

Cleveland State  
University

College of Education  
and Human Services

# STUDENT PORTFOLIO HANDBOOK

## Teaching License Programs

2010-2011

For specific instructions on how to use the ePortfolio system, see the **ePortfolio Student User's Manual** and **Student Quicksheets**

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## Contents

Topic	Page
<a href="#">Introduction to Portfolios</a>	2
<a href="#">What is a portfolio?</a>	2
<a href="#">Why is a portfolio needed?</a>	2
<a href="#">Types of portfolios</a>	2
<a href="#">Working</a>	2
<a href="#">Checkpoint 3 &amp; 4</a>	2
<a href="#">Employment</a>	3
<a href="#">The ePortfolio (Electronic Portfolio) System</a>	3
<a href="#">The CSU Model</a>	3
<a href="#">CSU Program Standards</a>	3
<a href="#">Table 1. Cleveland State University Teacher Education Standards</a>	3
<a href="#">Relationships to Other Standards</a>	4
<a href="#">The Portfolio Process</a>	5
<a href="#">General Description</a>	5
<a href="#">Checkpoints</a>	5
<a href="#">Table 2. Portfolio Checkpoints for Each Program</a>	6
<a href="#">Your Responsibilities</a>	8
<a href="#">Table 3. Student Portfolio Responsibilities</a>	8
<a href="#">Artifacts</a>	9
<a href="#">Portfolio Artifacts and Course Assignments</a>	9
<a href="#">Examples of Artifacts for Each Program Standard</a>	9
<a href="#">Table 4. Examples of Artifacts for each Program Standard</a>	10
<a href="#">Portfolio Management</a>	12
<a href="#">Organization</a>	12
<a href="#">Design for Your Paper or “Hard Copy” Portfolio – If you decide to keep one</a>	12
<a href="#">Design for Your ePortfolio</a>	12
<a href="#">Portfolio Evaluation</a>	13
<a href="#">Rubrics</a>	13
<a href="#">Artifact Rubric Assessment Sheet</a>	13
<a href="#">Portfolio Checkpoint Assessment – Checkpoint 2</a>	13
<a href="#">Portfolio Checkpoint Assessment – Checkpoint 3 and 4</a>	14
<a href="#">Standard Summary Sheet</a>	14
<a href="#">Reflection Sheets</a>	14
<a href="#">Sample ePortfolio Reflection Sheet</a>	16
<a href="#">Standards Self-Assessment Checklist</a>	17
<a href="#">Artifacts Analysis Chart</a>	18
<a href="#">Appendix A: Standards Alignment Chart</a>	19
<a href="#">Appendix B: Portfolio Checkpoint Criteria and Remediation</a>	24
<a href="#">Appendix C: Artifact Rubric Assessment Sheet</a>	26
<a href="#">Appendix D: Artifact Assessment Rubrics for 12 Program Standards</a>	28
<a href="#">Appendix E: Checkpoint 3 and 4 Portfolio Assessment Rubric</a>	41

## Introduction to Portfolios

Portfolio? This may be a new term to you. Your portfolio, however, will be crucial to your development as a professional educator and will be one of the major pieces of evidence you will use to demonstrate how well you meet the standards of your teacher preparation program.

The main purpose of this handbook is to help you understand what portfolios are all about and what you will be expected to do as you develop and refine your own portfolio. The information in this handbook is very important. You should understand it thoroughly.

### What is a portfolio?

In the most general terms, a portfolio is documentation of professional growth and achieved competence. Organized around a set of standards, your portfolio will contain documents which will provide tangible evidence of the wide range of knowledge, skills, and dispositions that you possess as a growing professional educator.

### Why is a portfolio needed?

As you move through and then complete your program at Cleveland State, your portfolio will help you in a number of ways. Your portfolio will:

- help you keep track of how you are doing, your areas of strength, and the areas in which you need to make extra effort;
- encourage you to reflect on the documents in your portfolio and determine how you can further develop them to demonstrate high levels of quality;
- show the faculty that you are making progress toward achieving the stated standards or outcomes of your program;
- guide you in preparing for the Praxis II and Praxis III high stakes tests you will be taking;
- demonstrate, at the end of your program, whether you have satisfactorily met all program standards and thus qualify for our endorsement of your teaching license application;
- help your job search by serving as a major method of presenting evidence of your competence to potential employers.

### Types of portfolios

Your portfolio will evolve as you move through your program:

- Working Portfolio: This portfolio will be a continual “work in progress.” It will be an ongoing systematic collection of selected work samples from courses and evidence of school/community activities. This collection forms the framework for self-assessment and goal-setting. It will be checked a number of times during your program. The number of times, and in which course it takes place will vary from program to program.
- Checkpoint 3 & 4 Portfolio: As you near the end of your program, you will select the artifacts in your working portfolio which **best** reflect your achieved competence, individuality, and creativity as a professional teacher. Normally, two to three artifacts would be selected for each program standard and would become part of your streamlined Checkpoint 3 & 4 Portfolio. As you finish your program, your Checkpoint 3 & 4 Portfolio will be evaluated to determine if you have satisfactorily achieved all program standards.

- **Employment Portfolio:** After still more selective streamlining and the addition of materials of special interest to prospective employers, this is the portfolio you will present as part of the job inquiry/application/interview process.

## The ePortfolio (Electronic Portfolio) System

Teacher preparation students at Cleveland State are now required to build and maintain their portfolios through the ePortfolio system. Separate handbooks and instructional “Quicksheets” are available to help you navigate and use ePortfolio. You can find these materials online at: <http://www.csuohio.edu/cehs/students/portfolios/eportfolio.html>.

## The CSU Model

The teacher preparation program at Cleveland State University is based on a model which sees the *TEACHER AS A RESPONSIVE, REFLECTIVE PROFESSIONAL—A PARTNER IN LEARNING*.

In practical terms, the teacher described by this model will satisfactorily meet **12 program standards or outcomes** which serve as the cornerstone of our programs. The 12 standards are listed below in Table 1. Carefully read through the 12 standards. Consider them to be the goals toward which you are working in your teacher education program. Remember, in your portfolio, you will be providing evidence to demonstrate that you can meet each standard.

**Table 1. Cleveland State University Teacher Education Standards**

<b>Cleveland State University – Standards for Teacher Education</b>	
1.	<b>Personal Philosophy.</b> The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice.
2.	<b>Social Foundations.</b> The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live.
3.	<b>Knowledge of Subject Matter and Inquiry.</b> The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.
4.	<b>Knowledge of Development and Learning.</b> The CSU teacher education student understands how individuals learn and develop and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.
5.	<b>Diversity.</b> The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.
6.	<b>Learning Environment.</b> The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation.
7.	<b>Communication.</b> The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.
8.	<b>Instructional Strategies.</b> The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.
9.	<b>Assessment.</b> The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and gives accounts of students’ learning to the outside world.
10.	<b>Technology.</b> The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.
11.	<b>Professional Development.</b> The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues and professionals in the community) and seeks opportunities to grow professionally.
12.	<b>Collaboration and Professionalism.</b> The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students’ growth and well being.

## Relationships to Other Standards

The 12 Cleveland State teacher education standards listed in Table 1 represent just one possible set of standards for teacher preparation. There are many others. The Ohio Department of Education has developed a set of standards for all Ohio teachers. Another set of standards has been developed as part of the Praxis assessment process. The areas covered by the Praxis II *Principles of Learning and Teaching* examination are based on these standards. Most of you must pass this test to be eligible for a provisional teaching license. The Praxis III assessment, done during your first year of teaching (your “entry year”), is based on these same standards. Success on the Praxis III assessment will be required to convert your teaching license from a provisional one to a professional one.

A third set of standards has been identified by INTASC (the Interstate New Teacher Assessment and Support Consortium).

You should know that if you achieve the 12 Cleveland State teacher education standards, you will also be meeting the other sets of standards. To verify this, we have “lined up” the Cleveland State standards with the Ohio, Praxis, and INTASC standards. The chart in Appendix A on page 19 shows you what this looks like.

Finally, there are subject area specific standards developed by the “learned societies” that support the different teaching content areas, such as mathematics, language arts, science, physical education, and others. You will probably be introduced to these standards in your program-specific courses.

## The Portfolio Process

### General Description

The portfolio process, in general, sounds fairly simple. As you move through your program, you will be developing and revising the evidence to show yourself and others how you are achieving the 12 program standards. Each “piece” of evidence is called an *artifact*. You will organize your artifacts in some kind of file which will be referred to as your portfolio. At various “checkpoints” in your program, your portfolio will be evaluated to determine your progress in meeting the standards. In checkpoints toward the end of your program, you will find out whether your artifacts present you as *UNACCEPTABLE*, *EMERGING*, *PROFICIENT*, or *EXEMPLARY* in each standard. To complete your program and receive endorsement for your teaching license, **your portfolio must demonstrate that you are at least proficient in each standard.** Criteria for success at other checkpoints are described in Appendix B: PORTFOLIO CHECKPOINT CRITERIA AND REMEDIATION on page 24.

It is very important for you to see your portfolio as an ever evolving, ever developing document. An artifact produced early in your program may not represent your level of competence toward the end of your program. Such an artifact might need to be revised or replaced with one of higher quality.

## Checkpoints

Each teacher preparation program at Cleveland State has identified three or more checkpoints for portfolio evaluation:

- **Checkpoint 1:** This is usually done in one of the first professional courses you take. The purpose is to make sure you know how to use the ePortfolio system and have started the *Working Portfolio* section of your ePortfolio. You will not actually “submit” your *Working Portfolio* through the ePortfolio system; but your instructor will let you know what needs to be checked and how it will be done. It may just be a matter of printing a copy of your ePortfolio “My Files” report and turning it in.
- **Checkpoint 2:** After you have taken a number of professional courses, the expectation is that you should have several artifacts in the *Working Portfolio* section of your ePortfolio. When directed by your instructor you will use the ePortfolio system to “submit” your *Working Portfolio*. At this point, your *Working Portfolio* will be checked on five criteria:
  1. Is it well organized (e.g., it includes all required sections)?
  2. Does it include an appropriate and adequate number of required and/or optional artifacts for each of the 12 college outcomes?
  3. Does it include a REFLECTION COVER SHEET for each artifact?
  4. Does it include an ARTIFACT RUBRIC ASSESSMENT sheet for each required artifact?
  5. Does it include an updated STANDARD SUMMARY SHEET?

When you use ePortfolio, you will find that the only criteria you really have to be concerned about is the second one. The system automatically takes care of the first and fifth criteria; and when you submit your *Working Portfolio* for Checkpoint 2, the system will not let you include artifacts without the required reflection sheets or rubric assessment sheets.

- **Checkpoint 3:** This checkpoint usually comes near the end of your program, before student teaching. For this checkpoint, you will use the ePortfolio system to submit your *Checkpoint 3 & 4 Portfolio* for assessment. At Checkpoint 3, all of the required and optional artifacts in your *Checkpoint 3 & 4 Portfolio* will be reviewed to determine your status on each of the 12 college outcomes. You will be assessed as Exemplary, Proficient, Emerging, or Unacceptable on each outcome. The criteria you must meet at this checkpoint in order to be approved for student teaching are:
  1. All 12 outcomes must be assessed as Emerging or better
  2. At least 8 outcomes must be assessed as Proficient or Exemplary
  3. The Proficient or Exemplary outcomes must include Outcome 2 – Social Foundations, Outcome 3 – Knowledge of Subject Matter and Inquiry, Outcome 4—Knowledge of Development and Learning, Outcome 8—Instructional Strategies, and Outcome 10—Technology.
- **Checkpoint 4:** This checkpoint occurs near the end of student teaching. For this checkpoint, you use the ePortfolio system to submit your *Checkpoint 3 & 4 Portfolio* for assessment. At Checkpoint 4, all of the required and optional artifacts in your *Checkpoint 3 & 4 Portfolio* will be reviewed to determine your status on each of the 12 college outcomes. Again you will be assessed as Exemplary, Proficient, Emerging, or Unacceptable on each outcome. The criterion you must meet at this checkpoint in order for you teaching license application to be endorsed by Cleveland State and send to the Ohio Department of Education is:
  1. All 12 outcomes must be assessed as Proficient or Exemplary.

Table 2 lists the checkpoints for each undergraduate or post-baccalaureate program.

**Table 2. Portfolio Checkpoints for Each Program**

<b>Program</b>	<b>Checkpoint / Course/Field Experience / Portfolio Checked</b>
Adolescent/Young Adult	Chkpt. 1: EDB 200 – Start of Working Portfolio Chkpt. 2: EDB 305 – Working Portfolio Chkpt. 3: EDS 313/315/316/317 & EST 372 – Checkpoint 3 & 4 Portfolio Chkpt. 4: EST 482 – Checkpoint 3 & 4 & Employment Portfolio
Art	Chkpt. 1: EDB 200 – Start of Working Portfolio Chkpt. 2: EDC 310 – Working Portfolio Chkpt. 3: EDC 311 – Checkpoint 3 & 4 Portfolio Chkpt. 4: EST 483 – Checkpoint 3 & 4 & Employment Portfolio
Early Childhood	Chkpt. 1: EDB 200 – Start of Working Portfolio ECE 300 – Working Portfolio Chkpt. 2: ECE 402 – Working Portfolio Chkpt. 3: EST 370 – Checkpoint 3 & 4 Portfolio Chkpt. 4: EST 480 – Checkpoint 3 & 4 & Employment Portfolio
Exercise/Fitness Specialist	Chkpt. 1: EDB 200 – Start of Working Portfolio PED 200 – Working Portfolio Chkpt. 2: PED 205 – Working Portfolio Chkpt. 3: PED 325 – Checkpoint 3 & 4 Portfolio Chkpt. 4: PED 480 – Checkpoint 3 & 4 & Employment Portfolio
Foreign Language	Chkpt. 1: EDB 200 – Start of Working Portfolio Chkpt. 2: EDC 312 – Working Portfolio Chkpt. 3: EDC 313 – Checkpoint 3 & 4 Portfolio Chkpt. 4: EST 484 – Checkpoint 3 & 4 & Employment Portfolio
Mild/Moderate	Chkpt. 1: EDB 200 – Start of Working Portfolio Chkpt. 2: ESE 400 – Working Portfolio Chkpt. 3: EST 377 – Checkpoint 3 & 4 Portfolio Chkpt. 4: EST 487 – Checkpoint 3 & 4 & Employment Portfolio
Moderate Intensive	Chkpt. 1: EDB 200 – Start of Working Portfolio Chkpt. 2: ESE 400 – Working Portfolio Chkpt. 3: EST 378 – Checkpoint 3 & 4 Portfolio Chkpt. 4: EST 488 – Checkpoint 3 & 4 & Employment Portfolio
Middle Childhood	Chkpt. 1: EDB 200 – Start of Working Portfolio Chkpt. 2: EDB 303/304 – Working Portfolio Chkpt. 3: EDM 313/315/316/317 & EST 371 – Checkpoint 3 & 4 Portfolio Chkpt. 4: EST 481 – Checkpoint 3 & 4 & Employment Portfolio
Music	Chkpt. 1: EDB 200 – Start of Working Portfolio MUS 205 – Working Portfolio Chkpt. 2: MUS 444 – Working Portfolio Chkpt. 3: MUS 445 – Checkpoint 3 & 4 Portfolio Chkpt. 4: EST 483 – Checkpoint 3 & 4 & Employment Portfolio
Physical Education	Chkpt. 1: EDB 200 – Start of Working Portfolio PED 200 – Working Portfolio Chkpt. 2: PED 302 – Working Portfolio Chkpt. 3: PED 440 – Checkpoint 3 & 4 Portfolio Chkpt. 4: PED 445 – Employment Portfolio
Sport Management	Chkpt. 1: EDB 200 – Start of Working Portfolio PED 200 – Working Portfolio Chkpt. 2: PED 205 – Working Portfolio Chkpt. 3: PED 466 – Checkpoint 3 & 4 Portfolio Chkpt. 4: PED 480 – Checkpoint 3 & 4 & Employment Portfolio

## Your Responsibilities

Study Table 3 below carefully. Keep up with your responsibilities; and your portfolio will become a showcase of your teaching competence.

**Table 3. Student Portfolio Responsibilities (ePortfolio)**

Checkpoints	Student Responsibilities - ePortfolio
<p><b><u>CHECKPOINT 1</u></b> (developed in EDB 200)</p>	<p>Begin ePortfolio by completing following tasks:</p> <ol style="list-style-type: none"> <li>1. Obtain copy of <i>Student Portfolio Handbook</i>: download at: <a href="http://www.csuohio.edu/cehs/students/portfolios/">http://www.csuohio.edu/cehs/students/portfolios/</a></li> <li>2. If not taking EDB 300, make arrangements for obtaining ePortfolio materials and training.</li> <li>3. Use ePortfolio to submit required artifacts and reflections to EDB 200 instructor (and to instructors of other program courses as directed by those instructors)</li> <li>4. Using ePortfolio, add to your Working Portfolio other items such as: (a) an introductory statement; (b) your resume; (c) optional artifacts (along with a reflection for each)</li> <li>5. Provide your EDB 200 instructor with a hard copy of "My Files" from your Working ePortfolio</li> </ol>
<p><b><u>Between CHECKPOINT 1 &amp; CHECKPOINT 2</u></b> (developed in Professional and Major Coursework between EDB 200 and Checkpoint 2 courses listed below)</p>	<p>Begin development of Checkpoint 2 Working Portfolio by completing following tasks:</p> <ol style="list-style-type: none"> <li>1. Continue to use ePortfolio to submit required artifacts and reflections to your instructors</li> <li>2. Continue to use ePortfolio to add optional artifacts and reflections to your Working Portfolio</li> <li>3. Use ePortfolio to add or update other items to your Working Portfolio (introductory statement, resume, evaluations, letters of reference, etc.)</li> <li>4. Review your Working Portfolio STANDARD SUMMARY SHEET and "My Files" to identify areas of strength and weakness in your Working Portfolio; make plans for strengthening weaker areas</li> </ol>
<p><b><u>CHECKPOINT 2</u></b> (developed during ECE 402, ESE 400, EDB 303/304, EDB 305, PED 302, EDC 310, MUS 444, EDC 312)</p>	<p>Conclude development of Checkpoint 2 Working Portfolio by completing following tasks:</p> <ol style="list-style-type: none"> <li>1. Continue tasks #1-4 from initial development of Checkpoint 2 Working Portfolio outlined above</li> <li>2. On or before due date established by Checkpoint 2 instructor, use ePortfolio to submit your Working Portfolio for Checkpoint 2 assessment.</li> <li>3. To be eligible for Practicum or the courses listed below for Checkpoint 3, your Working Portfolio must meet the following five Checkpoint 2 criteria:             <ol style="list-style-type: none"> <li>a. It is well organized (e.g., it includes all required sections)</li> <li>b. It includes an appropriate and adequate number of required and/or optional artifacts for each of the 12 college outcomes</li> <li>c. It includes a REFLECTION COVER SHEET for each artifact</li> <li>d. It includes an ARTIFACT RUBRIC ASSESSMENT sheet for each required artifact</li> <li>e. It includes an updated STANDARD SUMMARY SHEET</li> </ol> </li> </ol> <p>NOTE: Using ePortfolio should insure that you meet criteria a, c, d, and e.</p>
<p><b><u>CHECKPOINT 3</u></b> (developed during Practicum or PED 440 [PE], EDC 311 [Art], MUS 445 [Music], EDC 313 [Foreign Language])</p>	<p>Develop Checkpoint 3 Portfolio by completing the following tasks:</p> <ol style="list-style-type: none"> <li>1. Continue tasks #1-4 from initial development of Checkpoint 2 Working Portfolio outlined above</li> <li>2. Use ePortfolio to copy selected artifacts to your Checkpoint 3 &amp; 4 Portfolio.</li> <li>3. Use ePortfolio to update and copy other items to your Checkpoint 3 &amp; 4 Portfolio (introductory statement, resume, evaluations, letters of reference, etc.)</li> <li>4. Your Checkpoint 3 Portfolio must include the following items:             <ol style="list-style-type: none"> <li>a. 1 to 3 selected artifacts for each of the 12 program outcomes; select those artifacts which best demonstrate competence for each outcome (artifacts may be required or optional)</li> <li>b. <b>A minimum of 6 of your selected artifacts (required or optional) must be ones generated during your practicum or Checkpoint 3 course</b></li> <li>c. Reflections for all artifacts</li> </ol> </li> <li>5. During the 12<sup>th</sup> week of the semester (or at another time established by your instructor or supervisor), use ePortfolio to submit your Checkpoint 3 &amp; 4 Portfolio for a Checkpoint 3 assessment</li> <li>6. To be eligible for Student Teaching the Checkpoint 3 Portfolio must demonstrate achievement of at least Emerging on all 12 program outcomes and Proficient in at least 8 of these, including: #2—Social Foundations, #3—Knowledge of Subject Matter and Inquiry, #4—Knowledge of Development and Learning, #8—Instructional Strategies, and #10—Technology</li> </ol>
<p><b><u>CHECKPOINT 4</u></b> (developed during Student Teaching or PED 445 [PE])</p>	<p>Develop Checkpoint 4 Portfolio by completing the following tasks:</p> <ol style="list-style-type: none"> <li>1. Continue tasks #1-4 from initial development of Checkpoint 2 Working Portfolio outlined above</li> <li>2. Use ePortfolio to update and revise the artifacts and other items in your Checkpoint 3 &amp; 4 Portfolio.</li> <li>3. Your Checkpoint 4 Portfolio must include the following items:             <ol style="list-style-type: none"> <li>a. 1 to 3 selected artifacts for each of the 12 program outcomes; select those artifacts which best demonstrate competence for each outcome (artifacts may be required or optional)</li> <li>b. <b>A minimum of 6 of your selected artifacts (required or optional) must be ones generated during your student teaching experience; one of these must be the "Teacher Work Sample" artifact</b></li> <li>c. Reflections for all artifacts</li> </ol> </li> <li>4. During the 12<sup>th</sup> week of the semester (or at another time established by your instructor or supervisor), use ePortfolio to submit your Checkpoint 3 &amp; 4 Portfolio for a Checkpoint 4 assessment</li> <li>5. To be eligible for endorsement for teaching license, the Checkpoint 4 Portfolio must be assessed as "Proficient" on all 12 college outcomes</li> <li>6. Use ePortfolio to prepare your Employment Portfolio</li> <li>7. (OPTIONAL) Use ePortfolio to "publish" your Employment Portfolio to the web</li> </ol>

[Return to Table of Contents](#)

## Artifacts

As indicated above, your portfolio will contain artifacts as evidence of your competence in each of the 12 program standards. Some artifacts will be **required** in your courses and field experiences; these will represent the minimum evidence of your competence in each standard. To show your competence in a more robust and creative way, you will also want to include a wide variety of **optional** artifacts. The program-specific portfolio materials you receive from your program will list the required artifacts and may suggest some optional ones.

### Portfolio Artifacts and Course Assignments

Required artifacts are, in most cases, also course assignments that are evaluated in determining your grade for the course. Keep in mind that **the assessment of an artifact for your portfolio is not necessarily the same as its evaluation for your course grade**. For example, in one of your early courses, your instructor might assign a paper dealing with some important educational issue. The instructor might also identify the paper as a required portfolio artifact. Using grading criteria established for the course, you might earn a **B+** on the paper, and this will be used in calculating your final course grade. However, using a portfolio rubric to assess the paper as an artifact, the instructor might indicate that the paper shows you as **Emerging** for one of the 12 program standards. In other words, although you did pretty well in meeting course criteria, you still need to improve on the specific program standard.

How can this be? The answer has to do with expectations. Your B+ on the paper reflects how well you met the expectations for the course at that particular point in your program. The Emerging assessment reflects how well you met the expected criteria for Cleveland State students at the end of their teacher preparation programs.

Still confused? Let's consider a different example. When you were very young and took your first "baby step," it was probably a cause for celebration in your family. Everyone praised you, called you wonderful, and said it was the greatest thing that ever happened (or something like that). Think of that first step as earning an A+ in walking for a toddler. However, compared to what is expected of your walking ability at this point in your life, would you call that first step Exemplary? Proficient? Emerging? Would someone walking like a toddler at age 23 be seen as a proficient walker? Probably not. For the same reason, that B+ paper early in your program might only be assessed as Emerging at the end of your program.

### Examples of Artifacts for Each Program Standard

Table 4 provides examples of the kinds of artifacts you may include in your portfolio to provide evidence of your competence in each program standard. The list is not complete; you will surely come up with additional kinds of artifacts as you develop your portfolio. In addition, most of your professional courses will require specific artifacts that must be included in at least your working portfolio.

**Table 4. Examples of Artifacts for Each Program Standard**

Program Standard	Examples of Artifacts
1. Personal Philosophy	<ul style="list-style-type: none"> <li>• personal philosophy paper</li> <li>• position paper on philosophical issue</li> <li>• letter from student, parent, instructor, school administrator containing assessments of those aspects of your performance that give evidence of your philosophy</li> </ul>
2. Social Foundations	<ul style="list-style-type: none"> <li>• essay on a complex social issue</li> <li>• position paper on a complex social issue</li> <li>• research paper/project on a complex social issue</li> </ul>
3. Knowledge of Subject Matter and Inquiry	<ul style="list-style-type: none"> <li>• resource reference in lesson plans</li> <li>• learning packet that demonstrate knowledge of content</li> <li>• lesson plan, web site (self-designed), or outline in which content is clearly explained</li> <li>• research conducted in preparation for instruction</li> <li>• research paper in content area</li> <li>• project done as part of content area coursework</li> <li>• article summary or critique</li> <li>• copy of evaluation that comments on and/or rates the knowledge of subject matter you demonstrate in your teaching</li> <li>• results of Praxis II content area test</li> </ul>
4. Knowledge of Development and Learning	<ul style="list-style-type: none"> <li>• case study</li> <li>• notes from observation of pupils</li> <li>• example of differentiated curriculum</li> <li>• adaptation of lesson or unit plan to account for individual differences</li> <li>• lesson plan including “developmentally appropriate” learning activities</li> <li>• diagnostic tool used to get to know pupils</li> <li>• audio or videotape with analysis</li> <li>• sample of checklist used to record development of pupils</li> </ul>
5. Diversity	<ul style="list-style-type: none"> <li>• curriculum, unit plan, or lesson plan incorporating content, materials, activities designed to enhance pupils’ appreciation for any ethnic group, gender, religion, handicapping condition, etc.</li> <li>• curriculum, unit plan, or lesson plan incorporating content, materials, activities differentiated to account for diverse learners</li> <li>• essay or position paper on issue of diversity</li> <li>• copy of evaluation that comments on and/or rates your ability to interact with and plan/implement instruction for diverse learners</li> <li>• audio or videotape with analysis</li> <li>• copy of IEP you helped to develop</li> <li>• journal reflection</li> </ul>
6. Learning Environment	<ul style="list-style-type: none"> <li>• copy of classroom management plan</li> <li>• audio or videotape with analysis</li> <li>• journal reflection</li> <li>• lesson plan with evidence of planning for the management of time and materials</li> <li>• picture of bulletin board</li> <li>• picture of classroom</li> <li>• written observation by supervisor</li> <li>• lesson or unit plan incorporating strategies to enhance cooperation and collaboration among pupils</li> <li>• record showing how pupil behavior was affected by implementation of management strategies</li> </ul>

**Table 4. Examples of Artifacts for Each Program Standard (continued)**

7. Communication	<ul style="list-style-type: none"> <li>• copy of lesson or unit plan showing effective use of media</li> <li>• copy of media developed for use in instruction</li> <li>• picture of bulletin board</li> <li>• assessment of communication skills by supervisor, cooperating teacher, peers, etc.</li> <li>• audio or videotape with analysis</li> <li>• copy of lesson plan with list of divergent questions asked of pupils</li> <li>• journal reflection on use of effective communication</li> </ul>
8. Instructional Strategies	<ul style="list-style-type: none"> <li>• copy of lesson or unit plan</li> <li>• audio or videotape with analyses</li> <li>• sample of pupil work generated as part of the implementation of an instructional strategy</li> <li>• journal reflection</li> <li>• assessment of teaching by supervisor, cooperating teacher, peers, etc.</li> <li>• copy (or picture) of materials developed for use in instructional strategies</li> </ul>
9. Assessment	<ul style="list-style-type: none"> <li>• copy of test developed to measure pupil status</li> <li>• description and/or videotape of assessment procedure with analysis</li> <li>• chart showing pre and post test results</li> <li>• sample of pupil test with comments</li> <li>• sample of pupil project/paper/essay with comments</li> <li>• copy of communication to pupil or parents with results of assessment</li> <li>• description of system used to record pupil assessment results and pupil progress (with sample materials)</li> </ul>
10. Technology	<ul style="list-style-type: none"> <li>• copy of lesson or unit plan showing use of technology</li> <li>• sample of media produced for use in instruction</li> <li>• copy of PowerPoint or similar presentation</li> <li>• audio or videotape with analysis</li> <li>• assessment of use of technology by supervisor, cooperating teacher, peers, etc.</li> <li>• journal reflection</li> <li>• sample of media/technology produced by pupils</li> </ul>
11. Professional Development	<ul style="list-style-type: none"> <li>• journal reflection</li> <li>• copy of lesson or unit plan with reflective analysis</li> <li>• evidence of attendance at workshop, professional conference</li> <li>• evidence of membership in professional association</li> <li>• list of personal goals with analysis of achievement</li> <li>• evidence of presentation made at workshop or conference</li> <li>• annotated list of books and journals read</li> <li>• copy of article written for local, state, national journal</li> <li>• report of action research conducted in a field setting</li> <li>• report of how information and/or skills gained at workshop/conference or through reading was applied in your teaching</li> </ul>
12. Collaboration and Professionalism	<ul style="list-style-type: none"> <li>• evidence of participation in extra-curricular activities</li> <li>• copy of communication with parents, colleagues, community members</li> <li>• documentation of meetings with parents, colleagues, community members</li> <li>• sample of materials prepared for a meeting, class, etc., in which a leadership role was assumed</li> <li>• thank you, certificate, testimonial to attest to work done in collaboration with others</li> </ul>

## Portfolio Management

### Organization

The major portion of your portfolio will be organized around the 12 CSU program standards. The artifacts which demonstrate your skills, knowledge, or dispositions for each standard will be grouped together for the standard, along with your self-reflections and instructor assessments of the artifacts which are required. In addition, you may also include other documents to present a more complete picture of who you are as a person and as a prospective teacher. These other documents possibly include:

- An introductory statement
- Your resume
- Copies of evaluations you have received, such as practicum or student teaching evaluations
- Information about special accomplishments
- Letters of reference

### Design for Your Paper or “Hard Copy” Portfolio – If You Decide to Keep One in Addition to Your ePortfolio

When you present your portfolio to others, it will be a reflection of you—especially your professional side. You should therefore give careful consideration to its design. To house your portfolio, use a “container” that works best for you. Experiment with many types of containers such as notebooks, expanding files, folders, or portfolio satchels; pockets for storing electronic documents (computer disks) are also available.

Be creative with your portfolio design, but not too “cute.” The cover is a good place to start; your portfolio could be organized around a theme such as: “Traveling on a Journey Toward Professional Teaching.”

Help others to know how your portfolio is organized and to find what they are looking for. Include a Table of Contents. Label each section clearly. Provide an abbreviated title for each standard so that someone viewing the portfolio will know what it means.

Present your artifacts neatly and professionally. Check spelling and grammar; all work should be typed except those artifacts not typed originally. Make sure the style of the overall presentation is consistent. Make it a habit to save electronic copies of your papers so you will be able to make “clean” copies to eventually include in your employment portfolio.

### Design for Your ePortfolio

In the ePortfolio system, the design of your portfolio is pretty well set. Your chance to demonstrate creativity would be in crafting your Introductory Statement; or, if you decide to put your Employment Portfolio on the web, you will have the opportunity to include a creative “About Me” paragraph or two.

## Portfolio Evaluation

As your portfolio moves through developmental stages—from *getting started* to *working to checkpoint 3 & 4* to *employment*, it will be subjected to a continuous process of analysis and assessment. Much of the analysis will be your responsibility, as you decide things such as what artifacts to include under each standard, the level of competence each artifact demonstrates, and which artifacts to revise, eliminate, or replace. Other evaluation may be done by your course instructors, your field experience mentor teachers and supervisors, and your peers. A number of tools will be used in the portfolio evaluation process. These are described below.

### Artifact Assessment Rubrics

An Artifact Assessment Rubric is an instrument used to help you or others make a judgment as to whether an artifact demonstrates that you are at the *unacceptable*, *emerging*, *proficient*, or *exemplary* level for one of the 12 program standards. There is a separate rubric for assessing artifacts for each of the 12 standards. Eventually you will become familiar with all of the rubrics. All 12 of the Artifact Assessment Rubrics are in Appendix D on page 28.

Most often, the Artifact Assessment Rubrics are used by your course instructors or field supervisors to evaluate your required artifacts. Sometimes, you may be asked to use an Artifact Assessment Rubric to evaluate one of your own artifacts. At other times, a course instructor may ask your peers to use an Artifact Assessment Rubric to evaluate one of your artifacts.

### Artifact Rubric Assessment Sheet

When a course instructor or practicum/student teaching supervisor uses a rubric to evaluate one of your required artifacts, he or she will “grade” the artifact and complete an Artifact Rubric Assessment sheet using the ePortfolio system. The ePortfolio system automatically keeps completed assessment sheets in your ePortfolio, where they are available for you to review. A sample of an Artifact Rubric Assessment sheet is in Appendix C on page 26.

### Portfolio Checkpoint Assessment – Checkpoint 2

At a point near the end of your Checkpoint 2 course, you will submit your Working Portfolio to your instructor for Checkpoint 2 Assessment. The instructor will review your portfolio to assess whether you have satisfactorily met the following Checkpoint 2 criteria and are eligible to take Practicum or other Checkpoint 3 course (also see Appendix B on page 24):

1. The Working Portfolio is well organized (e.g., it includes all required sections)
2. The Working Portfolio includes an appropriate and adequate number of required and/or optional artifacts for each of the 12 college outcomes
3. The Working Portfolio includes a REFLECTION COVER SHEET for each artifact
4. The Working Portfolio includes an ARTIFACT RUBRIC ASSESSMENT sheet for each required artifact
5. The Working Portfolio includes an updated Standard Summary Sheet

## Portfolio Checkpoint Assessment – Checkpoint 3 and 4

Toward the end of your Checkpoint 3 or 4 course or field experience, you will submit your Checkpoint 3 & 4 Portfolio for checkpoint assessment. Using the Checkpoint 3-4 Rubric (see Appendix E on page 41), the checkpoint assessor will review all of the artifacts, reflections, and rubric assessments filed under each of the 12 program standards. The assessor will then make a judgment as to whether the “evidence” demonstrates that you are at the *unacceptable*, *emerging*, *proficient*, or *exemplary* level for each of the 12 program standards. To be successful in Checkpoint 3 and be eligible for student teaching, you must meet the following criteria (also see Appendix B on page 24):

1. All 12 outcomes must be assessed as Emerging or better
2. At least 8 outcomes must be assessed as Proficient or Exemplary
3. The Proficient or Exemplary outcomes must include Outcome 2 – Social Foundations, Outcome 3 – Knowledge of Subject Matter and Inquiry, Outcome 4—Knowledge of Development and Learning, Outcome 8—Instructional Strategies, and Outcome 10—Technology.

To be successful in Checkpoint 4 and be eligible for your teaching license, you must meet the following criteria (also see Appendix B on page 24):

1. All 12 program standards must be assessed as **Proficient** or better

## Standard Summary Sheet

In the ePortfolio system, the sheet is automatically maintained for you and will be accessible by you and the individual doing a Checkpoint Assessment of your ePortfolio. The Standard Summary Sheet keeps track of the results of all assessments of your required artifacts.

## Reflection Sheets

Readers of your portfolio will not necessarily know why an artifact was chosen for a particular standard, or why you think it meets rubric criteria for that standard. You should therefore complete a Reflection Sheet **for every required or optional artifact in your portfolio**. The Reflection Sheet is an extremely important part of your portfolio. You should take time and care in writing them. Often, they show more about you than the artifacts; and they are sometimes the first things a checkpoint assessor looks at when reviewing your artifacts. The Reflection Sheet should not merely summarize the artifact. Instead, it should:

- tell what the artifact is
- (if applicable) describe how you used the artifact in your teaching
- relate why you included the artifact in your portfolio
- relate why you “filed” the artifact under a particular standard
- describe how, according to your own self-assessment, the artifact meets the Emerging, Proficient, or Exemplary criteria on the relevant rubric
- describe how the artifact demonstrates your growing competence in the standard

A sample copy of an ePortfolio Reflection Sheet is on the next page.

## Sample ePortfolio Reflection Sheet

### Reflection Sheet

#### The CSU Teacher is a Responsive, Reflective Professional: A Partner in Learning

**Student Name:** Ima Sample  
**Date:** July 20, 2008  
**Title of Standard:** Assessment  
**Name of Artifact:** Copy of Unit Test: Poetry  
**Artifact Type:** Required  OR Optional

**Rationale Statement: Why is this artifact filed under the listed Standard? What does the artifact say about my growing competence? (Be sure to address the relevant items in the appropriate rubric):**

This is a copy of a written test I developed during student teaching to assess how well my students met the following objectives of a poetry unit:

- The students will be able to identify the major theme of a poem by Edgar Allen Poe
- The students will be able to describe the structure and form of a poem
- The students will be able to describe how Poe uses imagery and figurative language to convey meaning
- The students will be able to describe how Poe uses language to express feelings.

The test relates specifically to these objectives and is a good example of the kind of assessment that challenges students to use their higher order cognitive abilities.

Both my student teaching supervisor and I evaluated this test at the “Proficient” level. In addition, most students commented that it was fair and comprehensive—and even a little “fun” to take. I do, however, think that the test was a little “long” for the time allotted for the class. I would probably eliminate questions 7 and 11 next time. Overall, I think the test shows that I am competent at developing assessment instruments that challenge students and are keyed directly to learning objectives.

What is not shown in the artifact is how I have used the results of the test to plan changes to my unit. In analyzing and reflecting on the results, I have concluded that my students had trouble describing how Poe uses language to express feelings. The next time I teach this unit (or a similar one), I plan to incorporate many more examples from Poe’s poetry and from the poetry of others. I will also ask the students to engage in some imagery activities. For example, I will ask them to close their eyes and get in touch with their feelings as I read specific words, lines, or passages from various poems. We will then discuss their feelings and how other words might evoke similar or contrasting feelings. We might also discuss how hearing certain words at home, in school, or “on the street” evoke feelings.

**Submit Reflection Sheet**

**Clear**

**Cancel**

[Return to Table of Contents](#)

## Standards Self-Assessment Checklist

Required by some programs, and a good suggestion even if not required, a self-assessment checklist of some sort will help you analyze your progress in meeting the program standards. Here is an example of such a checklist.

<b>SELF-ASSESSMENT OF PROGRAM STANDARDS</b>							
Name _____				Date _____			
CSU Program Standard	My Current Strengths	My Current Weaknesses	Current Self-Assessment				
			Unacceptable	Emerging	Proficient	Exemplary	
<b>1</b>							
<b>2</b>							
<b>3</b>							
<b>4</b>							
<b>5</b>							
<b>6</b>							
<b>7</b>							
<b>8</b>							
<b>9</b>							
<b>10</b>							
<b>11</b>							
<b>12</b>							



**Appendix A**

**Alignment of 12 CSU Program Standards  
With  
Ohio Teacher Standards,  
Praxis Standards,  
and  
INTASC Standards**

Alignment Chart: Ohio, INTASC, CSU, Praxis Standards

INTASC Standards	CSU Program Standards	Ohio Teaching Standards	PRAXIS Standards
	<b>1. Personal Philosophy. The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice.</b>	1.3 Teachers expect that all students will achieve to their full potential. 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	
	<b>2. Social Foundations. The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live.</b>	2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.	
1. Knowledge of Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.	<b>3. Knowledge of Subject Matter and Inquiry. The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.</b>	2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.	A3. demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. C2. making content comprehensible to students
2. Knowledge of Human Development and Learning. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.	<b>4. Knowledge of Development and Learning. The CSU teacher education student understands how individuals learn and develop and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.</b>	1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups. 1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.	A1. becoming familiar with relevant aspect of student's backgrounds and experiences A2. articulating clear learning goals for the lesson that are appropriate for students A4. creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson A5. creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson B1. creating a climate that promotes fairness
3. Adaptation of Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	<b>5. Diversity. The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.</b>	1.4 Teachers model respect for students' diverse cultures, language skills and experiences. 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in	A1. becoming familiar with relevant aspect of student's backgrounds and experiences B1. creating a climate that promotes fairness

INTASC Standards	CSU Program Standards	Ohio Teaching Standards	PRAXIS Standards
		<p>appropriate identification, instruction and intervention.</p> <p>4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p> <p>5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.</p>	
<p>5. Skills. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p><b>6. Learning Environment. The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation.</b></p>	<p>5.2 Teachers create an environment that is physically and emotionally safe.</p> <p>5.3 Teachers motivate students to work productively and assume responsibility for their own learning.</p> <p>5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.</p> <p>5.5 Teachers maintain an environment that is conducive to learning for all students.</p>	<p>B1. creating a climate that promotes fairness</p> <p>B2. establishing and maintaining rapport with students</p> <p>B3. communicating challenging learning expectations to each student</p> <p>B4. establishing and maintaining consistent standards of classroom behavior</p> <p>B5. making the physical environment as safe and conducive to learning as possible</p>
<p>6. Classroom Motivation and Management. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><b>7. Communication. The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.</b></p>	<p>2.5 Teachers connect content to relevant life experiences and career opportunities.</p> <p>4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.</p> <p>4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p>4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.</p> <p>4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.</p>	<p>B3. communicating challenging learning expectations to each student</p> <p>C1. making learning goals and instructional procedures clear to students</p> <p>C2. making content comprehensible to students</p> <p>C3. encouraging students to extend their thinking</p> <p>C5. using instructional time effectively</p>
<p>4. Multiple Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>7. Instructional Planning Skills. The teacher plans instruction based upon knowledge</p>	<p><b>8. Instructional Strategies. The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.</b></p> <p><b>10. Technology. The CSU teacher education student understands and uses up-to-date technology to enhance the learning</b></p>	<p>2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</p> <p>4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.</p> <p>4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.</p>	<p>A2. articulating clear learning goals for the lesson that are appropriate for students</p> <p>A4. creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson</p> <p>C3. encouraging students to extend their thinking</p> <p>D2. demonstrating a sense of efficacy</p>

INTASC Standards	CSU Program Standards	Ohio Teaching Standards	PRAXIS Standards
of the subject matter, students, the community, and curriculum goals.	<b>environment across the full range of learner needs.</b>	4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery. 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. 4.7 Teachers use resources effectively, including technology, to enhance student learning.	
8. Assessment of Student Learning. The teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	<b>9. Assessment. The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and gives accounts of students' learning to the outside world.</b>	3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments. 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction. 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues. 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	A5. creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson C4. monitoring students' understanding of the content through a variety of means, providing feedback to students to assist in learning, and adjusting learning activities as the situation demands.
9. Professional Commitment and Responsibility. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	<b>11. Professional Development. The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues and professionals in the community) and seeks opportunities to grow professionally.</b>	7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.	D1. reflecting on the extent to which the learning goals were met D2. demonstrating a sense of efficacy
10. Partnerships. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.	<b>12. Collaboration and Professionalism. The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well being.</b>	6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff. 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	D3. building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students D4. communicating with parents or guardians about student learning

**Appendix B**  
**Portfolio Checkpoint Criteria and Remediation**

## PORTFOLIO CHECKPOINT CRITERIA AND REMEDIATION

<b>CHECKPOINT</b>	<b>CRITERIA FOR “MOVING ON”</b>	<b>REMEDIATION PROCESS IF CRITERIA ARE NOT MET</b>
<p style="text-align: center;"><b><u>Checkpoint 2</u></b> (Working Portfolio checked in designated courses prior to Practicum)</p>	<p>To qualify for Practicum, student must have:</p> <ul style="list-style-type: none"> <li>▪ a well-organized portfolio</li> <li>▪ adequate artifacts for each program standard (including required artifacts)</li> <li>▪ a reflective cover sheet for each artifact</li> <li>▪ an Artifact Rubric Assessment sheet for each required artifact (signed by assessor)</li> <li>▪ a current Standard Summary Sheet</li> </ul>	<p>Throughout the program, each student will be encouraged to:</p> <ul style="list-style-type: none"> <li>▪ use suggested tools for monitoring his/her status on each program standard</li> <li>▪ engage in self-directed activities to develop increased levels of competence in selected program standards</li> <li>▪ develop additional artifacts in support of competence in selected program standards</li> <li>▪ re-do required artifacts for re-assessment by original assessor</li> </ul> <p>Student will receive an Incomplete grade in the checkpoint course and will not be approved for Practicum until the Working Portfolio is judged as satisfactory by the course instructor and a grade for the checkpoint course is submitted.</p>
<p style="text-align: center;"><b><u>Checkpoint 3</u></b> (Checkpoint 3 &amp; 4 Portfolio checked in Practicum or equivalent course)</p>	<p>To qualify for Student Teaching, student must have achieved at least Emerging on all 12 program standards and Proficient in at least 8 of these, including:</p> <p>#2 --Social Foundations #3—Knowledge of Subject Matter and Inquiry; #4—Knowledge of Development and Learning; #8—Instructional Strategies; #10—Technology.</p>	<p>Student will be notified by Associate Dean that criteria to qualify for Student Teaching have not been met and that a Concern Conference will convene to recommend appropriate remediation. Remediation may include engaging in specific self-improvement activities, re-doing selected artifacts, re-taking Practicum, or other activities. Before qualifying for Student Teaching, student must demonstrate required levels of competence in program standards.</p>
<p style="text-align: center;"><b><u>Checkpoint 4</u></b> (Professional and/or Employment Portfolio checked during Student Teaching)</p>	<p>To qualify for Provisional Teaching License endorsement, student must have achieved at least Proficient on all 12 program standards.</p>	<p>Student will be notified by Associate Dean that criteria to qualify for License endorsement have not been met and that a Concern Conference will convene to recommend appropriate remediation. Remediation may include engaging in specific self-improvement activities, re-doing selected artifacts, re-taking Student Teaching, or other activities. Before qualifying for License endorsement, student must demonstrate required levels of competence in program standards.</p>

**Appendix C**  
**Artifact Rubric Assessment Sheet**



**Appendix D**

**Artifact Assessment Rubrics for 12 Program Standards**

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**

**Standard 1 - Artifact Assessment Rubric**

**PERSONAL PHILOSOPHY**

The CSU Teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice. [OHIO 1.3, 7.1]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) does not provide a clear explanation of beliefs. Educational philosophy as described is incomprehensible or contradictory.</p>	<p>The artifact (&amp; reflection) defines educational beliefs with general justifications that are largely based on personal experience.</p>	<p>The artifact (&amp; reflection) provides an explanation of educational beliefs consistent with current ideas of best practice as justified by theory and research.</p>	<p>The artifact (&amp; reflection) provides an explanation of educational beliefs consistent with current ideas of best practice that includes specific and appropriate references to personal experiences. It clearly and articulately explains the theoretical and philosophical bases for personal beliefs.</p>
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) provides little or no evidence that the candidate can assess the educational implications and consequences of instructional decisions. Writing is incoherent. The artifact (&amp; reflection) shows an inability to cogently summarize, analyze, or evaluate information, ideas, and opinions.</p>	<p>The artifact (&amp; reflection) provides some evidence that the candidate can assess the consequences of instructional decisions, but lacks skill in philosophical reasoning. Writing is somewhat incoherent. The artifact (&amp; reflection) shows the ability to cogently summarize information, ideas, and opinions.</p>	<p>The artifact (&amp; reflection) provides some evidence that the candidate can apply philosophical reasoning to assess the consequences and implications of instructional decisions. Writing is clear with minor incoherence. The artifact (&amp; reflection) shows the ability to cogently summarize and analyze information, ideas, and opinions.</p>	<p>The artifact (&amp; reflection) provides clear evidence that the candidate can apply philosophical reasoning to the critical assessment of his/her own beliefs and actions. Writing is clear and coherent. The artifact (&amp; reflection) shows an ability to cogently summarize, analyze and evaluate information, ideas, and opinions.</p>
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	<p>The personal philosophy reflected in the artifact (&amp; reflection) violates professional and/or ethical standards; it reflects biased, stereotypical, or prejudicial attitudes and beliefs; and it provides no evidence of a commitment to continued professional development.</p>	<p>The personal philosophy reflected in the artifact (&amp; reflection) is congruent with professional and ethical standards. Beliefs and attitudes expressed are relatively free from bias; however, scant evidence is provided to suggest a ongoing commitment to continued professional development.</p>	<p>The personal philosophy reflected in the artifact (&amp; reflection) is congruent with professional and ethical standards; it provides some evidence of a commitment to continued professional development; and it is free from bias.</p>	<p>The personal philosophy reflected in the artifact (&amp; reflection) is congruent with professional and ethical standards; it provides ample evidence of a commitment to continued professional development, and it is free from bias.</p>

**The Teacher as a Responsive, Reflective Professional: A Partner in Learning****Standard 2 - Artifact Assessment Rubric****SOCIAL FOUNDATIONS**

The CSU teacher education student has knowledge of pertinent issues in society, how they effect education and how they relate to educational reform on community, state, national and international levels. [OHIO 2.3]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<b><u>Knowledge &amp; Understanding</u></b> In the area of <i>Knowledge and Understanding</i> , artifacts & reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.	The artifact (& reflection) shows a lack of understanding of the need to view education within the framework of broader social issues.	The artifact (& reflection) shows limited understanding of the need to view education within a broader framework of social issues.	The artifact (& reflection) shows acceptable understanding of education as part of a complex socio-cultural fabric. It shows a knowledge of the effect of social change through educational practice.	The artifact (& reflection) shows evidence through exemplary written and oral communication of a profound understanding of socio-cultural issues and how they are effected by and affect the practice of education.
<b><u>Performance &amp; Skills</u></b> In the area of <i>Performance &amp; Skills</i> , artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.	The artifact (& reflection) shows a lack of ability to build conceptual relationships between education and other socio-cultural concepts.	The artifact (& reflection) shows limited ability to articulate conceptual relationships between education and other socio-cultural fields of study.	The artifact (& reflection) provides acceptable evidence of the ability to build conceptual relations among education and a wide variety of socio-cultural issues.	The artifact (& reflection) shows exemplary evidence of the ability to use synthesis to build complex conceptual relations between education and a wide variety of socio-cultural issues.
<b><u>Dispositions</u></b> In the area of <i>Dispositions</i> , artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.	The artifact (& reflection) shows a lack of desire to effect social collaboration and change in education through understanding of social issues.	The artifact (& reflection) shows limited interest and effort in working collaboratively with students, colleagues, parents and community. It shows some sense of responsibility and empowerment of effecting social change through the practice of education.	The artifact (& reflection) shows consistent work with colleagues to plan ways to involve a broader community in the process of the practice of education and educational reform. It displays evidence of a belief that educational practice can effect social change.	The artifact (& reflection) shows exemplary positive leadership in working with others to affect the process of educational change and reform. It displays considerable evidence of a belief that educational practice can effect social change.

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**

**Standard 3 - Artifact Assessment Rubric**

**KNOWLEDGE OF SUBJECT MATTER AND INQUIRY**

The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.[OHIO 2.1, 2.4; INTASC #1; PRAXIS A3 & C2]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows lack of a grasp of subject matter, content area standards or strategies required to create and implement developmentally-appropriate activities.</p>	<p>The artifact (&amp; reflection) shows limited knowledge of subject matter and content area standards. It evidences some understanding of strategies, methods, and materials needed to create and implement a developmentally-appropriate activity.</p>	<p>The artifact (&amp; reflection) displays substantial knowledge of subject matter and content area standards. It evidences adequate understanding of strategies, methods, and materials needed to create and implement developmentally-appropriate activities.</p>	<p>The artifact (&amp; reflection) displays comprehensive knowledge of subject matter and content area standards. It shows understanding of strategies, methods, and materials to create and implement developmentally-appropriate activities</p>
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows representations of disciplinary ideas that are inaccurate or unclear. It provides evidence of engagement in little or no inquiry for preparation.</p>	<p>The artifact (&amp; reflection) shows a limited ability to use representations of disciplinary ideas to make subject matter accessible to students. It shows limited engagement in inquiry for preparation.</p>	<p>The artifact (&amp; reflection) consistently uses representations of key disciplinary ideas to make subject matter accessible and meaningful to students. It shows engagement in an adequate amount of inquiry for preparation.</p>	<p>The artifact (&amp; reflection) uses multiple representations of key disciplinary ideas to make subject matter accessible and meaningful to students. It shows engagement in extensive inquiry for preparation.</p>
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	<p>The artifact (&amp; reflection) shows lack of recognition of the importance of content knowledge. It shows a lack of the motivation to engage in inquiry to learn new content for planning and teaching</p>	<p>The artifact (&amp; reflection) shows limited recognition of the importance of content knowledge. It shows some motivation to engage in inquiry to learn new content for planning and teaching.</p>	<p>The artifact (&amp; reflection) shows a consistent recognition of the importance of content knowledge. It shows motivation to engage in inquiry to learn new content for planning and teaching.</p>	<p>The artifact (&amp; reflection) shows extensive awareness of the synergistic relationship between content and inquiry as applied to planning and teaching.</p>

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**

<b>Standard 4 - Artifact Assessment Rubric</b>				
<b>KNOWLEDGE OF DEVELOPMENT AND LEARNING</b>				
The teacher candidate understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge. [OHIO 1.1, 1.2; INTASC #2; PRAXIS A1, A2, A4, A5, & B1]				
<b>CRITERIA</b>	<b>LEVELS OF ACHIEVEMENT</b>			
	<b>UNACCEPTABLE</b>	<b>EMERGING</b> (showing growth toward proficiency)	<b>PROFICIENT</b> (ready to be a first year teacher)	<b>EXEMPLARY</b> (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	The artifact (& reflection) shows lack of knowledge and understanding of major theories of cognitive, physical, emotional, social, and moral development, of how students construct knowledge and acquire cognitive and metacognitive skills, and of developmental progressions.	The artifact (& reflection) shows limited knowledge and understanding of major theories of cognitive, physical, emotional, social, and moral development, of how students construct knowledge and acquire cognitive and metacognitive skills, and of developmental progressions.	The artifact (& reflection) shows acceptable knowledge and understanding of major theories of cognitive, physical, emotional, social, and moral development, of how students construct knowledge and acquire cognitive and metacognitive skills, and of developmental progressions	The artifact (& reflection) shows extensive knowledge and understanding of major theories of cognitive, physical, emotional, social, and moral development, of how students construct knowledge and acquire cognitive and metacognitive skills, and of developmental progressions
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.</p>	The artifact (& reflection) shows lack of ability to apply knowledge of educational theories and concepts, to build on prior knowledge in the development of students' thinking and the implementation of appropriate instructional activities; it shows lack of ability to integrate awareness of cultural and individual differences and similarities into practice.	The artifact (& reflection) shows limited ability to apply knowledge of educational theories and concepts, to build on prior knowledge in the development of students' thinking and the implementation of appropriate instructional activities; it shows limited ability to integrate awareness of cultural and individual differences and similarities into practice.	The artifact (& reflection) consistently shows application of knowledge of educational theories and concepts, to build on prior knowledge in the development of students' thinking and the implementation of appropriate instructional activities; it shows consistent integration of the awareness of cultural and individual differences and similarities into practice.	The artifact (& reflection) shows consistent and deliberate application of knowledge of educational theories and concepts; it shows provision of opportunities for students to discover connections between prior knowledge and present learning; it shows consistent and deliberate integration of the awareness of cultural and individual differences and similarities into practice.
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	The artifact (& reflection) shows lack of appreciation and respect for developmental changes, individual differences, self-efficacy, for the fact that all students are able to achieve; and the instructional opportunity of students' misconceptions.	The artifact (& reflection) shows limited appreciation and respect for developmental change, individual differences, self-efficacy, the fact that all students are able to achieve, and the instructional opportunity of students' misconceptions	The artifact (& reflection) shows consistent appreciation and respect for developmental changes, individual differences, self-efficacy, the fact that all students are able to achieve, and the instructional opportunity of students' misconceptions.	The artifact (& reflection) shows consistent and deliberate appreciation and respect for developmental changes, individual differences, self-efficacy, the fact that all students are able to achieve, and the instructional opportunity of students' misconceptions.

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**

**Standard 5 - Artifact Assessment Rubric**

**DIVERSITY**

The teacher candidate understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning. [OHIO 1.4, 1.5, 4.5, 5.1; INTASC #3; PRAXIS A1 & B1]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows lack of a grasp of the concept of varying individual learning abilities; it shows lack of knowledge of the need to vary instructional assessments and approaches for students, including those with varying abilities, second language learners and those from diverse cultural backgrounds; it shows lack of understanding of the importance of community resources to learning of diverse learners.</p>	<p>The artifact (&amp; reflection) shows limited knowledge of varying individual learning abilities and of the need to vary instructional assessments, appropriate activities, response modes, etc. to accommodate the needs of learners with varying abilities, second language learners, and those from diverse cultural backgrounds; it shows limited knowledge of community resources.</p>	<p>The artifact (&amp; reflection) shows acceptable levels of knowledge of varying learning abilities and of the need to vary instructional assessments, appropriate activities, response modes and adaptations of instruction for students with varying abilities; it shows knowledge of educational needs of second language learners and those from diverse cultural backgrounds; it shows understanding of the importance of community resources to diverse learners and their families.</p>	<p>The artifact (&amp; reflection) shows deep knowledge of “culturally responsive pedagogy” including assessments, curricular and instructional design related to it for children with varying abilities, second language learners, and those from diverse cultural backgrounds; it shows deep understanding of the importance of community resources to meet the needs of diverse learners and their families.</p>
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate’s ability to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) lacks the ability to design instruction that responds to the needs of individual and diverse learners; it demonstrates only modest expectations for children with varying abilities, second language learners, and those from diverse cultural backgrounds; it does not respond sensitively to the needs of students’ families from diverse cultures or abilities.</p>	<p>The artifact (&amp; reflection) shows limited ability to design instruction that is responsive to individual student needs; it does not display consistent expectations for students; it shows limited ability to respond sensitively to differing and diverse family cultures and needs.</p>	<p>The artifact (&amp; reflection) shows ability to design instruction that appropriately challenges students of varying abilities, diverse cultures, and linguistic histories; it shows the ability to communicate effectively with families of children with varying abilities, from diverse cultures and those of second language learners; it shows ability to utilize community services and resources to support students’ learning needs.</p>	<p>The artifact (&amp; reflection) shows ability to consistently plan and implement effective instruction which responds to individual students’ diverse needs; it shows consistent use of community resources that support the learning of students with varying abilities, second language learners, and those from diverse cultural backgrounds; it shows ability to work effectively with families as partners in their children’s learning.</p>
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	<p>The artifact (&amp; reflection) places little value on high expectations for all students or on the importance of “culturally responsive pedagogy” to meet the needs of diverse learners; it shows little respect for students’ varied talents, interests, linguistic histories, or cultural backgrounds; it shows little regard for the importance of community resources for diverse learners and their families.</p>	<p>The artifact (&amp; reflection) shows little value of the need to vary goals, instruction, activities, and assessment in response to individual students’ needs for children with varying abilities, those from diverse cultural backgrounds, and second language learners; it shows little appreciation for human diversity and how human differences have an impact on the learning process; it shows some value on using community resources in the educational process for diverse learners and their families.</p>	<p>The artifact (&amp; reflection) shows high value on the importance of responding sensitively to students’ varied abilities, cultures, and linguistic histories; it shows an appreciation for seeking ways to represent community and cultural norms in the learning environment; it shows appreciation for the importance of families and the community in the educational process.</p>	<p>The artifact (&amp; reflection) shows high value on human variability and the importance of varying instruction to meet the needs of children with varying abilities, second language learners, and those from diverse cultural backgrounds; it shows an expectation for students to achieve at their highest levels; it shows a deep appreciation of the importance of family and community involvement in the educational process.</p>

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**

**Standard 6 - Artifact Assessment Rubric**  
**LEARNING ENVIRONMENT**

The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation. [OHIO 5.2, 5.3, 5.4, 5.5; INTASC #5; PRAXIS B1, B2, B3, B4 & B5]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows lack of knowledge and understanding of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development as well as cultural variations and classroom applications; it shows lack of knowledge of how materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) show limited knowledge and understanding of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development as well as cultural variations and classroom applications; it shows limited knowledge of how materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) show acceptable knowledge and understanding of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development as well as cultural variations and classroom applications; it shows acceptable knowledge of how materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) shows extensive knowledge and understanding of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development as well as cultural variations and classroom applications; it shows extensive knowledge of how materials, tasks, and features of the physical environment contribute to students' learning.</p>
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows lack of ability to use strategies that demonstrate knowledge of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development in culturally appropriate ways; it shows lack of ability to utilize understanding of how materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) shows limited ability to use strategies that demonstrate knowledge of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development in culturally appropriate ways; it shows limited ability to utilize understanding of how materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) shows consistent uses of strategies that demonstrate knowledge of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development in culturally appropriate ways; it shows consistent application of understanding of how materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) show consistent and deliberate use of strategies that demonstrate knowledge of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development in culturally appropriate ways; it shows consistent and deliberate application of understanding of how materials, tasks, and features of the physical environment contribute to students' learning.</p>
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	<p>The artifact (&amp; reflection) shows lack of appreciation for the importance of establishing a positive learning environment in the classroom that promotes social interaction, active engagement in learning and self-motivation in culturally appropriate ways; it shows lack of appreciation for the degree to which materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) shows limited appreciation for the importance of establishing a positive learning environment in the classroom that promotes social interaction, active engagement in learning and self-motivation in culturally appropriate ways; it shows limited appreciation for the degree to which materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) shows consistent appreciation for the importance of establishing a positive learning environment in the classroom that promotes social interaction, active engagement in learning and self-motivation in culturally appropriate ways; it shows consistent appreciation for the degree to which materials, tasks, and features of the physical environment contribute to students' learning.</p>	<p>The artifact (&amp; reflection) shows consistent and explicit appreciation for the importance of establishing a positive learning environment in the classroom that promotes social interaction, active engagement in learning and self-motivation in culturally appropriate ways; it shows consistent and explicit appreciation for the degree to which materials, tasks, and features of the physical environment contribute to students' learning.</p>

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**  
**Standard 7 - Artifact Assessment Rubric**

**COMMUNICATION**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.  
 [OHIO 2.5, 4.1, 4.2, 4.4, 4.6; INTASC #6; PRAXIS B3, C1, C2, C3, & C5]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows weak knowledge of subject that may hinder ability to provide understandable, accurate statements about content. It shows lack of understanding of multiple methods of presenting information, how to structure classroom discussion, how to question students to probe their thinking, and how to use nonverbal communication strategies.</p>	<p>The artifact (&amp; reflection) show relatively weak knowledge of subject that may hinder ability to provide understandable, accurate statements about content. It shows limited repertoire of methods of presenting information, limited awareness of how to structure classroom discussion or how to question students to probe their thinking. It shows little or no understanding of nonverbal communication strategies.</p>	<p>The artifact (&amp; reflection) shows knowledge of subject that supports ability to provide understandable, accurate statements about content. It shows understanding of multiple methods of presenting information, how to structure classroom discussion, how to question students to probe their thinking, and how to use nonverbal communication as a communication tool.</p>	<p>The artifact (&amp; reflection) shows strong knowledge of subject that makes it possible to offer multiple powerful representations of content. It shows understanding of multiple methods of presenting information, how to structure classroom discussion, how to question students to probe their thinking, and how to use nonverbal communication as a communication tool.</p>
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows poor communication of learning expectations, ineffective use of instructional time, use of lecturing as the only mode of communication, no use of group work. It shows presentations of content that are incomprehensible or incorrect; rare attempts to probe or encourage diversity of student thinking, and ineffective management of group work. It demonstrates mastery of some major conventions of standard English.</p>	<p>The artifact (&amp; reflection) shows clear communication of non-challenging learning expectations, and ineffective use of instructional time, which includes doing two or three or more of the following: primarily use of lecturing as a mode of communication, with occasional questions interspersed; sporadic use of group work; presenting content that is difficult to follow or contains relatively serious factual errors; rarely attempting to probe or encourage diversity of student thinking; managing group work ineffectively. It demonstrates mastery of most major and some minor conventions of standard English.</p>	<p>The artifact (&amp; reflection) shows some clarity in communicating challenging learning expectations, effective use of instructional time, varying methods of presentation of new material, including group work, comprehensible and correct presentations of content, some attempts to probe or encourage diversity of student thinking, and effective management of group work. It demonstrates mastery of major and many minor conventions of standard English.</p>	<p>The artifact (&amp; reflection) shows clear communication of challenging learning expectations, effective use of instructional time, varied methods of presentation of new material, including group work, powerful, comprehensible and correct presentations of content, regularly probing and encouraging of diversity of student thinking, and effective management of group work. It demonstrates complete mastery of major and minor conventions of standard English.</p>
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	<p>The artifact (&amp; reflection) shows a view of self as deliverer of information. It shows little regard for ideas of students, a belief that students have no prior knowledge to use in making sense of new content, a belief that students should be kept silent, even if that means not allowing them to speak to one another, a belief that saying the same thing over and over again will ultimately help students learn material.</p>	<p>The artifact (&amp; reflection) shows a view of self as deliverer of information, with an occasional need to solicit student input. It shows occasional fostering of student inquiry, few attempts to promote student collaboration, a belief mainly in one planned representation of content, supplemented occasionally with other representations (visual, audio).</p>	<p>The artifact (&amp; reflection) shows a view of students as a valid sources of information. It shows the offering of additional information to clarify and extend student thinking, a belief in the importance of listening to students' ideas. Fostering of student inquiry by providing situations, tasks or problems and inviting students to engage with them individually, a belief in regular use of student collaboration, a belief in the importance of multiple representations of content to make content comprehensible.</p>	<p>The artifact (&amp; reflection) shows a view of students as a valid sources of information. It shows the offering of additional information to clarify or extend student thinking, a belief in the importance of listening to students' ideas, a fostering of student inquiry by providing situations, tasks or problems and inviting students to engage with them individually or in groups, a belief in the importance of multiple representations of content that address multiple learning styles to make content comprehensible.</p>

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**

**Standard 8 - Artifact Assessment Rubric**  
**INSTRUCTIONAL STRATEGIES**

The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development. [OHIO 2.2, 4.1, 4.2, 4.4, 4.6, 4.7; INTASC #4 & #7; PRAXIS A2, A4, C3, & D2]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows little or no knowledge and understanding of a range of instructional strategies. It does not show an understanding that instructional strategies are important for students' social, emotional, creative, and physical development. It shows a lack of knowledge of how instructional strategies promote critical thinking and problem solving skills.</p>	<p>The artifact (&amp; reflection) shows some knowledge and understanding of a range of instructional strategies. It shows an understanding that instructional strategies are somewhat important for students' social, emotional, creative, and physical development.. It shows limited knowledge of how instructional strategies promote critical thinking and problem solving skills.</p>	<p>The artifact (&amp; reflection) shows knowledge and understanding of an adequate range of instructional strategies. It shows an understanding that instructional strategies are important for students' social, emotional, creative, and physical development. It shows acceptable knowledge of how instructional strategies promote critical thinking and problem solving skills.</p>	<p>The artifact (&amp; reflection) shows knowledge and understanding of a broad range of instructional strategies. It shows an understanding that instructional strategies are an essential prerequisite for students' social, emotional creative and physical development. It shows extensive knowledge of how instructional strategies promote critical thinking and problem solving skills.</p>
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows no range of instructional techniques and no proper use of assessment. It shows little or no ability to choose appropriate activities for instructional objectives and shows a lack of flexibility to adapt instructional strategies to classroom needs.</p>	<p>The artifact (&amp; reflection) shows a limited range of instructional techniques, with little understanding of assessment. It shows some ability to choose appropriate activities for instructional objectives and some degree of flexibility to adapt instructional strategies to classroom needs.</p>	<p>The artifact (&amp; reflection) shows a range of instructional techniques, based on assessment, including but not limited to cooperative learning, presentation skills, and discussion learning. It shows an adequate ability to choose appropriate activities for instructional objectives and a degree of flexibility to adapt instructional strategies to classroom needs.</p>	<p>The artifact (&amp; reflection) shows mastery of an extensive range of instructional techniques, based on assessment, including but not limited to cooperative learning, presentation skills, and leading discussions. It shows ability to choose appropriate activities for instructional objectives and a high degree of flexibility to adapt instructional strategies to classroom needs.</p>
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	<p>The artifact (&amp; reflection) shows a lack of value for the use of many types of instructional strategies. It does not show value for the importance of adapting instructional strategies to classroom and individual student needs.</p>	<p>The artifact (&amp; reflection) shows limited acknowledgement of the value of using many types of instructional strategies. It shows some value for the importance of adapting instructional strategies to classroom and individual student needs.</p>	<p>The artifact (&amp; reflection) shows a belief in the value of using many types of instructional strategies. It shows value for the importance of adapting instructional strategies to classroom and individual student needs.</p>	<p>The artifact (&amp; reflection) shows a belief in the value of using many types of instructional strategies. It shows value for the importance of adapting instructional strategies to classroom and individual student needs. It shows value for the importance of students engaging in performance, critical thinking, and problem solving activities.</p>

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**  
**Standard 9 - Artifact Assessment Rubric**  
**ASSESSMENT**

The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and gives accounts of students' learning to the outside world. [OHIO 3.1, 3.2, 3.3, 3.4, 3.5; INTASC #8; PRAXIS A5 & C4]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<b>Knowledge &amp; Understanding</b> In the area of <i>Knowledge and Understanding</i> , artifacts & reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.	The artifact (& reflection) shows a lack of understanding of rationale for adopting assessment procedures to meet student's individual needs. It shows familiarity with a very limited range of formal and informal assessment strategies. It shows a lack of understanding of fundamental test statistics and constructs such as validity and reliability.	The artifact (& reflection) shows familiarity with a limited range of formal and informal assessment strategies. It shows an initial understanding of fundamental test statistics and constructs such as validity and reliability.	The artifact (& reflection) shows familiarity with a variety of formal and informal assessment strategies. It shows an understanding of how to accurately calculate fundamental test statistics. It shows satisfactory knowledge of constructs such as reliability and validity.	The artifact (& reflection) shows a knowledge about a variety of formal and informal assessment strategies, including their inherent strengths and limitations. It shows an understanding of how to accurately calculate fundamental test statistics. It shows knowledge of different types of validity and reliability.
<b>Performance &amp; Skills</b> In the area of <i>Performance &amp; Skills</i> , artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.	The artifact (& reflection) shows the ability to select and use instruments for assessment that are incongruent with learning goals. It shows a lack of ability to develop, administer, and interpret a variety of formal and informal instruments to evaluate processes and products. It shows an inability to devise and employ appropriate and reliable scoring procedures for evaluating student work. It shows an inability to adapt assessment procedures to meet students' individual needs or employs inappropriate adaptations. It shows an inability to explain, utilize, or report assessment strategies and results to students, administrators, parents, and other audiences.	The artifact (& reflection) shows the ability to select and use procedures and instruments for assessment that are congruent with learning goals, but shows a lack of proficiency in designing and interpreting measures to assess complex tasks and higher order knowledge and skills. It shows the ability to develop, administer, and interpret a limited range of formal and informal activities and instruments to evaluate products. The artifact (& reflection) shows difficulty in adapting assessment procedures to meet the individual needs of students; it shows a heavy reliance on only one type of assessment. It shows the ability to accurately explain and report assessment strategies and results to students, administrators, parents, and other audiences.	The artifact (& reflection) shows the ability to select and use procedures and instruments for assessment that are congruent with learning goals and shows some proficiency in designing and interpreting measures for assessing complex tasks and higher order knowledge and skills. It shows the ability to develop, administer, and interpret a variety of formal and informal activities and instruments to evaluate products. The artifact (& reflection) shows the use of reliable scoring procedures, clearly written items and prompts, and unambiguous directions to assess pupil progress. It shows inconsistent adaptation of assessment procedures to meet the individual needs of students. It shows the ability to clearly and accurately explain and report assessment strategies and results to students, administrators, parents, and other audiences.	The artifact (& reflection) shows the ability to select and use procedures and instruments for assessment that are congruent with learning goals and shows proficiency in designing and interpreting measures for assessing complex tasks and higher order knowledge and skills. It shows the ability to develop, administer, and interpret a variety of formal and informal activities and instruments to evaluate both products and processes. It shows consistent use of reliable scoring procedures, clearly written items and prompts, and unambiguous directions to assess pupil progress. It shows routine adaptation of assessment procedures to meet the individual needs of students. It shows use of multiple forms to clearly and accurately explain and report assessment strategies and results to students, administrators, parents, and other audiences.
<b>Dispositions</b> In the area of <i>Dispositions</i> , artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.	The artifact (& reflection) shows lack of perception of assessment as an integral part of instruction as evidenced by its lack of use in instructional planning. It does not show belief in adopting assessment procedures to meet students' individual needs.	The artifact (& reflection) shows some value for the role of assessment in evaluating pupil progress, but generally shows a failure to make use of the results of formative and summative measures to reflect on practice and improve instruction. It shows a belief in occasionally adopting assessment procedures to meet students' individual needs.	The artifact (& reflection) shows a value for assessment as an integral part of instruction and shows an effort to use the results of formative and summative assessments to reflect on practice and improve instruction. It shows a belief in adapting assessment procedures to meet individual needs but does not show consistency in utilizing adaptations	The artifact (& reflection) shows a value for assessment as an integral part of instruction and shows consistent use of the results of formative and summative assessments to reflect on practice and improve instruction. It constantly shows a belief in the adaptation of assessment procedures by utilizing adaptations in instruction and assessment practice.

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**  
**Standard 10 - Artifact Assessment Rubric**  
**TECHNOLOGY**

The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs. [OHIO 2.2, 4.1, 4.2, 4.4, 4.6, 4.7; INTASC #4 & #7; PRAXIS A2, A4, C3, & D2]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<b>Knowledge &amp; Understanding</b> In the area of <i>Knowledge and Understanding</i> , artifacts & reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.	The artifact (& reflection) shows a lack of understanding of basic technology operations and concepts. It shows unfamiliarity with the social, ethical, legal and human issues surrounding the use of technology in schools.	The artifact (& reflection) shows an awareness of basic technology operations and concepts, and begins to show the application of this awareness to professional growth. It shows awareness of the social, ethical, legal and human issues surrounding the use of technology in schools, and begins to show the application of them in practice.	The artifact (& reflection) shows an understanding of basic technology operations in most but not all areas described in state or national (e.g. ISTE) standards, and shows an active effort to develop an understanding in the areas which have not yet been mastered. It shows functional understanding of the social, ethical, legal and human issues surrounding the use of technology in schools, and shows an active effort to transform classroom practice to address these issues.	The artifact (& reflection) shows an understanding of technology knowledge, skills and concepts as described in state or national (e.g. ISTE) standards documents, and shows continuing professional growth in staying abreast of current and unacceptable technologies. It shows the abilities to model and teach legal & ethical technology use; to apply technology resources to empower diverse learners; to promote safe and healthy use of technology resources; and to facilitate equitable access to technology resources for all students.
<b>Performance &amp; Skills</b> In the area of <i>Performance &amp; Skills</i> , artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.	The artifact (& reflection) does not show the ability to incorporate technology into learning environments and experiences. It does not show the ability to implement curriculum plans which include technological components. It does not show the application of technology to assessment or evaluation needs.	The artifact (& reflection) shows a beginning ability to tentatively incorporate technology into learning environments and experiences. It shows the ability to implement curriculum plans which incorporate minor technological components which have limited effect on student learning. It shows awareness of methods for using technology in assessment and evaluation, and begins to show the implementation of these methods practice in tentative ways.	The artifact (& reflection) shows the ability to incorporate a variety of learner-appropriate technology-enhanced activities within the classroom learning environment, but does not yet show adoption of a proactive stance with regard to technological developments. It shows the ability to implement curriculum plans which incorporate substantial technological components likely to significantly enhance student learning outcomes. It shows the regular application of technology as a substantial and meaningful component in assessment and evaluation activities.	The artifact (& reflection) shows the abilities to design developmentally appropriate learning activities that incorporate technology-enhanced instructional strategies; to apply current research on teaching and learning with technology; to identify, locate and evaluate technology resources; to plan for the management of technology resources within learning activities; and to plan strategies to manage student learning in a technology-enhanced environment. It shows the abilities to facilitate technology-enhanced experiences that address content standards and student technology standards; to use technology to support learner-centered strategies; to apply technology to develop students higher order thinking skills and creativity; and to manage student learning activities in a technology-enhanced format. It shows the abilities to apply technology in assessing student learning using a variety of assessment techniques; to use technology resources to collect and analyze data, interprets results, and communicates findings; and to apply multiple methods of evaluation to determine students' appropriate uses of technology resources.
<b>Dispositions</b> In the area of <i>Dispositions</i> , artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.	The artifact (& reflection) does not show a value for technology within professional practice.	The artifact (& reflection) shows some values for the use of technology for periodic professional communications and to provide minor increases in professional productivity.	The artifact (& reflection) shows a value for the use technology for regular, substantial professional communications and to provide significant increases in professional productivity. It begins to show a value for technology as a means of acquiring new knowledge and skills.	The artifact (& reflection) shows an appreciation for the use of technology to: engage in ongoing professional development; increase professional productivity, and communicate/collaborate with others in order to nurture student learning.

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**

**Standard 11 - Artifact Assessment Rubric**  
**PROFESSIONAL DEVELOPMENT**

The teacher is a reflective practitioner who evaluates his/her interactions with others (e.g. learners parents/guardians, colleagues and professionals in the community) and seeks opportunities to grow professionally. [OHIO 7.2; INTASC #9; PRAXIS D1 & D2]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) shows a lack of knowledge about how to reflect on teaching. It shows a lack of understanding of the importance of professional development goals. It shows little or no awareness of strategies for promoting professional development.</p>	<p>The artifact (&amp; reflection) shows limited knowledge about how to reflect about teaching. It shows some understanding of the need for professional development goals. It shows some awareness of strategies for promoting professional development.</p>	<p>The artifact (&amp; reflection) shows adequate knowledge about how to reflect on teaching. It shows an understanding of the need for professional development goals. It shows some awareness of strategies for promoting professional development.</p>	<p>The artifact (&amp; reflection) shows knowledge of how to think critically about planning, teaching, and student learning to reflect on teaching. It shows an understanding of the need for several specific professional development goals and a clear plan for accomplishing those goals. It shows knowledge about available strategies for promoting professional development.</p>
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.</p>	<p>The artifact (&amp; reflection) does not show the ability to reflect on teaching, and to make an effort to improve. The artifact (&amp; reflection) shows a lack of participation in professional opportunities. It shows no involvement in school activities outside the classroom.</p>	<p>The artifact (&amp; reflection) shows a minimal ability to reflect on teaching (only surface level awareness of classroom events), and to make efforts to improve. It shows occasional participation in professional opportunities. It shows some involvement in school activities outside the classroom.</p>	<p>The artifact (&amp; reflection) shows adequate ability to reflect on teaching, and to improve, based on others' suggestions. The artifact (&amp; reflection) shows participation in professional opportunities such as conferences and workshops. It shows involvement in school activities outside the classroom.</p>	<p>The artifact (&amp; reflection) shows the ability to reflect thoughtfully and critically on teaching, and to actively seek to improve teaching based on others' suggestions and self-identified goals. It shows active participation in professional opportunities such as conferences and workshops. It shows extensive involvement in school activities outside the classroom.</p>
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	<p>The artifact (&amp; reflection) does not acknowledge the importance of professional growth; it presents a view of course work, supervision, and other professional development activities as hurdles rather than growth opportunities. It does not show a value for supervisors, other professionals, or parents as resources for growth.</p>	<p>The artifact (&amp; reflection) acknowledges minimal need for professional growth; it presents a view of course work, supervision, and other professional development activities somewhat as hurdles. It shows a some value for supervisors, other professionals, and parents as resources for growth.</p>	<p>The artifact (&amp; reflection) shows a value for the need for professional growth. It presents a view of course work, supervision, and other professional development activities as opportunities to learn. It shows a value for supervisors, other professionals, and parents as resources for growth.</p>	<p>The artifact (&amp; reflection) shows a keen interest in personal growth. It shows a value for course work, supervision, and other professional development activities as opportunities to pursue learning goals. It shows a keen interest in the suggestions of supervisors, other professionals, and parents as resources for growth.</p>

**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**The Teacher as a Responsive, Reflective Professional: A Partner in Learning**

**Standard 12 - Artifact Assessment Rubric**  
**COLLABORATION AND PROFESSIONALISM**

The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleagues/university to support students' growth and well-being. [OHIO 6.2, 6.3, 6.4; INTASC #10; PRAXIS D3 & D4]

CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE	EMERGING (showing growth toward proficiency)	PROFICIENT (ready to be a first year teacher)	EXEMPLARY (target for experienced teacher)
<p><b><u>Knowledge &amp; Understanding</u></b>            In the area of <i>Knowledge and Understanding</i>, artifacts &amp; reflections are expected to show that the candidate has an understanding of the key concepts, ideas, or strategies necessary to implement this standard in teaching practice.</p>	The artifact (& reflection) shows a lack of the concept of the need for working positively with colleagues, parents or community or how to actively build successful partnerships.	The artifact (& reflection) shows some limited knowledge and understanding for working collaboratively with colleagues, parents and community.	The artifact (& reflection) shows an acceptable understanding and knowledge of collaboration to explain concepts necessary for planning positive partnerships with students, colleagues and community.	The artifact (& reflection) shows comprehensive knowledge of the need for and the planning of positive collaborative activities with students, colleagues and community.
<p><b><u>Performance &amp; Skills</u></b>            In the area of <i>Performance &amp; Skills</i>, artifacts and reflections are expected to show the candidate's ability to implement this standard in teaching practice.</p>	The artifact (& reflection) shows a lack of evidence of fostering relationships with colleagues, parents/guardians, agencies, to support students' growth and well-being.	The artifact (& reflection) shows some limited evidence of fostering relationships with colleagues, parents/ guardians, agencies, to support students' growth and well-being through collaborative efforts.	The artifact (& reflection) shows acceptable evidence of fostering relationships and reflections with colleagues, parents/ guardians, agencies, to support students' growth and well-being through collaborative efforts.	The artifact (& reflection) shows extensive evidence of fostering relationships and reflections with colleagues, parents/guardians, agencies, to support students' growth and well-being; it shows evidence of participation beyond basic requirements.
<p><b><u>Dispositions</u></b>            In the area of <i>Dispositions</i>, artifacts and reflections are expected to show that the candidate values the key concepts and beliefs of the standard and behaves in ways that are consistent with those values and beliefs.</p>	The artifact (& reflection) shows a lack of interest in working positively with colleagues, parents or community	The artifact (& reflection) shows limited interest and effort in working collaboratively with colleagues, parents and community.	The artifact (& reflection) shows acceptable evidence in written and oral interactions of an understanding of the need for positive collaboration. It shows a desire to develop successful partnerships.	The artifact (& reflection) shows a belief that the teacher must provide positive leadership in developing relationships and attitudes with colleagues and others. It shows a sense of efficacy.

## **Appendix E**

### **Checkpoint 3 and 4 Portfolio Assessment Rubric**

COEHS Outcomes	Assessment of Evidence Presented in Checkpoint 3 & 4 Portfolio at Checkpoint 3 or 4			
	Unacceptable	Emerging	Proficient (ready to be a first year teacher) Key : <b>K</b> = Knowledge and Understanding <b>P</b> = Performance and Skills <b>D</b> = Dispositions	Exemplary (target for experienced teacher)
Outcome 1 PERSONAL PHILOSOPHY	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<b>K:</b> Understands the need to develop and articulate a personal philosophy grounded in theory and practice. <b>P:</b> Applies philosophical reasoning to a critical assessment of the consequences and implications of educational decisions. <b>D:</b> Displays beliefs that are congruent with professional and ethical standards and free from bias.	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.
Outcome 2 SOCIAL FOUNDATIONS	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<b>K:</b> Understands the need to see education as part of a complex socio-cultural fabric. Recognizes the potential to effect social change through educational processes. <b>P:</b> Displays knowledge of social issues in education and the ability to use that knowledge to build conceptual relationships between socio-cultural issues and the practice of education. <b>D:</b> Understands the value of working collaboratively with students, colleagues, parents, and community; feels a sense of empowerment to effect change in the field of education through an understanding of social issues and educational practice.	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.
Outcome 3 KNOWLEDGE OF SUBJECT MATTER AND INQUIRY	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<b>K:</b> Displays comprehensive knowledge of subject matter and content area standards. Understands strategies, methods, and materials to create and implement developmentally-appropriate activities. <b>P:</b> Uses multiple representations of key disciplinary ideas to make subject matter accessible and meaningful to students. Engages in extensive inquiry for preparation. <b>D:</b> Has an extensive awareness of the synergistic relationship between content and inquiry as applied to planning and teaching.	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.
Outcome 4 KNOWLEDGE OF DEVELOPMENT AND LEARNING	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<b>K:</b> Understands major theories of cognitive, physical, emotional, social, and moral development; understands how students construct knowledge and acquire cognitive and metacognitive skills; is aware of developmental progressions. <b>P:</b> Demonstrates ability to apply knowledge of educational theories and concepts; builds on prior knowledge in the development of students' thinking and the implementation of appropriate instructional activities; demonstrates awareness of cultural and individual differences and similarities. <b>D:</b> Appreciates and respects both developmental changes and individual differences; values the importance of self-efficacy; appreciates that all students are able to achieve; sees students' misconceptions as an instructional opportunity.	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.

COEHS Outcomes	Assessment of Evidence Presented in Checkpoint 3 & 4 Portfolio at Checkpoint 3 or 4			
	Unacceptable	Emerging	Proficient (ready to be a first year teacher) Key : <b>K</b> = Knowledge and Understanding <b>P</b> = Performance and Skills <b>D</b> = Dispositions	Exemplary (target for experienced teacher)
<b>Outcome 5</b> DIVERSITY	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<p><b>K:</b> Understands differences in approaches to learning and performance; is able to explain areas of varying abilities, cultural issues that effect learning, culturally responsive pedagogy, and issues related to teaching second language learners; understands how learning is influenced by individual experiences, talents and prior learning; understands cultural and community diversity and resources.</p> <p><b>P:</b> Uses instructional approaches that are sensitive to different learning and performance modes; makes appropriate provisions to meet individual needs of youngsters with varying abilities, second language learners, or those from diverse cultures; can access appropriate community services and resources; responds sensitively to students' families and cultures.</p> <p><b>D:</b> Values high expectations for the learning of all children; values human diversity; respects students' varied abilities, linguistic histories, and cultural backgrounds; is sensitive to diverse family needs and to community and cultural norms.</p>	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.
<b>Outcome 6</b> LEARNING ENVIRONMENT	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<p><b>K:</b> Understands major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development as well as cultural variations and classroom applications; understands how materials, tasks, and features of the physical environment contribute to students' learning.</p> <p><b>P:</b> Uses strategies that demonstrate ability to apply knowledge of major theories of motivation and learning, self-efficacy, goal orientations, group dynamics, and development in culturally appropriate ways; utilizes understanding of how materials, tasks, and features of the physical environment contribute to students' learning.</p> <p><b>D:</b> Appreciates the importance of establishing a positive learning environment in the classroom that promotes social interaction, active engagement in learning and self-motivation in culturally appropriate ways; appreciates the degree to which materials, tasks, and features of the physical environment contribute to students' learning.</p>	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.

COEHS Outcomes	Assessment of Evidence Presented in Checkpoint 3 & 4 Portfolio at Checkpoint 3 or 4			
	Unacceptable	Emerging	Proficient (ready to be a first year teacher) Key : <b>K</b> = Knowledge and Understanding <b>P</b> = Performance and Skills <b>D</b> = Dispositions	Exemplary (target for experienced teacher)
<b>Outcome 7 COMMUNICATION</b>	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<p><b>K:</b> Understands subject well enough to communicate it effectively; communicates ideas clearly; understands techniques of structuring classroom discussion; questioning strategies; how to structure group work; understands the uses of non-verbal communication to maintain student engagement and to manage student behavior.</p> <p><b>P:</b> Communicates challenging learning expectations clearly; listens carefully to students and helps students articulate and extend their thinking; uses multiple representations to make content comprehensible; uses instructional time effectively, including introductions, closure, transitions, questioning and discussion strategies, management of individual and group work.</p> <p><b>D:</b> Views students as a valid source of information; cares about student ideas and student thinking; values group work as a way to promote conversation and team work, recognizes the importance of multiple representations to engage learners.</p>	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.
<b>Outcome 8 INSTRUCTIONAL STRATEGIES</b>	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<p><b>K:</b> Understands the importance of developing critical thinking and problem solving skills; knowledgeable in using instructional strategies to foster social, emotional, creative, and physical development; understands that appropriate instructional strategies can lead to successful learning and to increasing self-esteem.</p> <p><b>P:</b> Uses developmentally and instructionally appropriate assessments in several instructional areas, including critical thinking, problem-solving, and performance areas as the first step in the instructional process; uses an array of instructional strategies to foster social and emotional development and creativity.</p> <p><b>D:</b> Appreciates individual instructional needs; believes in the importance of using assessments to guide instructional decision making; believes in the importance of addressing many domains of development</p>	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.

COEHS Outcomes	Assessment of Evidence Presented in Checkpoint 3 & 4 Portfolio at Checkpoint 3 or 4			
	Unacceptable	Emerging	Proficient (ready to be a first year teacher) Key : <b>K</b> = Knowledge and Understanding <b>P</b> = Performance and Skills <b>D</b> = Dispositions	Exemplary (target for experienced teacher)
Outcome 9 ASSESSMENT	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<p><b>K:</b> Understands that an assessment is related to an objective and learning goals. Is knowledgeable about a variety of formal and informal assessment strategies. Knowledgeable of constructs such as validity and reliability.</p> <p><b>P:</b> Selects and uses procedures and instruments for assessment that are congruent with learning goals. Can develop, administer, and interpret a variety of formal and informal activities and instruments to evaluate products. Employs reliable scoring procedures, clearly written items and prompts, and unambiguous directions to assess pupil progress. Clearly and accurately explains and reports assessment strategies and results to students, administrators, parents, and other audiences.</p> <p><b>D:</b> Values assessment as an integral part of instruction and consistently uses the results of formative and summative assessments to reflect on practice and improve instruction. Believes in adapting assessment procedures to meet individual needs.</p>	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.
Outcome 10 TECHNOLOGY	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<p><b>K:</b> Demonstrates a sound understanding of technology operations and concepts. Understands the social, ethical, legal, and human issues surrounding the use of technology in schools and applies those principles in practice.</p> <p><b>P:</b> Plans and designs effective learning environments and experiences supported by technology. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning. Applies technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p><b>D:</b> Uses technology to enhance productivity and professional practice.</p>	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.

COEHS Outcomes	Assessment of Evidence Presented in Checkpoint 3 & 4 Portfolio at Checkpoint 3 or 4			
	Unacceptable	Emerging	Proficient (ready to be a first year teacher) Key : <b>K</b> = Knowledge and Understanding <b>P</b> = Performance and Skills <b>D</b> = Dispositions	Exemplary (target for experienced teacher)
Outcome 11 PROFESSIONAL DEVELOPMENT	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<p><b>K:</b> Understands and communicates personal goals for learning and development; knows about appropriate avenues for personal growth. Thoughtful reflection on one’s teaching, involving critical thought about planning, student learning, and can provide specific evidence of learning goals.</p> <p><b>P:</b> Reflects regularly on one’s teaching through conversation with others, writing about one’s teaching, or thinking about ways to improve. Sets specific goals, develops means for accomplishing those goals and keeps track of the success of these efforts. Involved in professional organizations, attends professional learning opportunities, involved in school outside classroom.</p> <p><b>D:</b> Believes that there is always more to learn; treats teaching experiences as opportunities to grow rather than mere demonstrations of skill; recognizes that there is no such thing as “perfect” teaching; believes that other school professionals have valuable knowledge; believes in the importance of parental involvement.</p>	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.
Outcome 12 COLLABORATION AND PROFESSIONALISM	Does not demonstrate the knowledge, skills and dispositions for the outcome, and may at times demonstrate behaviors incongruent with those required for the outcome.	Is still developing in knowledge, skills, and/or dispositions in this area. Shows progress and promise for reaching a Proficient level with additional effort, experience, and/or coursework.	<p><b>K:</b> Understands the concepts of collaboration and professionalism; understands the need for sharing teaching insights and the coordination of learning activities for students and colleagues.</p> <p><b>P:</b> Uses approaches that foster building positive professional relationships; develops strategies for assisting others in collaborative efforts; assists others in developing collaborative activities for students &amp; colleagues.</p> <p><b>D:</b> Understands the value of working collaboratively with colleagues, parents, and community; recognizes the importance of collaboration and professionalism in the formation of effective partnerships.</p>	Demonstrates advanced understanding and maturity for the outcome, prominently and consistently demonstrating exemplary knowledge, skills and dispositions beyond those seen in a typical entry-year teacher.