

**NC State University Teacher Preparation Summative Report
Teaching Portfolio – Final Assessment**

Return by end of semester to:
Office of Professional Education, NC State University, 204 Poe Hall, Box 7801,
Raleigh, NC 27695-7801 FAX 919-515-5901

Name of Student Teacher [ST]: _____ Semester: F S Curriculum: _____

Name of University Supervisor [US]: _____ Date: _____

This instrument is designed to record summative results of evaluation of the teaching portfolio. Indicate the level to which the student teacher has demonstrated the following competencies.

Criteria	1	2	3	Artifacts	Scores
I. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (LEADSERVE 2,3; INTASC 1; NCDPI-C1; NCDPI-D 1; NCDPI-T 1,3)	A. Artifacts show minimal understanding of content appropriate to teaching specialty.	Artifacts show understanding of content appropriate to teaching specialty.	Artifacts show depth of understanding of content appropriate to teaching specialty.		
	B. Artifacts demonstrate few applications of the content he or she teaches.	Artifacts demonstrate multiple applications of the content he or she teaches	Artifacts demonstrate extensive applications of the content he or she teaches		

Criteria	1	2	3	Artifacts	Scores
II. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Student Development: The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development. (LEADSERVE 1, 3; INTASC 2; NCDPI-C 2,3,6; NCDPI-D 1,2,4; NCDPI-T 2,3,6)	A. Artifacts show minimal understanding of how children learn and develop.	Artifacts show sufficient understanding of how children learn and develop.	Artifacts show thorough understanding of how children learn and develop.		
	B. Artifacts illustrate instruction that minimally supports students' intellectual, social, and personal development.	Artifacts illustrate instruction that supports students' intellectual, social, and personal development.	Artifacts illustrate instruction that extends students' intellectual, social, and personal development.		

Criteria	1	2	3	Artifacts	Scores
III. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (LEADSERVE 3, 8; INTASC 3, NCDPI-C 2,3,6; NCDPI-D 2 ; NCDPI-T 2, 3,6)	A. Artifacts demonstrate minimal understanding of students' learning differences.	Artifacts demonstrate sufficient understanding of students' learning differences.	Artifacts demonstrate thorough understanding of students' learning differences.		
	B. Artifacts illustrate minimal instructional opportunities adapted to diverse learners.	Artifacts illustrate a multiple of instructional opportunities adapted to diverse learners.	Artifacts illustrate numerous instructional opportunities adapted to diverse learners.		

Criteria	1	2	3	Artifacts	Scores
IV. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Multiple Instructional Strategies: The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. (LEADSERVE 1; INTASC 4, NCDPI-C 2, 3; NCDPI-D 1,2; NCDPI-T 1,2,3)	A. Artifacts exhibit few instructional strategies.	Artifacts exhibit a multiple of instructional strategies.	Artifacts exhibit numerous instructional strategies.		
	B. Artifacts present little evidence of instructional focus on critical thinking, problem solving, and performance skills.	Artifacts present sufficient evidence of instructional focus on critical thinking, problem solving, and performance skills.	Artifacts present extensive evidence of instructional focus on critical thinking, problem solving, and performance skills.		

Criteria	1	2	3	Artifacts	Scores
V. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self-motivation. (LEADSERVE 4; INTASC 5; NCDPI-C 2,3,4,6; NCDPI-D 2,3,4; NCDPI-T 2,3,6)	A. Artifacts depict a learning environment that provides opportunity for individual social interaction, active engagement, and self-motivation.	Artifacts depict a learning environment that facilitates individual social interaction, active engagement, and self-motivation.	Artifacts depict a learning environment that promotes individual social interaction, active engagement, and self-motivation.		
	B. Artifacts depict a learning environment that provides opportunity for group social interaction, active engagement.	Artifacts depict a learning environment that facilitates group social interaction, active engagement.	Artifacts depict a learning environment that promotes group social interaction, active engagement.		

Criteria	1	2	3	Artifacts	Scores
VI. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Communication and Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (LEADSERVE 2, 5; INTASC 6; NCDPI-C 2, 5; NCDPI-D 1; NCDPI-T 2,3,5,6)	A. Artifacts exhibit few communication strategies that provide support for collaboration and inquiry.	Artifacts exhibit multiple communication strategies that provide support for collaboration and inquiry.	Artifacts exhibit a variety of effective communication strategies that provide support for collaboration and inquiry.		
	B. Artifacts exhibit few technology tools to enrich learning opportunities.	Artifacts exhibit multiple technology tools to enrich learning opportunities.	Artifacts exhibit a variety of effective technology tools to enrich learning opportunities.		

Criteria	1	2	3	Artifacts	Scores
VII. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Planning: the teacher plans based upon knowledge of subject matter, students, the community, and curriculum goals. (LEADSERVE 1; INTASC 7; NCDPI-C 1,2,3,6; NCDPI-D 1,2,3,4; NCDPI-T 2,4)	A. Lesson plans demonstrate minimal relationship between subject matter and Standard Course of Study.	Lesson plans demonstrate clear relationship between subject matter and Standard Course of Study.	Lesson plans demonstrate rich relationship between subject matter and Standard Course of Study.		
	B. Lesson plans depict weak matches among instructional goals, methods, and materials, and students' skills and abilities.	Lesson plans depict good matches among instructional goals, methods, and materials, and students' skills and abilities.	Lesson plans depict rich matches among instructional goals, methods, and materials, and students' skills and abilities.		

Criteria	1	2	3	Artifacts	Scores
VIII. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (LEADSERVE 1; INTASC 8; NCDPI-C 2, 5,6; NCDPI-D 1,2; NCDPI-T 4)	A. Artifacts manifest few formal methods used to assess what students have learned.	Artifacts manifest some formal methods used to assess what students have learned.	Artifacts manifest multiple formal methods used to assess what students have learned.		
	B. Artifacts manifest few informal methods used to assess what students have learned.	Artifacts manifest some informal methods used to assess what students have learned.	Artifacts manifest multiple informal methods used to assess what students have learned.		

Criteria	1	2	3	Artifacts	Scores
IX. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
Reflective Practice: Professional Growth: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (LEADSERVE 7; INTASC 9; NCDPI-C 4,5; NCDPI-D 1,5,6; NCDPI-T 2,4,5,6)	A. Reflections exhibit superficial level of self-evaluation.	Reflections exhibit satisfactory level of self-evaluation.	Reflections exhibit in-depth level of self-evaluation.		
	B. Artifacts exhibit little use of professional resources, technology, and colleagues to support self-development as a learner and as a teacher.	Artifacts exhibit use of professional resources, technology, and colleagues to support self-development as a learner and as a teacher.	Artifacts exhibit extensive use of professional resources, technology, and colleagues to support self-development as a learner and as a teacher.		

Criteria	1	2	3	Artifacts	Scores
X. Artifacts demonstrate:	Unacceptable	Acceptable	Target		
School and Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. (LEADSERVE 4, 6, 9; INTASC 10; NCDPI-C 3,4,5,6; NCDPI-D 3,5,6; NCDPI-T 5)	A. Artifacts display no links with counselors, teachers of other classes, and activities within the school.	Artifacts display few links with counselors, teachers of other classes, and activities within the school.	Artifacts display many links with counselors, teachers of other classes, and activities within the school.		
	B. Artifacts evidence no cooperative partnerships with parents/guardians to support student learning.	Artifacts evidence few cooperative partnerships with parents/guardians to support student learning.	Artifacts evidence many cooperative partnerships with parents/guardians to support student learning.		

Unacceptable (10-20)	Acceptable (21-40)	Target (41-60)	Total Score	
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