

Completion of Standards Portfolio Review Form

Candidate Name _____ Mentor _____

Date _____ Recommendation: _____

Standards	Standard / Target	<i>The teacher:</i>	Proficient
	Organization	<i>Assembles the portfolio</i>	Table of Contents / Typed / 3 ring binder / Elements clearly labeled
1	Unit Plan Unit template Timeline	<i>Outlines a coherent unit</i>	Expectations for learning identified and related to MLR / Mastery Objectives
1,3,8	Assessment	<i>Develops assessment(s) congruent with learning targets</i>	Summative task(s) connected to targets with rubric / SPED modification / Formative assessments with examples of students work.
1,2,3,4,5	Lesson Plan(s) 5-10 lessons	<i>Provides lessons using template</i>	Mastery objectives / Sequence of instruction / Lesson include extensions an modifications. Show a variety of instructional strategies and differentiation in lesson planning.
8	Reflection	<i>Reflects upon unit in a thoughtful manner</i>	Identify what worked, what didn't and what you would change.
6	Classroom environment	<i>Provides evidence of effective classroom organization and management.</i>	Artifacts which demonstrate the teacher's classroom management strategies, expectations and organization.
7,9,10	Professional Contribution Log	<i>Provides evidence of collegial participation and service to CSD and building.</i>	Communicates w/ parents / participates in grade level meetings / improves content knowledge and pedagogy /
For certification review only	Certification Record	<i>Provides documentation of the TAP process</i>	Self Assessment Observations TAP Annual Review Form

STANDARD ONE: Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Evidence in Portfolio	
	a. Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior learning.
	b. Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
	c. Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
	d. Model the use of the tools of each discipline and create opportunities for students to practice the use of these tools.
	e. Incorporate knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.
	f. Utilize important principles and concepts delineated within their discipline and link them with professional State and unit standards.

STANDARD TWO: Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

	a. Create learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
	b. Pursue and acquire material and human resources in various disciplines for classroom use.

STANDARD THREE: Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.

	a. Discern individual, student and group differences (e.g., intellectual, cultural, social).
	b. Support individual student's physical, social, emotional, cognitive, and moral development.
	c. Ascertain different learning styles.
	d. Identify when and how to access appropriate services or resources to meet learners' needs.
	e. Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
	f. Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.
	g. Understand and make connections to students' experiences and backgrounds in planning and implementing curriculum.

STANDARD FOUR: Plans instruction based upon knowledge of subject matter, students, and curriculum goals.

	a. Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
	b. Develop daily, weekly, and long range lesson plans that are linked to student needs and performance and adapt them to ensure and capitalize on student progress and motivation.
	c. Demonstrate lesson development within the parameters of the existing school curriculum.
	d. Articulate lesson goals and provide educationally and ethically defensible rationales for those goals.
	e. Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools

STANDARD FIVE: Understands and uses a variety of instructional strategies and appropriate technologies.

	a. Choose effective teaching strategies and materials to meet different learning goals and student needs.
	b. Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
	c. Monitor and adjust strategies in response to learner feedback.
	d. Vary her or his role in the instructional process depending on the content, purposes, and student needs.
	e. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
	f. Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
	g. Regularly and purposefully integrate technology into pedagogical practice in order to more effectively support teaching and learning for all students.
	h. Provide students with strategies for evaluating the content encountered via technology (e.g., Internet, list serves).

STANDARD SIX: Creates and maintains a classroom environment which supports and encourages learning.

	a. Create a comfortable, well-organized physical environment.
	b. Establish a classroom climate of openness, mutual respect, support, and inquiry.
	c. Work with students to manage their own behaviors and assume responsibility for their own learning.
	d. Use principles of effective classroom organization.
	e. Use a variety of strategies to address individual learners' needs in order to increase student performance.
	f. Create an environment in which students work both cooperatively and independently.

STANDARD SEVEN: Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community.

	a. Advocate for students while respecting their privacy and rights to confidentiality.
	b. Develop and implement strategies to link school, home, and community to enhance student performance and well-being.
	c. Work with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being.

STANDARD EIGHT: Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

	a. Match assessment strategies and instruments to Learning Results and program objectives.
	b. Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness
	c. Use a variety of assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
	d. Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
	e. Involve learners in self-assessment and goal setting for learning.
	f. Document learning using a variety of methods such as portfolios, school records, and other long term indices of the multiple abilities of students
	g. Reflect upon and strengthen his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.

STANDARD NINE: Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.

	a. Treat others with respect, and honor the dignity of all people.
	b. Maintain confidentiality, as legally and ethically appropriate concerning all dealings with students, parents, teachers, and school personnel.
	c. Adhere to a code of ethics that demonstrates an understanding of students' and teachers' rights and responsibilities.
	d. Demonstrate knowledge of legal responsibility..
	e. Comply with all school policies including health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
	f. Adhere to affirmative action policies pertaining to school and classroom settings; interact with all students in an equitable manner.
	g. Take religious and cultural diversity into account when planning and implementing lessons and

	activities.
	h. Understand the meaning of sexual harassment and how it impacts students and staff, and assist students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.
	i. Document incidents which may have legal or ethical implications.
	j. Understand the processes to obtain and maintain professional certification/licensure.
	k. Recognize and demonstrate appropriate use of language in the classroom (i.e., avoids profanity, name-calling, racial slurs, etc.)

STANDARD TEN: Demonstrates a strong professional ethic and a desire to contribute to the education profession.

	a. Be an active, contributing member of work teams and committees to achieve school and district goals and to address problems in the school.
	b. Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.
	c. Utilize information gained from reading professional journals.
	d. Apply information gathered during attendance at professional conferences.
	e. Develop associations with organizations dedicated to learning.
	f. Stay abreast of and employ new teaching strategies and technologies.
	g. Develop and implement a personal development plan to enhance his/her professional growth.
	h. Maintain a professional demeanor and recognize the teacher's role as a model for students.

**Explain how you have grown professionally and contributed to the school/district.
School plays, concerts, collaborating with the music department with gifted and talented.
Collaborative planning. Sound engineering for the school plays.**

**What do you think are the most important skills and learning gained from your portfolio experience?
Time management given time constraints with the schedule.**

Does evidence exist that the candidate has shown proficiency in Maine's Initial Teacher Certification Standards? Yes_ No

- _____ The candidate has met the requirements and is recommended for professional level cert.
- _____ The candidate has met most the requirements and a one year extension is recommended
- _____ The candidate has not met the requirements needed for professional level certification

_____ Mentor

_____ PLCSS Chairperson

_____ Panelist

_____ Panelist