*EDCI 596: LAUTR Portfolio Rubric with Student Learning Outcomes (SLOs)*

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|  | **4  value: 4.00** | **3  value: 3.00** | **2  value: 2.00** | **1  value: 1.00** | **Score/Level** |
| --- | --- | --- | --- | --- | --- |
| Self Assessment    SLO-6  (Inquiry & Reflection) | Self Assessment is included in which standards in the observation rubric are clearly defined and addressed using the elements of the portfolio. The Resident gives a clear explanation of how defined standards were met using the elements within the portfolio. | Self Assessment is included in which standards in the observation rubric are somewhat defined and addressed using the elements of the portfolio. The Resident gives an explanation of how defined standards were met using the elements within the portfolio. | Self Assessment is included in which standards in the observation rubric are poorly defined and addressed using the elements of the portfolio. The Resident gives a weak explanation of how defined standards were met using the elements within the portfolio. | Self Assessment is not included in which standards in the observation rubric are defined or addressed using the elements of the portfolio. The Resident does not give an explanation of how defined standards were met using the elements within the portfolio. |  |
| Equity A: Demonstrate High Expectations and a Commitment to Equity  (Lesson Plan)  SLO-8  (Equity) | Excellent Lesson plan that demonstrates effective instruction with ELLs and SPED students to attain a high academic challenge curriculum | Good Lesson plan that demonstrates somewhat effective instruction with ELLs and SPED students to attain a high academic challenge curriculum | Fair Lesson plan that demonstrates partial instruction with ELLs and SPED students to attain a high academic challenge curriculum | Ineffective Lesson plan that demonstrates ineffective instruction with ELLs and SPED students to attain a high academic challenge curriculum |  |
| Equity B: Demonstrate High Expectations and a Commitment to Equity  (Data Inquiry Cycle)  SLO-2; SLO-3  (Critical Thinking  Analysis) | Effective Data inquiry cycle on student subgroups resulting in effective interventions      Effective Action Research implementation. | Partially effective Data inquiry cycle on student subgroups resulting in somewhat effective interventions    Partially effective Action Research Implementation. | Weak Data inquiry cycle on student subgroups resulting in weak interventions      Weak Action Research Implementation | Ineffective Data inquiry cycle on student subgroups resulting in ineffective interventions    Ineffective Action Research Implementation resulting in inappropriate or ineffective interventions. |  |
| Knowledge A  (Standards-based unit)  SLO-1  (Knowledge) | Know Your Content: Excellent Standards-based unit that is challenging, sequential, relevant, and higher order | Know Your Content: Good Standards-based unit that is somewhat challenging, sequential, relevant, and higher order | Know Your Content: Fair Standards-based unit that is partially sequential, relevant, and/or higher order | Know Your Content: Poor Standards-based unit that is not challenging, sequential, relevant, nor higher order |  |
| Knowledge B  (Students' Cultural Contexts)  SLO-1  (Knowledge) | Know Students’ Cultural Contexts: Excellent Lesson plan that uses students’ cultural contexts as an entry point | Know Students’ Cultural Contexts: Good Lesson plan that somewhat uses students’ cultural contexts as an entry point | Know Students’ Cultural Contexts: Weak Lesson plan that partially uses students’ cultural contexts as an entry point | Know Students’ Cultural Contexts: Lesson plan that does not use students’ cultural contexts as an entry point |  |
| Knowledge C  (Personalization and Building of Community)  SLO-1  (Knowledge) | Strong Demonstration of Personalization and Building of Community: Analysis of classroom culture leading to plans for building classroom culture in first year of teaching | Demonstration of Personalization and Building of Community: Some Analysis of classroom culture leading to plans for building classroom culture in first year of teaching | Weak Demonstration of Personalization and Building of Community: Partial Analysis of classroom culture leading to plans for building classroom culture in first year of teaching | No Demonstration of Personalization nor Building of Community: No Analysis of classroom culture leading to plans for building classroom culture in first year of teaching |  |
| Pedagogy A  (Video)    SLO-4  Organization  implementation | Deliver Highly Effective Instruction: 20- minute video of classroom instruction that clearly addresses key strategies, along with substantial written reflection | Deliver Effective Instruction: 20- minute video of classroom instruction that addresses key strategies, along with written reflection | Deliver Somewhat Effective Instruction: 20- minute video of classroom instruction that mostly addresses key strategies, along with weak written reflection | Deliver Ineffective Instruction: 20- minute video of classroom instruction that does not address key strategies, along with poorly written reflection |  |
| Pedagogy B  (Data Inquiry Cycle)    SLO-4  Organization  implementation | Effectively Use Data to Improve Instruction & Learning: Data inquiry cycle on use of formative assessment in the middle of a unit to check for understanding, and used to refine instruction for remainder of unit | Somewhat Use Data to Improve Instruction & Learning: Data inquiry cycle on use of formative assessment in the middle of a unit to check for understanding, and used to refine instruction for remainder of unit | Poorly Use Data to Improve Instruction & Learning: Data inquiry cycle on use of formative assessment in the middle of a unit to check for understanding, and used to refine instruction for remainder of unit | Ineffectively Use Data to Improve Instruction & Learning: Ineffective Data inquiry cycle on use of formative assessment in the middle of a unit to check for understanding, and used to refine instruction for remainder of unit |  |
| Collaboration A  (Professional Learning Community)    SLO-7  collaboration | Effectively Build Professional Learning Communities: Strong Documentation and reflections on contributions to a professional learning community | Build Professional Learning Communities: Documentation and reflections on contributions to a professional learning community | Partially Build Professional Learning Communities: Weak Documentation and reflections on contributions to a professional learning community | Ineffectively Build Professional Learning Communities: No Documentation nor reflections on contributions to a professional learning community |  |
| Collaboration B  (Community Asset Map)    SLO-7  collaboration | Strong ability to Partner with Parents and Community: Effective Community asset map of organizations and resources to be tapped into for curriculum and academic support | Some ability to Partner with Parents and Community: Community asset map of organizations and resources to be tapped into for curriculum and academic support | Weak ability to Partner with Parents and Community: Partial Community asset map of organizations and resources to be tapped into for curriculum and academic support | Inability to Partner with Parents and Community: Ineffective Community asset map of organizations and resources to be tapped into for curriculum and academic support |  |
| Professional Responsibility A  (Written reflections)    SLO-6  Critical thinking  Reflection | Effectively Practice Reflection: Clearly Written descriptions on (1) feedback from Mentor used to refine curriculum presentation, and (2) feedback from students used to refine instructional delivery | Practice Reflection: Written descriptions on (1) feedback from Mentor used to refine curriculum presentation, and (2) feedback from students used to refine instructional delivery | Somewhat Practice Reflection: Poorly Written descriptions on (1) feedback from Mentor used to refine curriculum presentation, and (2) feedback from students used to refine instructional delivery | Ineffectively Practice Reflection: Ineffectively Written descriptions on (1) feedback from Mentor used to refine curriculum presentation, and (2) feedback from students used to refine instructional delivery |  |
| Professional Responsibility B  (Case Study)      SLO-5  Advocacy | Effectively Develop Habits of Mind: Case study of a student having difficulty learning a new concept or skill, and Resident’s persistence in trying multiple and varied strategies that resulted in the student’s new understanding | Develop Habits of Mind: Case study of a student having difficulty learning a new concept or skill, and Resident’s persistence in trying varied strategies that resulted in the student’s new understanding | Somewhat Develop Habits of Mind: Case study of a student having difficulty learning a new concept or skill, and Resident’s attempts in trying a few varied strategies that somewhat resulted in the student’s new understanding | Ineffectively Develop Habits of Mind: Case study of a student having difficulty learning a new concept or skill, and Resident’s inability in trying varied strategies that resulted in the student’s new understanding |  |
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