

Department of Teacher Education
Electronic Portfolio Checklist

For (check one)

M.Ed. Program and Ed.S. Program

Student: _____ Student Number: 927 _____

Each student's electronic portfolio must contain the following items. Each item will be evaluated based on completeness and quality.

Rating Scale:

- 4 – Exemplary level
- 3 – Proficient level
- 2 – In progress level
- 1 – Unsatisfactory level

Portfolios must be submitted to advisor no later than the end of the thirteenth week of the semester.

Score Item

- _____ Homepage
- _____ Teaching Philosophy
- _____ External links to other sites
- _____ **Two Action Research Artifacts:**
- _____ One from student's content area – Subject: _____
- _____ One from area of student's choice – Subject: _____

National Board for Professional Teaching Standards – The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. Shortly after its release, NBPTS issued its first policy statement: What Teachers Should Know and Be Able to Do.

This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

Minimum of one artifact per bullet of each core proposition (21 bullets)

Proposition 1: Teachers are Committed to Students and Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- * NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

Rubric for Portfolio Evaluation
M.Ed. and Ed.S. Programs

4 = Exemplary Level

- The portfolio contains more than the required number of artifacts (21).
- Many bulleted items under each Core Proposition connect to more than one artifact.
- Clear, concise summaries/abstracts describe each artifact.
- Rationales convincingly and clearly explain how each artifact connects to the chosen Proposition and bulleted item.
- The portfolio reflects artifacts from all courses within the graduate student's program of studies.
- The portfolio makes a visual impact with items such as photos, graphics, illustrations, and artwork (no photos needing subject permissions and no family photos).
- There are no distracting mechanical or visual errors (spelling, grammar, colors, font size, broken links, and so on).
- The portfolio presentation reflects professionalism, depth of thought, and logical organization.

3 = Proficient Level

- The portfolio contains the required number of artifacts (21).
- Each bulleted item under the Core Propositions connects to one artifact.
- Clear, concise summaries/abstracts describe most artifacts.
- Rationales convincingly and clearly explain how most artifacts connect to the chosen Proposition and bulleted item.
- The portfolio reflects artifacts from most courses within the graduate student's program of studies.
- The portfolio makes a visual impact with limited support (no photos needing subject permissions and no family photos).
- There are few distracting mechanical or visual errors (spelling, grammar, colors, font size, broken links, and so on).
- For the most part, the portfolio presentation reflects professionalism, depth of thought, and logical organization.

2 = In Progress Level

- The portfolio contains at least 14 of the 21 required artifacts.
- Some of the bulleted items under each Core Proposition connect to one artifact.
- Clear summaries/abstracts describe some artifacts.
- Rationales convincingly and clearly explain how some artifacts connect to the chosen Proposition and bulleted item.
- The portfolio reflects artifacts from some courses within the graduate student's program of studies.
- The portfolio makes minimal visual impact (no photos needing subject permissions and no family photos).
- There are some distracting mechanical or visual errors (spelling, grammar, colors, font size, broken links, and so on).
- The portfolio presentation reflects minimal professionalism, depth of thought, and logical organization.

1 = Unsatisfactory Level

- The portfolio contains less than 14 of the 21 required artifacts.
- Most bulleted items under the Core Propositions connect to one artifact.
- Unclear or missing summaries/abstracts describe the artifacts.
- Few rationales convincingly and clearly explain how each artifact connects to the chosen Proposition and bulleted item.
- The portfolio reflects artifacts from few courses within the graduate student's program of studies.
- The portfolio makes a poor visual impact.
- Documents are replete with distracting mechanical or visual errors (spelling, grammar, colors, font size, broken links, and so on).
- The portfolio presentation does not reflect professionalism and lacks depth of thought and logical organization.