**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teaching Portfolio Rubric – A review of this student’s portfolio narrative and supporting documents confirm the description indicated of his/her progress toward the IRA Standards.**

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| **IRA Standard** | **Exemplary** | **Distinguished** | **Developing** | **Unmet** | **Possible Artifacts** |
| **2.1** | Displays a thorough understanding of the research and literature that undergirds curriculum and directs teachers in constructing and evaluating a curriculum that is comprehensive, integrated, balanced and designed to meet the needs of struggling readers. Strongly supports teachers to design curriculum with horizontal and vertical alignment. | Displays a substantial understanding of the research literature that undergirds curriculum and supports teachers in constructing and evaluating a curriculum that is comprehensive, integrated balanced and designed to meet the needs of struggling readers. Demonstrates how to design curriculum with horizontal and vertical alignment. | Displays some understanding of the research literature that undergirds curriculum and begins to collaborate with teachers in constructing and evaluating a curriculum that is somewhat comprehensive, balanced and designed to meet the needs of struggling readers. Makes teachers aware of horizontal and vertical alignment of curriculum plans. | Lacks understanding of the research literature that undergirds curriculum. Curriculum design work is less than comprehensive and balanced or does not provide adequate support for struggling readers. There is a lack of horizontal and vertical alignment in curriculum plan.  | **LRC 567, Curriculum Mapping assignment****LRC 567, PD Plan****LRC 552/3, Lesson Plans****LRC 520/1,****Rationale for Shared Reading Lesson Plan** |
| **2.2** | Displays a thorough knowledge of instructional approaches and provides appropriate, in-depth instruction for all learners especially struggling readers and writers. Provides guidance to teachers and support personnel in implementing appropriate instructional strategies. | Displays the necessary knowledge of instructional approaches and provides appropriate, instructional approaches for all learners especially struggling readers and writers. Supports teachers and teachers’ aides in implementing appropriate instructional strategies. | Displays some knowledge of instructional approaches and provides adequate instruction for all learners especially for struggling readers and writers. Some collaboration with teachers and support personnel to design and implement instruction is evident. | Lacks understanding of various instructional approaches that undergird curriculum. Instruction does not adequately achieve objectives for all learners, especially for struggling readers and writers.  | **LRC 550/1, Lesson Plans, Final Tutoring Report****LRC 546,****Final Report** |
| **2.3**  | Displays in-depth knowledge of and a critical stance toward a wide range of instructional materials including traditional print, digital and on-line resources. Guides teachers in building and using quality materials that meet the needs and abilities of all learners. Leads collaborative, school efforts to evaluate, select or use a variety of materials to meet the needs of all learners.  | Displays significant knowledge of and a critical stance toward a wide range of instructional materials including traditional print, digital and on-line resources. Supports teachers in building and using quality materials that meet the needs and abilities of all learners. Participates in collaborative, school efforts to evaluate, select or use a variety of materials to meet the needs of all learners | Displays adequate knowledge of a range of instructional materials including traditional print, digital and on-line resources. Collaborates with teachers in building and using quality materials that meet the needs and abilities of all learners. Is aware of collaborative, school efforts to evaluate, select or use a variety of materials to meet the needs of all learners | Lacks adequate knowledge of instructional materials. Contributes to teachers’ efforts to use quality materials that meet the needs of all learners. No connection to collaborative school efforts to improve selection and evaluations of materials.  | **LRC 590, Annotated Bibliography****LRC 552/3, Materials Assignment** |
| **4.1** | Demonstrates an in-depth understanding of the ways in which diversity influences reading and writing and shares this knowledge with the school community.. Guides teachers in developing curriculum that is responsive to diversity. Assists teachers in understanding the relationship between first and second language acquisition and literacy development. | Demonstrates a substantial understanding of the ways in which diversity influences reading and writing and makes this knowledge available to the school community. Advises teachers in developing curriculum that is responsive to diversity. Assists teachers in understanding the relationship between first and second language acquisition and literacy development. | Demonstrates an adequate understanding of the ways in which diversity influences reading and writing and makes this knowledge available to the school community. Participates with teachers in developing curriculum that is responsive to diversity. Participates in efforts to understand the relationship between first and second language acquisition and literacy development. | Lacks adequate understanding of the ways in which diversity influences reading and writing. No evidence of participating with teachers in developing curriculum responsive to diversity or in understanding the relationship between first and second language acquisition and literacy development.  | **LRC 590, Research Summary, PPT** |
| **4.2** | Provides exemplary differentiated instruction and instructional materials including print, digital and online resources that capitalize on an understanding of diversity. Guides other educators to recognize their own cultures in order to be more responsive to students’ diverse backgrounds. Collaborates in programs that promote home-to-school and school-to home literacy connections. Provides guidance and support to the school community in valuing the contributions of diverse people. | Provides sufficient differentiated instruction and instructional materials including print, digital and online resources that capitalize on an understanding of diversity. Helps other educators to recognize their own cultures in order to be more responsive to students’ diverse backgrounds. Collaborates in programs that promote home-to-school and school-to home literacy connections. Supports the school community in valuing the contributions of diverse people | Provides some differentiated instruction and instructional materials including print, digital and online resources that capitalize on an understanding of diversity. Participates with other educators in efforts to recognize their own cultures in order to be more responsive to students’ diverse backgrounds. Is aware of programs that promote home-to-school and school-to home literacy connections. Supports the school community in valuing the contributions of diverse people | Instruction does not demonstrate an understanding of diversity. Materials do not represent an awareness of diverse perspectives. Little participation in efforts to recognize cultural backgrounds and promote sensitivity to students’ backgrounds. Very little evidence of participation in home-to-school and school-to-home programs and programs designed to value the contributions of diverse people.  | **LRC 590, Materials Assignment;****Professional Development Powerpoint presentation****LRC 570,****Lesson Plan and Observation** |
| **4.3** | Provides many opportunities for students to make linguistic, academic and cultural connections between what they learn in school and their background knowledge. Strong evidence of advocating for social justice and making it part of the literacy curriculum. Collaborates with teachers and administrators in implementing policies and instructional practices that promote equity and strengthen connections with the community. | Provides sufficient opportunities for students to make linguistic, academic and cultural connections between what they learn in school and their background knowledge. Adequate evidence of advocating for social justice and making it part of the literacy curriculum. Adequate evidence of collaboration with teachers and administrators in implementing policies and instructional practices that promote equity and strengthen connections with the community | Provides some opportunities for students to make linguistic, academic and cultural connections between what they learn in school and their background knowledge. Some evidence of advocating for social justice and making it part of the literacy curriculum. Collaboration with teachers and administrators in implementing policies and instructional practices that promote equity and strengthen connections with the community is limited. | Provides limited opportunities for students to make linguistic, academic and cultural connections between what they learn in school and their background knowledge. Very little evidence of advocating for social justice and making it part of the literacy curriculum. Little effort made to collaborate with teachers and administrators in implementing policies and instructional practices that promote equity and strengthen connections with the community. | **LRC 550/1 or LRC 552/3, Lesson Plan for comprehension****LRC 590, Grant Assignment,****Annotated Bibliography** |
| **5.1** | Designs an exceptional learning environment that provides easy access to books and other instructional materials for a variety of individual, small group and whole class activities. Modifies arrangement promptly to meet students’ changing needs. | Designs an effective learning environment that provides sufficient access to books and other instructional materials for a variety of individual, small group and whole class activities. Modifies arrangement regularly to meet students’ changing needs | Designs a basic learning environment that provides some access to books and other instructional materials for a variety of individual, small group and whole class activities. Modifies arrangement occasionally to meet students’ changing needs | Learning environment gives students limited access to instructional materials. Arranging for individual and small group instruction is problematic. Does not modify the arrangement.  | **LRC 552/3, Lesson Plans****LRC 550/1, Observation Summary, Lesson Plans** |
| **5.2** | Provides outstanding models of supportive social environments for all students, especially those who struggle with reading and writing and English language learners.. Supports other teachers in doing the same. | Provides effective models of supportive social environments for all students, especially those who struggle with reading and writing and English language learners.. Supports other teachers in doing the same. | Provides basic models of supportive social environments for all students, especially those who struggle with reading and writing and English language learners.. Supports other teachers in doing the same. | Problems in the social environment provided for students does not make it suitable as a model for other teachers.  | **LRC 550/1, Three-way Conference** |
| **5.3** | Highly skilled and knowledgeable in providing effective routines for all students, especially those who struggle with reading and writing. Models and provides guidance for other teachers to do the same. | Competent in providing effective routines for all students, especially those who struggle with reading and writing. Provides guidance for other teachers to do the same. | Adequately skilled and knowledgeable in providing effective routines for all students, especially those who struggle with reading and writing. Provides some guidance for other teachers to do the same. | Lacks knowledge and skill in providing students with effective routines. Does not provide help to other teachers in this area.  | **LRC 550/1, Three-way Conference****LRC 520****Lesson Plan Collection** |
| **5.4** | Provides extensive support for teachers in using evidence based grouping practices to meet the needs of all learners especially those who struggle with reading and writing | Provides substantial support for teachers in using evidence based grouping practices to meet the needs of all learners especially those who struggle with reading and writing | Provides some support for teachers in using evidence based grouping practices to meet the needs of all learners especially those who struggle with reading and writing | Limited use of evidence based grouping practices in instructional practice. Little to no support for teachers in doing the same for all students.  | **LRC 552/3,****Lesson plan****LRC 550/1,** **Collaboration Activity** |
| **6.2** | Demonstrates a thorough understanding of the connection between teacher disposition and student learning. Embodies this by demonstrating outstanding interpersonal and leadership skills and modeling a positive attitude toward reading and writing with students, teachers, administrators and parents. | Demonstrates a good understanding of the connection between teacher disposition and student learning. Demonstrates adept interpersonal and leadership skills. Models a positive attitude toward reading and writing with students, teachers, administrators and parents. | Demonstrates an adequate understanding of the connection between teacher disposition and student learning. Demonstrates adequate interpersonal and leadership skills. Sometimes models a positive attitude toward reading and writing with students, teachers, administrators and parents. | Demonstrates a limited understanding of the connection between teacher disposition and student learning. Interpersonal and leadership skills are limited. Does not take opportunities to model a positive attitude toward reading and writing with students, teachers, administrators and parents.  | **LRC 550/1, Three-way Conference****LRC 525****Professional Leadership Project** |
| **1.3** | Evaluations by teachers and college supervisor indicate that candidate is outstanding in modeling fair-mindedness, empathy and ethical behavior and communicates the importance of such behavior to others.  | Evaluations by teachers and college supervisor indicate that candidate is proficient in modeling fair-mindedness, empathy and ethical behavior and communicates the importance of such behavior to others. | Evaluations by teachers and college supervisor indicate that candidate is adequate in modeling fair-mindedness, empathy and ethical behavior and communicates the importance of such behavior to others. | Evaluations by teachers and college supervisor indicate that candidate is limited in modeling fair-mindedness, empathy and ethical behavior .Does not communicate the importance of such behavior to others. | **Letter of Support – LRC 550/1 Instructor or LRC552/3 Instructor****LRC 550/1, Three-way Conference** |