

Teacher: _____

Date: _____

Rubric for Evaluating End of Year Teacher Portfolio Presentation

- Use the following rubric to guide your planning throughout the year and preparation for your presentation.
- Self-evaluate by circling or highlighting the box in each section which you feel most accurately depicts your progress toward meeting these goals.
- Please plan your portfolio presentation to last no more than 15 minutes so that each person has sufficient time to share without feeling rushed. There will also be 5 minutes for asking questions. Be sure to include artifacts to document the elements described below. If you have a project which you are excited about and wish to showcase, please feel free to do so within the time allotted.

Ideal	Adequate	Unacceptable	Suggested Documentation
Artifact: Long Range/Yearly Plans			
Teacher identified a sequence for teaching all subjects/topics/skills and modified it as necessary throughout the school year.	Teacher identified a sequence for teaching most subjects/topics/skills and modified it as necessary throughout the school year.	Teacher did not have a year-long plan for most subjects, or had it but did not use it.	Circle subject areas for which long range plans were written and attach copies of them: Bible, social studies, science, math, language arts, PE, art, music, technology
Long range planning included frequent projects, field trips, guest speakers, service learning or other methods for making instruction relevant.	Long range planning included some projects, field trips, guest speakers, service learning or other methods for making instruction relevant.	Teacher relied heavily on textbook and workbook instruction.	List projects, field trips, guest speakers, service learning or other methods used, or highlight them within your plans so they can be easily seen.
Artifact: Daily/Weekly Lesson Plans			
Teacher has consistently written lesson plans.	Teacher has written lesson plans for most weeks.	Teacher has not written lesson plans or has written them	Please bring your lesson plan book or, if you keep it on the computer, print your lesson plans for the months of Nov,

		sporadically.	Jan, Mar, and Apr (or print them all if you prefer).
Lesson plans consistently accommodate a variety of intelligences.	Lesson plans usually accommodate a variety of intelligences.	Lesson plans infrequently or never accommodate a variety of intelligences.	Be prepared to describe examples of instruction for multiple intelligences.
Lesson plans include accommodations for all students identified as needing them.	Lesson plans usually include accommodations for all students identified as needing them.	Lesson plans infrequently or never include accommodations for students identified as needing them.	Share examples of accommodations for special needs either verbally, in a list, or through REACH plans.
Lesson plans consistently integrate spiritual concepts and goals including light-skills.	Lesson plans usually integrate spiritual concepts and goals including light-skills.	Lesson plans infrequently or never integrate spiritual concepts and goals including light-skills.	Share anecdotes which demonstrate student growth in this area or highlight instances of this within lesson plans. Lesson plans should include how light-skills are incorporated.
Language arts lesson plans for nearly all weeks include at least 2 mini-lessons per week in both Readers' Workshop and Writers' Workshop.		Language arts lesson plans infrequently or never include at least 2 mini-lessons per week in both Readers' and Writers' Workshop.	Show that mini-lessons are part of your lesson plans. This may be done by highlighting them within lesson plans or by checking those which have been taught on the checklist which is available on the Conference website.
Artifact: Written Procedures			
Teacher has written procedures for all routines and a system for displaying them.	Teacher has written procedures for nearly all routines and a system for displaying them.	Teacher has few or no written procedures.	Show procedure manual or other method of managing written procedures.
All procedures are clear, concise and developmentally appropriate.	Most procedures are clear, concise and developmentally appropriate.	Few or no procedures are clear, concise and developmentally appropriate.	Show procedure manual or other method of managing written procedures.

Artifact: Schedule

Schedule provides for instruction in all subjects and meets the AU policy of 31 hours/week of instructional time.		Schedule does not provide for instruction in all subjects and/or does not meet the AU policy of 31 hours/week of instructional time.	Show your schedule.
Schedule accommodates students need for movement.		Schedule does not accommodate students need for movement.	P.E., lunch and recess are distributed throughout the day, or other accommodations for movement are provided.

Log of Parent Contacts

Log contains frequent and regular entries.		Log contains few and/or irregular entries.	Show your log of parent contacts.
All entries contain sufficient details.		Few entries contain sufficient details.	Show your log of parent contacts.

Artifact: Evidence of Collaboration with Colleagues

Teacher used the visitation day to observe in a peer's classroom		Teacher did not use the visitation day to observe in a peer's classroom.	Show the Conference office form which documents your visit.
Teacher has more than 3 documented contacts with peers for purposes of professional growth or mutual support.	Teacher has 3 documented contacts with peers for purposes of professional growth or mutual support.	Teacher has less than 3 documented contacts with peers for purposes of professional growth or mutual support.	List your contacts with peers for purposes of professional growth or mutual support.

Artifacts for Teacher Goal #1

Artifacts provide outstanding evidence of significant progress toward Goal #1.	Artifacts provide convincing evidence of progress toward Goal #1.	Artifacts provide little or no evidence of progress toward Goal #1.	
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Comments:

Artifacts for Teacher Goal #2

Artifacts provide outstanding evidence of significant progress toward Goal #2.	Artifacts provide convincing evidence of progress toward Goal #2.	Artifacts provide little or no evidence of progress toward Goal #2.	
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Comments:

Accomplishments which I am most satisfied with include:

Things I would like to do differently next year include: