

Elementary (K-6) Teacher Education Program e-Portfolio

| Metastandard #1: Child Development and Learning | | | | |
|---|---|---|--|--|
| | Basic (Knowledge & Comprehension) | Proficient (Application) | Mastery (Analysis and Synthesis) | Exemplary (Evaluation) |
| Proficiency | Candidates know and understand how children learn and develop and also that children differ in their development and approaches to learning. | Candidates demonstrate and practice theoretically based teaching and learning strategies to promote cognitive growth and development of all children. | Candidates use educational learning theories to plan developmentally appropriate curricula and create learning environments that promote positive social engagement and self-motivation. | Candidates determine the effectiveness of various theoretically based teaching and learning strategies for all children. |
| Evidence | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 |
| Metastandard #2: Diversity | | | | |
| | Basic (Knowledge & Comprehension) | Proficient (Application) | Mastery (Analysis and Synthesis) | Exemplary (Evaluation) |
| Proficiency | Candidates know and understand how children differ in their development and approaches to learning. | Candidates demonstrate an understanding of diverse learning styles and impact of a supportive learning environment | Candidates create instructional opportunities that are adapted to diverse learners in an environment that encourages emotional, social, and moral development. | Candidates understand the complexity of learners, therefore, nurturing and supporting the spectrum of learners in the environment including physical, emotional, social, cognitive, moral, aesthetic, cognitive, and language growth |
| Evidence | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 |
| Metastandard #3: Curriculum/Content Knowledge | | | | |
| | Basic (Knowledge & Comprehension) | Proficient (Application) | Mastery (Analysis and Synthesis) | Exemplary (Evaluation) |
| Proficiency | Candidates know and understand age-appropriate curriculum for children and has central knowledge of content in Mathematics, English/Language Arts, Science, Social Studies, Fine Arts, Health Education, Physical Education and Technology. | Candidates understand the role of curriculum and develop competence in strategies and tools for various development levels | Candidates create and modify meaningful curriculum based upon knowledge of subject material, tools of inquiry and structures of each discipline, and age-appropriate curriculum. | Candidates incorporate and vary strategies and concepts in developing integrated curriculum based upon students, subject matter, community, and curriculum goals |
| Evidence | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 |

Metastandard #4: Instruction

| | Basic (Knowledge & Comprehension) | Proficient (Application) | Mastery (Analysis and Synthesis) | Exemplary (Evaluation) |
|--------------------|---|--|---|--|
| Proficiency | Candidates know and understand a variety of teaching strategies using verbal, non-verbal and media communication techniques to encourage critical thinking, problem solving and performance skills. | Candidates will understand the principles of instruction based on pedagogical principles, while developing their classroom performance skills. | Candidates understand the principles of instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. | Candidates obtain and understand multiple instructional strategies including technology to encourage critical thinking, problem solving and performance skills |
| Evidence | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 |

Metastandard #5: Assessment

| | Basic (Knowledge & Comprehension) | Proficient (Application) | Mastery (Analysis and Synthesis) | Exemplary (Evaluation) |
|--------------------|--|---|--|--|
| Proficiency | Candidates know and understand a variety of assessment methods and understand the importance of multiple strategies. | Candidates know and understand formal and informal assessment strategies to evaluate the development of the children. | Candidates are knowledgeable about assessment methods and plan curriculum appropriately. | Candidates understand the role of assessment as feedback to parents and ensuring the continuous intellectual, social, and physical development of the learner. |
| Evidence | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 |

Metastandard #6: Professionalism/Learning Communities

| | Basic (Knowledge & Comprehension) | Proficient (Application) | Mastery (Analysis and Synthesis) | Exemplary (Evaluation) |
|--------------------|---|--|---|--|
| Proficiency | Candidates know and understand practices and behaviors that identify and develop the competence of a professional career teacher. | Candidates demonstrate professionalism through collegiality, peer support, and professional self-assessment. | Candidates demonstrate a commitment to lifelong learning through reflection and professional behaviors. | Candidates actively engage in professional growth and a variety of development activities which include monitoring student learning. |
| Evidence | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 |

Metastandard #7: Family/Community Involvement

| | Basic (Knowledge & Comprehension) | Proficient (Application) | Mastery (Analysis and Synthesis) | Exemplary (Evaluation) |
|--------------------|--|---|--|---|
| Proficiency | Candidates know and understand the influence of the family, community and culture on the learning and development of the growth of children. | Candidates know and understand multiple aspects of professional relationships and how to utilize and foster community services. | Candidates understand the importance of positive working relationships with school colleagues, support services, and community members to support children's well-being. | Candidates understand the role of professional relationships, especially family, in promoting the academic, social, and emotional growth of children. |
| Evidence | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 | Artifact #1 Artifact #2 |

e-Portfolio Matrix Scaffolding

Elementary (K-6) Teacher Education Program e-Portfolio
[Teacher Candidate Name]

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| Evidence | Artifacts | Artifacts | Artifacts | Artifacts |
| Metastandard #2: Diversity | | | | |
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| Evidence | Artifacts | Artifacts | Artifacts | Artifacts |
| Metastandard #4: Instruction | | | | |
| | Basic (Knowledge & Comprehension) | Proficient (Application) | Mastery (Analysis and Synthesis) | Exemplary (Evaluation) |



Elementary (K-6) Teacher Education Program e-Portfolio
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Reflective Statement:

Evidence:

Artifact #1

Artifact #2

Rationale:

Professional Growth: