuing diverse points of views?
* To what extent did you enhance student learning through best practices, including the effective use of technology?
* How effective was the feedback you provided to students in helping them learn?
* Did you summarize frequently and emphasize big ideas?
* Did you extend or enrich the learning for every student?
* Did you demonstrate a solid understanding of content and a variety of teaching methods to help students gain a deep understanding?
* To what degree did you synthesize the content you taught and integrate interdisciplinary perspectives and applications by making connections to real life and by making global issues locally relevant?
* How accurate were you in teaching content?
* How well did you pace the course? Did you emphasize breadth over depth or depth over breadth?
* Did you emphasize big ideas?
* Were skills taught with understanding?
* Did students see the purpose for the skills they were learning?

**Classroom Management (APS 8 and 9)**

* How engaging and interesting was the environment in your classroom?
* Did students feel free to take risks and make mistakes?
* Did the environment promote cooperation and respect?
* Did students accept responsibility for their own learning?
* Did you communicate effectively through a variety of representations (spoken, written, and digital) when you interacted with students, parents, professional colleagues and community leaders?
* Did you demonstrate an ethical and democratic disposition that respected the rights and responsibilities of all students?
* Did you have an effective management plan?
* Did you enforce your rules fairly and consistently?
* Did you manage time effectively, including transitions between activities?

**Professionalism (APS 10)**

* Have you joined professional organizations?
* Have you attended professional conferences?
* To what extent have you been involved with meetings and organizations outside the classroom?
* Comment on your interactions with parents and other members of the community.