

Continuing Teaching License Scoring Guide for Portfolio

Pacific University College of Education

February, 2004

	1. Pre-assessment and Analysis <i>Candidate assesses the knowledge and skills of students in relation to long-term content goals and district standards and determines the knowledge and skills each student needs to meet the goals and standards.</i>	2. Planning and Designing <i>Candidate designs instructional plans that incorporate knowledge of students' developmental levels, interests, abilities, and learning accomplishments consistent with content goals and district standards.</i>	3. Classroom Climate <i>Candidate establishes a classroom climate conducive to learning, e.g. positive classroom management, a safe and developmentally appropriate environment, efficient organization of time and materials, and effective transitions.</i>
<p style="text-align: center;">4=Yes (Advanced Proficiency)</p> <p style="text-align: center;">3=Yes, but – (Early Prof)</p> <p style="text-align: center;">2=No, but – (emerging knowledge and skill)</p> <p style="text-align: center;">1=No</p>	<ul style="list-style-type: none"> • Teacher uses assessment to inform planning and instruction • Teacher analyzes and assesses students' skills • Teacher designs appropriate learning options identified by the school, district, and state 	<ul style="list-style-type: none"> • Teacher consistently connects instructional goals to age and learning levels and curriculum standards • Teacher demonstrates knowledge of students': cognitive development, age group characteristics, varied approaches to learning, skills and knowledge and abilities • Teacher designs coherent instruction that is consistent with content goals and district standards 	<ul style="list-style-type: none"> • Teacher creates an environment that values respect and rapport in teacher/student and student/student interactions • Teacher establishes a culture of learning that emphasizes the importance of content, pride in student work, and high expectations for learning and achievement • Teacher effectively manages instructional groups, transitions, materials and supplies, noninstructional duties, supervision of volunteers and paraprofessionals, and time • Teacher organizes physical space in a way that emphasizes safety and accessibility
<p style="text-align: center;">Documentation</p>	Differentiated curriculum project, case studies, narrative, profile of candidate's teaching in a standards-based classroom, examples of student work or student surveys.	Differentiated curriculum project, curriculum plan, narrative, profile of candidate's teaching in a standards-based classroom, profile of candidate's culturally competent teaching.	Differentiated curriculum project, case studies, site visit, narrative, profile of candidate's teaching in a standards-based classroom, profile of candidate's culturally competent teaching, video, samples of K-12 student writing.

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	4. Implementing Instruction <i>Candidate implements instructional plans that employ knowledge of subject matter, use research-based educational practices that reflect how students learn, and are sensitive to individual differences.</i>	5. Collaboration <i>Candidate collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and to their families, if needed, to promote student learning when necessary.</i>	6. Evaluation <i>Candidate evaluates student progress in learning, refines plans for instruction, and establishes alternative goals or environments for learning when necessary.</i>
<p style="text-align: center;">4=Yes (Advanced Proficiency)</p> <p style="text-align: center;">3=Yes, but – (Early Prof)</p> <p style="text-align: center;">2=No, but – (emerging knowledge and skill)</p> <p style="text-align: center;">1=No</p>	<ul style="list-style-type: none"> • Teacher is flexible, persistent, and responds to students’ individual differences to enhance learning • Teacher demonstrates flexibility through lesson adjustment • Teacher uses research-based educational practices that are sensitive to individual differences and diverse cultures • Teacher uses current resources and materials and an advanced knowledge of content to enhance instruction • Teacher uses a variety of high quality questioning and discussion techniques that engage students • Teacher engages students in learning through clearly communicated varied activities and assignments, group work and instructional materials • Teacher provides feedback to students that is accurate, substantive, constructive, specific and timely 	<ul style="list-style-type: none"> • Teacher demonstrates knowledge of resources for students. • Teacher communicates and collaborates with family and community to promote learning for students. • Teacher collaborates with colleagues to promote student learning. • Teacher applies awareness of socio-cultural influences on relationships • Teacher advocates for students when appropriate 	<ul style="list-style-type: none"> • Teacher assesses student learning in a way that is congruent with instructional goals, criteria and standards. • Teacher refines plans for instruction by establishing alternative goals and environments for learning. • Teacher uses assessment results to design instruction. • Teacher uses a variety of formative and summative assessment tools. • Teacher incorporates appropriate scoring guides
<p style="text-align: center;">Documentation</p>	<p>Case studies, artifacts, profile of candidate’s teaching in a standards-based classroom, video, profile of candidate’s culturally competent teaching</p>	<p>Differentiated curriculum project, video, site visit, profile of candidate’s teaching in a standards-based classroom</p>	<p>Differentiated curriculum project, participation in content development, site visit, documentation of course tests and assessment tools, profile of candidate’s teaching in a standards-based classroom</p>

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	7. Documentation and Reporting	8. Research	9. Teacher Participation
	<i>Candidate documents and reports the progress of students in achieving content goals and district standards.</i>	<i>Candidate uses emerging research on teaching, learning and school improvement to enhance practices.</i>	<i>Candidate participates in designing, evaluating and improving opportunities for teaching and learning in an educational institution.</i>
4=Yes (Advanced Proficiency) 3=Yes, but – (Early Prof) 2=No, but – (emerging knowledge and skill) 1=No	<ul style="list-style-type: none"> • Teacher maintains accurate records regarding student completion of assignments, student progress in learning and noninstructional records. • Teacher reports student progress in achieving standards • Teacher uses assessment results to document student progress or lack thereof. 	<ul style="list-style-type: none"> • Teacher uses current research on human development and learning to make informed decisions about instruction. • Teacher uses data to inform instruction 	<ul style="list-style-type: none"> • Teacher provides service to the school-wide community • Teacher participates in school and district improvement • Teacher participates in efforts to create learning communities that are equitable, just, and inclusive
Documentation	Case studies, site visits	Differentiated curriculum project, curriculum plan	Site visit, artifacts, differentiated curriculum project, parent evaluation reports from committee work, letters from committee members

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	10. Professional Responsibilities	11. Technology	12. Reflection
	<i>Candidate works to enhance job performance and advance teaching as a profession.</i>	<i>Candidate demonstrates the appropriate and thoughtful use of technology.</i>	<i>Candidate demonstrates the ability to use reflection as a tool to improve his or her professional skills.</i>
<p>4=Yes (Advanced Proficiency)</p> <p>3=Yes, but – (Early Prof)</p> <p>2=No, but – (emerging knowledge and skill)</p> <p>1=No</p>	<ul style="list-style-type: none"> • Teacher grows and develops professionally by enhancing content knowledge, pedagogical skill and service to the profession • Teacher grows and develops professionally by engaging in peer coaching 	<ul style="list-style-type: none"> • Teacher can make informed decisions about the effective use of technology as a/an: <ul style="list-style-type: none"> ○ authoring tool ○ communication tool, ○ resource gathering tool ○ instructional tool 	<ul style="list-style-type: none"> • Teacher reflects on interactions with students, parents, and colleagues • Teacher identifies issues, problems, dilemmas, and opportunities and applies knowledge and skills to make decisions • Teacher considers different relevant perspectives or takes into account the values underlying individual actions and assesses the consequences of decisions and outcomes or actions <ul style="list-style-type: none"> • Teacher calls up professional knowledge from academic preparation, educational theory and research and practical experience • Teacher reflects on teaching practices, assessment, successes and failures, their philosophy of education
Documentation	Video, site visit, artifacts, peer coaching and support, collecting, summarizing and interpreting classroom observations.	Differentiated curriculum project, presentation, artifacts.	Narratives for each of the 11 domains in the scoring guide as well as an overview. Preparing a professional working theory.