

NCATE Rubric for Assessment #3: Techno Framework (reflective ePortfolio)

Candidate's Name:			Date:
INDICATORS	Unacceptable	Acceptable	Target
<p>Problem Solver The candidate constructs practical, effective approaches to professional challenges using a sound base of theory and research and helps others construct their own ways of addressing challenges.</p> <p style="text-align: right;">(circle rating)</p>	<p>The portfolio lacks evidence that the candidate has mastered the knowledge that undergirds the candidate's field. The candidate's portfolio does not contain examples of important principles and concepts delineated in professional, state, and institutional standards.</p> <p style="text-align: center;">0</p>	<p>The portfolio contains evidence that the candidate has an adequate understanding of the knowledge expected in the candidate's field and delineated in professional, state, and institutional standards.</p> <p style="text-align: center;">1</p>	<p>The portfolio demonstrates that the candidate has in-depth knowledge of the candidate's field as described in professional, state, and institutional standards. The candidate demonstrates this knowledge through inquiry, critical analysis, and synthesis of the subject.</p> <p style="text-align: center;">2</p>
<p>Scholar The candidate is grounded in the knowledge of the discipline, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.</p> <p style="text-align: right;">(circle rating)</p>	<p>The portfolio lacks evidence that the candidate has mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The portfolio does not demonstrate the candidate's knowledge of institutional, family, and community contexts. Neither does the portfolio contain reflections about the candidate's work, nor does the portfolio use current research to inform the candidate's practice.</p> <p style="text-align: center;">0</p>	<p>The portfolio contains evidence that the candidate can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to support learning. The portfolio demonstrates that the candidate considers institutional, family, and community contexts. The portfolio contains reflections about the candidate's practice and demonstrates the candidate's ability to analyze educational research findings and incorporate new information into practice as appropriate.</p> <p style="text-align: center;">1</p>	<p>The portfolio demonstrates that the candidate has a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The portfolio contains evidence that the candidate makes necessary adjustments based on findings reported in the scholarly literature as well as reflections about the candidate's practice. The portfolio indicates that the candidate considers institutional, family, and community contexts in applying ideas to real-world issues.</p> <p style="text-align: center;">2</p>

<p>Partner The candidate uses a flexible array of well-developed skills to support the positive development of all learners within families and communities, giving balanced attention to the emotional, social, physical and cognitive dimensions of students' lives.</p> <p>(circle rating)</p>	<p>The portfolio lacks evidence that the candidate is familiar with professional dispositions delineated in professional, state, and institutional standards. The portfolio does not demonstrate professional behaviors that are consistent with the ideal of fairness and the belief that all students can learn. The portfolio lacks evidence that the candidate models these professional dispositions in work with students, families, colleagues, and communities.</p> <p style="text-align: center;">0</p>	<p>The portfolio contains evidence of the candidate's familiarity with the professional dispositions delineated in professional, state, and institutional standards. The portfolio demonstrates professional behaviors that are consistent with the ideal of fairness and the belief that all students can learn. The portfolio indicates that the candidate's work with students, families, colleagues and communities reflects these professional dispositions.</p> <p style="text-align: center;">1</p>	<p>The portfolio demonstrates that the candidate works with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. The portfolio demonstrates professional behaviors that support caring and supportive learning environments and encourage self-directed learning by all students. The portfolio contains reflections recognizing when the candidate's own professional dispositions may need to be adjusted and making plans to do so.</p> <p style="text-align: center;">2</p>
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