

10SPED Portfolio Scoring Rubric

Name _____

Date _____ Evaluator _____ Total Score _____

Your portfolio is to be organized according to the following list, with any optional items identified on the blank lines.

Evidence		y/n	Advanced Skills (4)	Excellent progress (3)	Emerging Skills (2)	Struggling (1)
STANDARD 1: CONTENT KNOWLEDGE		y/n				
Required	Transcripts (originals)		Can explain complex ideas from subject area in a way that students can understand.	Understands but can't explain some complex ideas. Is willing to say, "I don't know."	Explains the basics, but gets stuck easily. Is flustered by not knowing.	Asserts incorrect information.
	Praxis Test Scores (I & II)					
	Resume					
	Evaluations by Supervising and Cooperating Teachers					
	Demonstration of eligibility criteria for LD, EBD, and CD					
Optional	Paper addressing IDEA and Chapter 115					
STANDARD 2: INDIVIDUAL DEVELOPMENT		y/n				
Required	Paper on family, culture or nutrition on learning development		Consistently demonstrates knowledge of individual differences in the learning styles, behaviors and rates of learning of disabled students.	Most often understands individual differences of disabled students.	Sometimes understands individual differences of disabled students.	Does not understand nor respond to individual differences of disabled students.
	Evaluations by Supervising and Cooperating Teachers					
	Samples of tests/assessments for measuring prior knowledge or learning development					
Optional						
STANDARD 3: APPROACHES TO LEARNING		y/n				
	Reflective Paper on Student Differences and Learning Style Approaches		Effectively demonstrates the ability to recognize and adapt instructional techniques to appropriately address the diverse learning and behavioral needs of students, employing assistive technology appropriately.	Generally demonstrates the ability to recognize and adapt instructional techniques, not always employing assistive technology appropriately.	Recognizes but does not apply appropriate instructional techniques and assistive technology.	Does not recognize nor use appropriate instructional techniques and assistive technology.
	Evaluations by Supervising and Cooperating Teachers					
Optional:						
STANDARD 4: TEACHING STRATEGIES		y/n				
Required	Reflective paper on a Teaching Strategy (i.e. direct instruction)		Understands and effectively utilizes a variety of instructional and behavioral strategies to design and implement an appropriate individualized education program.	Is able to vary strategies and techniques, but generally relies upon a favorite method.	Attempts several strategies, but does not consistently adapt to situations.	Utilizes a singular instructional technique or behavioral strategy.
	Evaluation of an instructional unit in one area of contribution of women, American Indian History/tribal sovereignty, discrimination, sexism or racism					
	Reflective paper on the modification of an environmental education unit for a student with a disability					
	Paper that addresses phonics development in the reading process					
	Evaluations by Supervising and Cooperating Teachers					
Optional						
STANDARD 5: CLASSROOM MANAGEMENT		y/n				
Required	Reflective paper on conflict resolution policy/or procedures of a school district.		Effectively and consistently demonstrates an understanding of individual and group behavior and uses that knowledge in establishing and implementing clear attainable expectations of student behavior.	Establishes clear expectations for behavior, but is inconsistent in the implementation of those expectancies.	Understands the need for rules, but has difficulty with their timely establishment and enforcement.	Neglects to state expectations, doesn't enforce them.
	Paper on recognizing various classroom strategies for on task student performance or case study on intervention/out comes of a disruptive student					
	Position paper citing and defending a behavior management style					
	Evaluations by Supervising and Cooperating Teachers					
	Paper describing IEP goals/objectives/behavior interventions for 5 th grade student					
Optional						

STANDARD 6: COMMUNICATION		y/n				
Required	Paper citing a lesson which uses multi-media communication approaches		Effectively uses verbal and nonverbal techniques (including the use of technology) in delivering the goals and objectives of the IEP.	Uses verbal and nonverbal techniques inconsistently.	Demonstrates weaknesses in one or more communication modes.	Frequent errors in the use of verbal and nonverbal communication skills.
	Reflective paper on efforts to keep parents and staff involved in the IEP process					
	Paper on the use of assistive technology					
	Paper on the use of augmentative communication					
	Evaluations by Supervising and Cooperating Teachers					
Optional						
STANDARD 7: CLASSROOM PLANNING		y/n				
Required	Paper discussing the IEP development process with emphasis upon (PLEP) Present Level of Performance and measurable goals/objectives		Able to develop and implement the IEP with appropriate instructional techniques based upon knowledge of the subject matter, the student's needs and abilities, and the educational environment.	Plans day to day instruction well, but struggles somewhat with long-range planning.	Understands general concepts of the IEP, but unable to independently develop and implement.	Does not understand conceptual basis for the IEP and the importance of due process requirements.
	Paper citing a regular education lesson/unit and modifications needed for a student with a disability					
	Reflective paper as to the teacher's role in the education of the student, describing assessment and instructional techniques in the development of the IEP					
	Evaluations by Supervising and Cooperating Teachers					
	Paper identifying the major components of the IEP (FAPE/LRE) for one student					
	Reflective paper describing how related services may be required on the IEP					
	Paper discussing the concepts of FAPE and LRE as it relates to the continuum of services					
Optional						
STANDARD 8: ASSESSMENT		y/n				
Required	Reflective Paper on curriculum based assessment		Demonstrates the ability to assess the student in the areas of intellect, achievement, social and physical development, including cultural background.	Demonstrates the ability to independently use one or more assessment techniques or instruments appropriately matched to the student.	Utilizes assessment instrument only with supervision.	Is aware of only basic assessment techniques.
	Sample of a standardized assessment of a student (may be met under Standard 2)					
	Paper comparing and contrasting curriculum based assessment and standardized test results					
	Paper on samples of non-standardized assessment (rating scales, surveys, observations)					
	Evaluations by Supervising and Cooperating Teachers					
Optional						
STANDARD 9: REFLECTIVE PRACTICE		y/n				
Required	Reflective paper on the 20 hour pre-student teaching requirement		Demonstrates the ability to use reflective practices to self evaluate their progress in meeting student's needs and developing relationships with teachers, parents, support staff and community agencies.	Occasionally self evaluates effectively, but not a routine.	Beginning to self evaluate, but either too critical or too generous.	Seems completely oblivious to personal impact on others.
	Evaluations by Supervising and Cooperating Teachers					
	Reflective paper on the roles of regular and special education teacher in the IEP development process					
	Reflective paper on the responsibilities as a student teacher					
Optional						
STANDARD 10: CONNECTION WITH OTHERS		y/n				
Required	Reflective paper on the transitioning process of a student (0 - 3 years, 3 - 6 years, 6 - 14 years, 14 - 21 years)		Actively develops relationships with school staff, parents, and community agencies for the purpose of supporting student learning.	Works effectively with a consistent group of peers and parents, but needs to expand ability to establish working relationships outside that group.	Beginning to work with others when asked. Friendly with parents and community.	Does not search out opportunities to work with parents and community.
	Reflective paper on related services within the local school district					
	Paper documenting community resources from preschool to post secondary and knowledge of programs/opportunities for minority groups					
	Evaluations by Supervising and Cooperating Teachers					
Optional						