

**Professional Development Credit Course
Portfolio Assessment Rubric**

Elements	1 – No Credit	2 – Revision Needed	3 – Proficient	4 – Exemplary
Portfolio Requirements	<ul style="list-style-type: none"> Portfolio requirements are not complete and are limited in scope. 	<ul style="list-style-type: none"> Portfolio requirements are complete. Selected artifacts relate to goals, however, they do not clearly identify the growth and/or learning from the experience. 	<ul style="list-style-type: none"> Portfolio requirements have been completed. Steps included in the actions are logical and reasonable for goal achievement and demonstrate attention to local or national standards. 	<ul style="list-style-type: none"> Portfolio requirements have been completed utilizing the process of <ul style="list-style-type: none"> -What happened? -Why did it happen? -What might it mean? -What are implications for my practice? The portfolio becomes an episode of learning.
Quality	<ul style="list-style-type: none"> The portfolio has limited evidence that a change in teaching behaviors has occurred as a result of the PD activity. The portfolio is an irrelevant collection of evidence that tells the reader nothing as to the impact of the PD activity 	<ul style="list-style-type: none"> The portfolio reflects the development of effective teaching practice but may or may not cause change in the teacher's behavior. 	<ul style="list-style-type: none"> The portfolio captures the wisdom of practice that impacts student learning and the larger school/community environment. 	<ul style="list-style-type: none"> The portfolio clearly captures and portrays the growth, integration, and learning of the teacher to be able to cause student learning through the acquisition of <ul style="list-style-type: none"> -Knowledge -Skills -Disposition to increase the effectiveness of the teacher
Student/Learning Results	<ul style="list-style-type: none"> No evidence provided to show the impact of the professional development activity to student learning. 	<ul style="list-style-type: none"> Limited artifacts to indicate growth and the identification of learning standards. 	<ul style="list-style-type: none"> Changes in teaching practices and the examining of student work offer greater insights into student learning. 	<ul style="list-style-type: none"> There is a clear focus on interpreting student results and making connections to teacher actions, instructional strategies, curriculum materials, etc.
Reflections Awareness Focus Making sense through writing Change in teacher behavior	<ul style="list-style-type: none"> No reflections or analysis to show the impact of the professional development activity on teacher growth and student learning 	<ul style="list-style-type: none"> Reflections reveal insights about student learning and teacher learning but may not always make clear connections between actions and results. 	<ul style="list-style-type: none"> Reflections reveal examination of multiple variables for outcomes. Structured reflections reveal insights regarding student and teacher learning that are used to inform future practice. 	<ul style="list-style-type: none"> Reflections provide the participant an opportunity to summarize the documents in the portfolio and trace how the documents and the training activity have captured and portrayed growth, integration, and learning.

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Document Evidence of Professional Development	<ul style="list-style-type: none"> No captions to show evidence of student and teacher learning. 	<ul style="list-style-type: none"> Contains captions but it does not explain how this documentation is evidence of learning. 	<ul style="list-style-type: none"> Captions provide opportunity to describe the context of teaching and provide evidence of the impact of the professional development activity to increasing student achievement. 	<ul style="list-style-type: none"> Statements for each document in the portfolio describe what the document is, why it is evidence, and what it is evidence of. Captions transform documents into evidence and assist teacher in articulating their thoughts regarding improvements in standard-based instruction.
Professional Objectives or Goals as Stated in the Professional Development Activity Application	<ul style="list-style-type: none"> Goals and objectives are stated but it is not clear how the professional development impacted student learning. 	<ul style="list-style-type: none"> Professional development goals and objectives are stated but evidence of accomplishing the goals and objectives are weak. 	<ul style="list-style-type: none"> Professional development goals and objectives are aligned to the professional development activities 	<ul style="list-style-type: none"> Professional goals and objectives are based on a school-wide professional development plan that meets the professional development needs of all teachers (beginning and tenured) and develops teacher capacity to lead school initiatives.