

Rubric for the Evaluation of Portfolios – Teacher Certificates

Please keep these items in mind when working on the portfolio:

- Please provide 2-3 examples of how you met each indicator
- The portfolio needs to be endorsement specific
- Please keep in mind “I” versus “We” to help quantify actual participation
- Try to be very specific is how you met the indicator
- Please separate each standard with a page break
- Please label each example of an indicator
- Document must be uploaded directly to your account.

Standard	Description	Indicators
1. Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	(a) Regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. (b) Creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests and needs and that enables each learner to advance and accelerate his/her learning.
2. Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	(a) Designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (b) Makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. (d) Brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
3. Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	(a) Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (c) Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (f) Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
4. Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	(a) Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards. (e) Recognizes learner misconceptions in a discipline that interfere with learning and, creates experiences to build accurate conceptual understanding.
5. Innovation Application of Content:	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity,	(a) Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

	and collaborative problem solving related to authentic local and global issues. Performance:	(d) Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. (g) Facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. (h) Develops and implements supports for learner literacy development across content areas.
6. Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.	(a) Balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (b) Designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (g) Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
7. Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	(a) Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (c) Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. (e) Plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. (f) Evaluates plans in relation to short-and- long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
8. Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	(a) Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. (b) Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. (e) Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
9. Reflection and Continuous Growth	9.The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	(a) Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (b) Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. (e) Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
10. Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	(a) Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (d) Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. (g) Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
11. Technology	Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional	2. Design and Develop Digital Age Learning Experiences and Assessments 4. Promote and Model Digital Citizenship and Responsibility

	practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards.	
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Adapted from Maine's Initial Teaching Standards: <https://www.maine.gov/sos/cec/rules/05/071/071c114.doc>