

Brigham Young University - Hawaii
School of Education
Professional Outcomes Portfolio Evaluation
(Revised September 2015)

Teacher Candidate: _____ Evaluator: _____

Purpose: *The purpose of this portfolio is for you to demonstrate how your effectiveness as a teacher in the Hawaii Teacher Performance and Licensing Standards and your implementation of the Hawaii Content Performance Standards has had an impact on the learners in your classroom. This is a step beyond the formal observations that have been done during your classroom teaching and is a component of the evaluation process that demonstrates your knowledge, skills, and dispositions as a teacher candidate in the BYUH School of Education.*

Directions: *Carefully select evidence that demonstrates your competence as a teacher and the effects you've had on your students' learning. (** Please remember that any artifact that is considered confidential should have all identifying information removed). Then write a personal statement for each standard explaining how you've met the standard based on the evidence provided. When preparing this statement, you will need to reflect on the performance criteria that is included under each standard. Your evidence should support these (some if not all) performance criteria and not just the broad standard.*

A. Title Page (should also include your name and date)

B. Table of Contents

C. Philosophies

1. Education
2. Teaching
3. Assessment
4. Management

D. Standards

I. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following artifacts:*

- ⇒ Lesson plans (Highlight and explain the key parts of the lesson that meet the standard)
- ⇒ Lesson plans showing connections to IEP's and/or other adaptations, learning styles
- ⇒ Student work with teacher feedback
- ⇒ Student journals
- ⇒ Reading Logs

II. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- ⇒ Lesson plans (Highlight and explain the key parts of the lesson that meet the standard)

- ⇒ *Cooperative Learning Lessons (Show evidence that it worked)*
- ⇒ *Photographs*
- ⇒ *Copies of behavioral intervention plans, contracts, Functional Behavioral Analysis, etc.*

III. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- ⇒ *Lesson plans (Highlight and explain the key parts of the lesson that meet the standard)*
- ⇒ *Student work*
- ⇒ *Examples of teacher made visuals*
- ⇒ *Photographs*

IV. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s). He or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- Lesson plans (Should highlight detailed content knowledge)*
- Description of work you completed to understand and teach new content*
- Student work*
- Meeting/Conference handouts*
- Praxis test scores*
- Photographs*

V. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- Lesson plans/unit plans*
- Graphic organizers*
- Outcomes of projects*
- Photographs*
- Pretest/Post-test data*
- Examples of rubrics and graded student work*
- Action Research project*

VI. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor the learner's progress, and to guide the teacher's and learner's decision making.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- Lesson plans*
- Student portfolios*
- Gradebook*
- Action Research project*
- Notes/Letters to parents, etc.*
- Pretest/Post-test data*
- Parent Teacher Conferencs*

- Student work with rubrics and written evaluation
- Student journals

VII. Planning for Instruction

The teacher plans instructions that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and community context.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- Lesson plans/unit plans
- Graphic organizers
- Outcomes of projects
- Photographs
- Pretest/Post-test data
- Examples of rubrics and graded student work
- Description of excellent preparation from CT or adjunct

VIII. Instructional Strategies

The teacher understands a uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- Lesson plans(Should highlight the rationale for why and how a lesson was taught)
- Show a variety of lesson plan models
- Student portfolios
- Pretest/Post-test data
- Student work with rubrics and written evaluation
- Graphic Organizers

IX. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the community), and adapts practice to meet the needs of each learner.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- Meeting/Conference handouts
- List of professional books and journals read
- Formal Evaluations demonstrating implementation of feedback
- Journal entries
- Curriculum alignment
- Professional memberships
- Record of IEP participation
- Notes/letters written to parents, etc.
- Notes/letters received from parents, etc.

X. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth and to advance the profession.

*Evidence to demonstrate this standard may include (but are not limited to) **four** or more of the following:*

- Examples of team projects

Student Teacher Revision date(s):

- Lists of school activities you've participated in
- Curriculum alignment
- Grade level planning
- Professional memberships
- Notes/letters written to parents, etc.
- Notes/letters received from parents, etc.

Portfolio topic	Unacceptable/Redo	Proficient	Exemplary
-----------------	-------------------	------------	-----------

BYUH SoEd Student Teaching Portfolio Rubric

Name of Student _____

Date _____

Evaluator _____

Signature _____

Student Teacher Revision date(s):

Table of Contents	Incomplete and/or Disordered	Complete with topics, subtopics and page numbering	Hyperlinked, subtopics and with page numbering
Philosophies: Education Teaching Assessment Management	Brief, ambiguous, lacking in principles, original examples, references and depth of thought	Each at least 1000 words containing original thoughts supported by established principles, original examples from your ST experience, references to the educational knowledge base and significant depth of thought in your analyses of your original examples	Each at least 1500 words containing original thoughts supported by currently established principles, original detailed examples from your ST experience, references to the educational knowledge base and significant depth of thought in your analyses of your original examples including references to the community, school and individual students in your classes
Standard 1 Learner Development	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 2 Learner Differences	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 3 Learning Environments	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 4 Content Knowledge	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 5 Application of Content	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 6 Assessment	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 7 Planning for Instruction	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 8 Instructional Strategies	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 9 Professional Learning & Ethical Practice	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard
Standard 10 Leadership and Collaboration	Evidence is incomplete and/or lacking in originality/authenticity	Four evidences which are complete, original, authentic, and sufficient examples of the standard	More than four evidences each of which is clear, legible, well captioned, obviously linked to the standard, and an exemplary example of the standard