

Appendix D

**GRADUATE PORTFOLIO EVALUATION at MIDPOINT for CANDIDATES in
TEACHER LICENSURE AREAS
Holistic Rubric**

Semester and Year: _____

Directions for Program Director:

After candidates have completed 15-21 semester hours of coursework in their graduate licensure program, contact them in order to (1) discuss the current status of their portfolio, (2) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (3) schedule an appointment for the midpoint conference. If a rating of *follow-up required* is received on any element(s) of the rubric, schedule a follow-up meeting to re-evaluate the candidate's progress on the portfolio.

Candidate: _____

Student ID #: _____

Program Director: _____

Degree: _____ Licensure Area: _____

STANDARDS for the MASTER'S DEGREE TEACHING LICENSURE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 1: Instructional Expertise The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>

Standard 2: Knowledge of Learners The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

Standard 3: Research The candidate uses research to examine and improve instructional effectiveness and student achievement.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standard/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

Standard 4: Content Knowledge The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

Standard 5: Professional Development and Leadership The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standard s/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

Candidate Summary Sheet
GRADUATE PORTFOLIO EVALUATION at MIDPOINT for CANDIDATES in TEACHER
LICENSURE AREAS– Holistic Rubric

Semester and Year: _____

Candidate: _____

Student ID #: _____

Program Director: _____

Degree: _____ Licensure Area: _____

Directions for Program Director:

Complete the information below. Provide a copy of this Candidate Summary Sheet to the candidate and retain the original for your files. After the midpoint portfolio evaluation conference, or after the follow-up conference (if required), forward a copy to the Director of Teacher Education.

Check the appropriate box and insert the number in the blank, as applicable:

Candidate is *Making Satisfactory Progress* on ALL assessed elements for the five Standards for the Master's Degree Teaching License.

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Making Satisfactory Progress*;

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Focus for Growth* (complete sections below, as applicable);

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Follow-up Required* (complete sections below, as applicable).

Summary of Follow-Up Action Required, if applicable, and Due Date (if more space is needed, continue on back of this sheet):

Program Director's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

Summary of Follow-Up Conference, if applicable (if more space is needed, continue on back of this sheet):

Program Director's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

