

Student ID # \_\_\_\_\_

Scorer \_\_\_\_\_ Date \_\_\_\_\_

**RUBRIC**  
**IUPUI STUDENT TEACHING PORTFOLIOS**

OBSERVATIONS/EVIDENCE	UNDERDEVELOPED	INITIAL PRACTITIONER	EXEMPLARY
<p>Describe how the new teacher demonstrates an understanding of and adherence to the IUPUI Principles of Teacher Education.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> <li>➤ Philosophy of Education</li> <li>➤ Coherence and clarity of the portfolio overall</li> </ul>	<p>Portfolio contents provide evidence that the new teacher does not fully understand or operate on the Principles of Teacher Education.</p> <p>New teacher does not articulate a philosophy aligned with the principles or lacks the professional discourse skills to communicate his or her philosophy.</p>	<p>Portfolio contents reflect a general understanding of and intent to practice the Principles of Teacher Education.</p> <p>New teacher is using the professional discourse with enough clarity to communicate his or her personal framework.</p>	<p>Portfolio contents exemplify a deep conceptual understanding of the Principles of Teacher Education.</p> <p>New teacher has appropriated the professional discourse and communicates with unmistakable clarity.</p>
<p>Describe the new teacher's planning and instruction.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> <li>➤ Unit plan</li> <li>➤ Lesson plan and analysis of student work</li> <li>➤ Video tape</li> </ul>	<p>The objectives, content, sequence of learning activities, strategies, and selection of resources are not well aligned and unlikely to deliver effective student learning.</p> <p>Teaching is rote. Students lose interest. Little evidence of student learning.</p>	<p>The objectives, content, sequence of learning activities, strategies, and selection of resources reflect the ability to make connections and to motivate students to learn.</p> <p>Teaching encourages thinking and initiative. Students are engaged. Some evidence of student learning.</p>	<p>The objectives, content, sequence of learning activities, strategies, and selection of resources reflect the ability to envision cycles of classroom-based inquiry.</p> <p>Teaching is relevant and authentic. Students are involved in higher order thinking. Ample evidence of student learning.</p>

EVIDENCE	UNDERDEVELOPED	INITIAL PRACTITIONER	EXEMPLARY
<p>Describe how the new teacher addresses the learning needs of all students.</p> <ul style="list-style-type: none"> <li>➤ Description of school context</li> <li>➤ Rationale for lesson</li> <li>➤ Adaptations for exceptional needs children</li> </ul>	<p>Overlooks the importance of students' funds of knowledge, interests, or developmental needs.</p> <p>Displays a deficit or uninformed perspective about differences among the students.</p>	<p>Aware of students' unique funds of knowledge, interests, and developmental needs.</p> <p>Displays high expectations for all students.</p>	<p>Appreciates and consciously attempts to build on students' unique funds of knowledge, interests, and developmental needs.</p> <p>Respectful of diverse pathways to learning.</p>
<p>Describe how the new teacher assesses student learning.</p> <ul style="list-style-type: none"> <li>➤ Analysis of student learning during lesson</li> </ul>	<p>Little conscious thought given to the assessment of student learning.</p>	<p>Recognizes some indicators of student learning.</p> <p>Accomplishes generalized analysis of student learning.</p> <p>Provides feedback to students.</p>	<p>Plans ahead and is deliberate about the assessment of student learning.</p> <p>Provides accurate and specific feedback that is likely to improve student work.</p>
<p>Describe how the new teacher reflects on his/her teaching and learning.</p> <ul style="list-style-type: none"> <li>➤ Analysis of lesson</li> <li>➤ Final reflection</li> </ul>	<p>Recounts the events or emotions of a lesson or program without probing their meaning.</p> <p>Sees very little in an experience that is deemed significance. Reflective writing leads to few new insights or goals.</p>	<p>Draws on knowledge and principles gained in teacher education classes and connects them to what is happening.</p> <p>Comes away from reflective writing with some new insights and action plans.</p>	<p>In-depth and purposeful analysis of data.</p> <p>Uses reflective writing to learn more about teaching and learning. Practices higher order thinking—poses questions, evaluates, solves problems, and synthesizes across experiences.</p>

