

# P.K. Yonge Portfolio Rubrics

## **PART 1**

### **Teaching: Sequence of Planning, Implementation, and Reflection**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Alignment State Standards Student Needs Resources</b>	Weak alignment between standards, resources, instructional activities, and/or assessments	Includes grade level/course appropriate alignment among national/state/common core standards, learning targets/goals, instructional activities, and summative assessment(s)	Includes grade level/course appropriate alignment among national/state/common core standards, learning targets/goals, instructional activities, and summative assessment(s)  Includes evidence of formative assessment Includes instructional strategies and resources (including technology resources if appropriate) to address needs of diverse learners	Includes grade level/course appropriate alignment among national/state/common core standards, learning targets/goals, instructional activities, and summative assessment(s) with annotations that demonstrate an understanding of intentional alignment Includes sample(s) of student formative assessment(s) and annotation(s) describing the intent of the assessment Includes instructional strategies and resources (including technology resources, if appropriate) to address needs of diverse learners, with annotation(s) that explains the rationale for the selection of the specific strategies and resources in response to specific student need(s)

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## **PART 1 (Continued)**

### **Teaching: Sequence of Planning, Implementation, and Reflection**

<p><b>Reflection</b> <i>Practice</i> <i>Student</i> <i>Work</i></p>	<p>No rationale for why a strategy, method, (including technology resources if appropriate) was used to facilitate student achievement of the learning targets/goals</p> <p>No examples/discussion of student work included or examples of student work are unrelated to the lesson</p>	<p>Some rationale for why a strategy (including technology resources if appropriate) was used to facilitate student achievement of the learning targets/goals</p> <p>Discussion includes references to student work without artifacts OR student artifacts are included without discussion</p>	<p>Includes why a strategy and/or resource (including technology resources if appropriate) was used to facilitate student achievement of the learning targets/goals</p> <p>Includes annotated example(s) of student work reflecting on the effectiveness of instruction and determining next steps to facilitate student learning</p>	<p>Includes why a strategy and/or resource (including technology resources if appropriate) was used to facilitate student achievement of the learning targets/goals and how these components improved instruction/student understanding of learning targets/goals.</p> <p>Includes annotated examples of student work demonstrating depth of analysis that connects standards/learning goals, instructional practice and student outcomes; includes implications for future practice</p>
<p><b>Professional Learning</b></p>	<p>Does not seek out / participate in professional learning to address instructional needs</p>	<p>Identifies a specific need and selects appropriate resources for professional learning related to instructional practice</p>	<p>Identifies a specific need and selects appropriate resources for professional learning related to instructional practice and reflects on how professional learning was applied and affected student outcomes (Evidence may include DPP, inquiry brief, etc.)</p>	<p>Identifies a specific need and selects appropriate resources for professional learning related to instructional practice and shares how the application of professional learning impacted both student outcomes and changes in teacher practice (Evidence may include a reflection on targeted feedback cycle, final inquiry paper, presentation of work, etc.)</p>

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## **PART II** **Scholarship and Service**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Scholarship</b> <i>Locally (within PK) and/or broader community (outside PK)</i>	Participates in a professional learning community <i>Evidence may include department/grade level or learning community minutes referencing attendance or agenda from professional learning</i>	Participates in a professional learning community resulting in a demonstrated change in practice <i>Evidence may include an annotated artifact showing change in practice resulting from professional learning</i>	Participates in a professional learning community resulting in a demonstrated change in practice that is shared within the secondary department/grade level or elementary learning community <i>Evidence may include department/grade level or learning community minutes or artifacts referencing sharing</i>	Participates in a professional learning community resulting in a demonstrated change in practice that is shared beyond the secondary department/grade level or elementary learning community <i>Evidence may include artifacts from presentations, digital communications, agenda/notes, etc.</i>
<b>Service</b> <i>Locally (within PK) and/or broader community (outside PK)</i>	Does not participate on school, university and/or professional committee; limited to secondary department/grade level or elementary learning community. (determined by sign-in sheets only)	Participates on school, university and/or professional committee; limited to secondary department/grade level or elementary learning community. (determined by sign-in sheets only)	Actively participates on school, university and/or professional committee limited to secondary department/grade level or elementary learning community (evidenced by a max. 250 word written response: Describe your service to department, grade level or learning community highlighting areas of work and your role during the ____ school year)	Membership or leadership role on school, university and/or professional committee beyond membership in secondary department/grade level or elementary learning community AND/OR mentorship/model for preservice teachers, inservice teachers, and visitors/observers/researchers Evidence: max. 250-word written response: Describe your service to school, university, and/or professional organization highlighting areas of work and your role during the ____ school year)

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## Part III

### Professionalism and Communication (scored by administration)

	Level 1	Level 2	Level 3	Level 4
<b>Professionalism</b>	<p>Rarely/never meets professional expectations</p> <p><i>Examples: attendance submitted on time; arrival and departure to/from campus during contracted time</i></p> <p>Rarely/never submits required materials and meeting required deadlines</p> <p><i>Examples: unit plan submission; grades; semester exams; course syllabus; sub plans; annual reports; DPP</i></p> <p>Rarely/never attends required meetings</p> <p><i>Examples: grade level; learning community; department; faculty; parent conferences; SSTs</i></p>	<p>Occasionally meets professional expectations</p> <p><i>Examples: attendance submitted on time; arrival and departure to/from campus during contracted time</i></p> <p>Occasionally submits required materials and meeting required deadlines</p> <p><i>Examples: unit plan submission; grades; semester exams; course syllabus; sub plans; annual reports; DPP</i></p> <p>Occasionally attends required meetings</p> <p><i>Examples: grade level; learning community; department; faculty; parent conferences; SSTs</i></p>	<p>Frequently meets professional expectations</p> <p><i>Examples: attendance submitted on time; arrival and departure to/from campus during contracted time</i></p> <p>Frequently submits required materials and meeting required deadlines</p> <p><i>Examples: unit plan submission; grades; semester exams; course syllabus; sub plans; annual reports; DPP</i></p> <p>Frequently attends required meetings</p> <p><i>Examples: grade level; learning community; department; faculty; parent conferences; SSTs</i></p>	<p>Consistently meets professional expectations</p> <p><i>Examples: attendance submitted on time; arrival and departure to/from campus during contracted time</i></p> <p>Consistently submits required materials and meeting required deadlines</p> <p><i>Examples: unit plan submission; grades; semester exams; course syllabus; sub plans; annual reports; DPP</i></p> <p>Consistently attends required meetings</p> <p><i>Examples: grade level; learning community; department; faculty; parent conferences; SSTs</i></p>

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	<p>Rarely/never maintains ethical standards of practice</p> <p>Rarely/never adheres to professional educators code of ethics</p> <p>Rarely/never completes required trainings and documentation <i>Examples: prevention of and mandatory reporting of child abuse; FERPA</i></p>	<p>Occasionally maintains ethical standards of practice</p> <p>Occasionally adheres to professional educators code of ethics</p> <p>Occasionally completes required trainings and documentation <i>Examples: prevention of and mandatory reporting of child abuse; FERPA</i></p>	<p>Frequently maintains ethical standards of practice</p> <p>Frequently adheres to professional educators code of ethics</p> <p>Frequently completes required trainings and documentation <i>Examples: prevention of and mandatory reporting of child abuse; FERPA</i></p>	<p>Consistently maintains ethical standards of practice</p> <p>Consistently adheres to professional educators code of ethics</p> <p>Consistently completes required trainings and documentation <i>Examples: prevention of and mandatory reporting of child abuse; FERPA</i></p>
<b>Communication - Families</b>	<p>Rarely/never updates grades within a 2-week time period</p> <p>Rarely/never maintains up to date web presence <i>Examples: Class or learning community web page(s); Canvas course(s)</i></p> <p>Rarely/never communicates in a timely fashion with parents/guardians <i>Example: Parent emails and phone calls are returned within 24 hours</i></p>	<p>Occasionally updates grades within a 2-week time period</p> <p>Occasionally maintains up to date web presence <i>Examples: Class or learning community web page(s); Canvas course(s)</i></p> <p>Occasionally communicates in a timely fashion with parents/guardians <i>Example: Parent emails and phone calls are returned within 24 hours (exclusive of holidays and weekends)</i></p>	<p>Frequently updates grades within a 2-week time period</p> <p>Frequently maintains up to date web presence <i>Examples: Class or learning community web page(s); Canvas course(s)</i></p> <p>Frequently communicates in a timely fashion with parents/guardians <i>Example: Parent emails and phone calls are returned within 24 hours (exclusive of holidays and weekends)</i></p>	<p>Consistently updates grades within a 2-week time period</p> <p>Consistently maintains up- to-date web presence <i>Examples: Class or learning community web page(s); Canvas course(s)</i></p> <p>Consistently communicates in a timely fashion with parents/guardians <i>Example: Parent emails and phone calls are returned within 24 hours</i></p>

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		Occasionally fosters collaborative partnerships with parents/guardians <i>Example: encourages family involvement</i>	Frequently fosters collaborative partnerships with parents/guardians <i>Example: encourages family involvement</i>	Consistently fosters collaborative partnerships with parents/guardians <i>Example: encourages family involvement</i>
<b>Communication - Stakeholders</b> (e.g.: School psych; school counseling; deans, administration, business office personnel, attendance office)	Rarely/never submits required materials and meets required deadlines <i>Examples: special activity requests; school psych rating forms; submission of behavioral referrals</i>	Occasionally submits required materials and meets required deadlines <i>Examples: special activity requests; school psych rating forms; submission of behavioral referrals</i>	Frequently submits required materials and meets required deadlines <i>Examples: special activity requests; school psych rating forms; submission of behavioral referrals</i>	Consistently submits required materials and meets required deadlines <i>Examples: special activity requests; school psych rating forms; submission of behavioral referrals</i>