

Portfolio Self-Assessment
Graduate School of Education - Concordia University Nebraska

Student Name	Cohort/Location	Date
License Area		

DIRECTIONS: Please check (☒) the level of performance which in your judgment best describes your knowledge, skills and attitudes (dispositions) for the designated standards. *Refer to the product descriptions suggested as representative evidence for each rating level.*

PERFORMANCE CATEGORIES		PERFORMANCE LEVELS							
Adapted from the INTASC Standards for Teacher Development and Licensure	Minimal		Basic			Proficient		Advanced	
	1	2	3	4	5	6	7	8	9
Standard 1 Subject Matter Competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2 Student Growth & Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3 Knowledge of Diverse Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4 Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5 Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6 Communication Techniques / Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7 Instructional Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8 Assessment Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 9 Reflective Practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 10 Positive Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 11 Character/Faith Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Philosophy of Education Statement Included Yes ☐ No ☐
Professional Vita Included Yes ☐ No ☐

PRODUCT DESCRIPTIONS for the PORTFOLIO ASSESSMENT FORM

Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he/she teaches and can create learning experiences that make these aspects of the subject matter meaningful for the students.

- Minimal: Contains few, if any, artifacts demonstrating content knowledge; purported knowledge is incorrect, faulty, or erroneous; no evidence of content knowledge from outside of licensed or emphasis area(s).
- Basic: Includes three to four items evidencing content knowledge in licensed area; knowledge exhibited is sound and essential to the field although rudimentary or basic in its scope; minimal indication of content knowledge from outside of licensed or emphasis area(s).
- Proficient: Incorporates five to six fine examples of content knowledge in licensed area; exhibited knowledge demonstrates major tenets of the field; several evidences of content knowledge from outside of licensed or emphasis area(s).
- Advanced: Showcases exemplary mastery of content knowledge in multiple forms; communicates the breadth and depth of the central concepts, facts, and tools of inquiry for their areas of teaching; impressive delineation of content knowledge, skills, and attributes from outside of licensed or emphasis area(s).

Student Growth and Development: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

- Minimal: Contains little or no documentation; displays a disregard or unawareness for the cognitive, physical, emotional, social, and spiritual development of students; application of pedagogical theory toward effective instruction apparently not understood or appreciated.
- Basic: Section contains a few basic items; communicates clear understanding in two or three of the areas of student development (cognitive, physical, emotional, social, and spiritual); understanding of child development seems adequate, but its full potential for the classroom has not been realized.
- Proficient: Includes several items that clearly reflect this competency; most or all of the areas of student development (cognitive, physical, emotional, social, and spiritual) are represented; demonstrates sound understanding of developmental theory.
- Advanced: Noteworthy collection of artifacts communicates a thorough understanding of cognitive, physical, emotional, social, and spiritual development; articulates tenets of developmental theory and illustrates practitioner's ability to apply it in practice.

Knowledge of Diverse Learners: The teacher understands how students differ in approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- Minimal: Contains few, if any, appropriate artifacts; communicates a disinterest and insensitivity to pupils' personal lifestyles, value systems, and/or learning profiles.
- Basic: Includes some basic attempts at recognizing student diversity; recognizes pupils' needs and interests, but tends to be formal and impersonal; lacks creativity and depth.
- Proficient: Incorporates several, relevant artifacts representing a wide range of application; demonstrates apparent knowledge of diverse learners.
- Advanced: Presents numerous, novel examples of accommodations for diverse learners; highlights personal skill and innovation with instructional approaches; articulates a knowledge of and sensitivity toward stereotypes, injustice, and discrimination.

Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- Minimal: Information centers around one instructional strategy and fails to include a variety; communicates a disinterest or confusion in the development of critical thinking, problem solving, and performance skills; aimless, disoriented, and repetitive.
- Basic: Artifacts display a few instructional strategies although little diversity in approaches is shown; communicates baseline awareness of critical thinking, problem solving, and performance skills; lacks clarity, direction, and development.
- Proficient: Section includes several strategies that fit sequence of instruction well and demonstrate good variety; clear awareness of critical thinking, problem solving, and performance skills; sound understanding although some goals and objectives are only implied.
- Advanced: Extensive range of instructional strategies complements the goals and objectives of teaching; considerable attention devoted to critical thinking, problem solving, and performance skills; goals and objectives clearly communicated.

Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Minimal: Contains minimal documentation; displays an incoherent or inconsistent grasp of human motivation and behavior theory; student needs to address this apparent deficiency before the professional semester.

- Basic: Includes a few items that exhibit a beginning knowledge of human motivation and behavior theory; tends to over rely on the use of discipline techniques; student needs to significantly build upon this knowledge base before the professional semester.
- Proficient: Incorporates a good variety of artifacts; demonstrates a sound working knowledge of human motivation and behavior theory; discipline techniques used as a last resort; student will refine ideology throughout the course of the professional semester.
- Advanced: Demonstrates a wide range of appropriate artifacts; communicates a sophisticated and insightful embodiment of human motivation and behavior theory; anticipates misbehavior and tries alternative techniques for eliminating potentially difficult situations; student should be an effective presence during the professional semester.

Communication Techniques / Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Minimal: Artifacts focus on only one type of communication; student makes no attempt to foster active inquiry, collaboration, and supportive interaction; makes frequent errors in spelling, writing, pronunciation, and speaking; apparently does not perceive importance of communication or technology as a teaching competency.
- Basic: Included pieces focus on one form of communication although a second type is at least included; student shows an awareness of active inquiry, collaboration, and supportive interaction; hampered by verbiage and lack of examples; non-standard English used occasionally; illustrates a basic awareness of communication and technology as teaching competencies.
- Proficient: Tends to rely on transmitting key ideas verbally although other means used occasionally; student is skilled in active inquiry, collaboration, and/or supportive instruction; able to speak and write English appropriately; communicates a strong support of communication and technology as teaching competencies.
- Advanced: Artifacts demonstrate ability to convey ideas clearly and succinctly in written and/or symbolic form; approaches evidence active inquiry, collaboration, and supportive instruction; provides students an outstanding model of oral and written expression; consistently embodies communication as a teaching competency.

Instructional Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- Minimal: This section contains no pieces, or the artifacts do not fit category; demonstrates no awareness of the Concordia lesson plan form; planning is vague and without purpose: attention to learner characteristics and curricular goals ignored.
- Basic: Items show a baseline proficiency in instructional planning; student includes the Concordia lesson plan; less thought given to instructional procedures and broader objectives; procedural emphasis on teacher behavior, not pupil involvement.

- Proficient: Good array of artifacts shows solid skill in instructional planning; student utilizes the Concordia lesson plan effectively; the plans are clear and concise with varied techniques and materials; instructional procedures are designed to include most pupils and shows an awareness of learner characteristics and broader objectives.
- Advanced: Exceptional variety of items shows advanced proficiency in instructional planning; student's plans embody the Concordia model; provisions for individual and/or group differences are evident; broader curriculum goals and techniques for pupil engagement are clearly incorporated.

Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- Minimal: Section contains few, if any, pertinent examples; student fails to perceive any relationship between the evaluation of pupil progress and instructional procedures; no evidence of multiple forms of assessment designed to measure the intellectual, social, and physical development of the learner.
- Basic: Section includes a few strategies although student makes little use of alternative evaluation techniques; pupil progress discussed briefly in general terms; includes at least some alternative forms of evaluation to assess the intellectual, social, and physical developmental theory.
- Proficient: Section comprised of several assessment strategies; instruction altered when warranted; provides systematic feedback to pupils individually and as a group; incorporates multiple means of assessment that include the intellectual, social, and physical development of the learner.
- Advanced: Section highlights multiple forms of assessment; student uses various evaluation techniques on a continuous basis to determine pupil progress toward general goals and specific objectives; adjusts instructional procedures accordingly; encourages self-evaluation by pupils; embodies intellectual, social, and physical development through a diverse spectrum of assessment options.

Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- Minimal: No evidence of personal evaluation or personal philosophy of teaching and learning; appears unable to analyze or to reflect upon personal performance; displays immaturity, egocentrism, and/or an unrealistic self-assessment; may assume personal performance is good although evidence is to the contrary;
- Basic: A few examples of personal evaluation are included; talks about quality of personal performance in general, very vague terms; may either overestimate strengths or underestimate weaknesses; demonstrates some ability to prescribe a personal course of improvement; some indications of a personal philosophy of education.

- Proficient: A solid range of examples shows student can describe strengths and weaknesses of personal performance with good accuracy; continually working on developing and upgrading areas of weakness; solid formation of a personal philosophy of teaching and learning.
- Advanced: A wide range of examples illustrates student is committed to identifying and improving strengths and weaknesses of personal performance; systematically plans on how weaknesses can be turned into strengths; analyzes and integrates a variety of instructional materials, methods, and techniques to strengthen teaching style; includes clearly developed personal philosophy of education.

Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- Minimal: Communicates disinterest or ignorance of importance of social relationships; appears to be immobile, expressionless, and communicates with a limited number of people; shows no awareness or desire of how to support students' learning and well-being.
- Basic: Indicates general awareness of importance of social relationships; includes baseline network of contacts, but fails to include full range of stakeholders; communicates an awareness and desire to support students' learning and well-being.
- Proficient: Evidences competency in social relationships; shows solid and varied network of relationships within the larger community; demonstrates an active effort to support students' learning and well-being.
- Advanced: Demonstrates great proficiency in creating and maintaining social relationships; articulates full gamut of school, professional, and community related activities; instinctively understands and implements procedures to support student' learning and well-being.

Character/Faith Development: The teacher models a value system which emphasizes moral and ethical character; the Lutheran teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church-Missouri Synod.

- Minimal: Little or no evidence to demonstrate a student of character; illustrates no apparent value system; **[For Lutheran Education students]** little, if any, incorporation of the doctrine and teachings of the Lutheran Church-Missouri Synod.
- Basic: Items represent a student who is developing character traits befitting to teachers; student demonstrates some evidence of growth and shows interest in making moral and ethical choices befitting a professional within a school setting; **[For Lutheran Education students]** communicates a general awareness of the doctrine and teachings of the LCMS.
- Proficient: Artifacts indicate a student who handles problems independently and with sound judgment; student demonstrates evidence of strong character; trustworthiness and

dependability; **[For Lutheran Education students]** section includes a solid understanding of the doctrine and teachings of the LCMS.

Advanced: Elements characterize a student who constantly uses mature judgment in seeking viable solutions to problems and demonstrates ability to handle the whole gamut of professional responsibilities and burdens; student embodies high moral and ethical standards and behavior; role model; **[For Lutheran Education students]** embodies the doctrine and teachings of the LCMS.