## Student Information

* Student's Name (First and Last)

[                              ]

* Student's Sex

◯ Female

◯ Male

* Student's Race (US Census Categories)

◯ American Indian or Alaska Native

◯ Asian or Asian American

◯ Black or African American

◯ Hispanic or Latino

◯ Native Hawaiian or Other Pacific Islander

◯ White or Caucasian

◯ Multiple Races

◯ Other

* Student's Degree Level

◯ Undergraduate

◯ Graduate

## Undergraduate Program Information

\* Student's Endorsement Area

[ dropdown ▲▼ ]

## Licensure Portfolio Evaluation 2.0 DTD 2022

### Graduate Program Information

\* Course Number for this Portfolio Evaluation

◯ ETSP 561 Internship: Teaching Students with Exceptional Needs

◯ ETSP 561A Internship: Inclusion

◯ ETSP 596 Internship: Reading Specialist

## Licensure Portfolio Evaluation 2.0 DTD 2022

### Evaluator Information

\* Semester of Evaluation

[ dropdown ▲▼ ]

\* Evaluator's Name (First Last)

[                    ]

\* Evaluator's Position/Role

◯ Course Instructor

◯ University Supervisor

◯ Other (please specify)

[                    ]

## Overview of the Initial Licensure Portfolio

**The Initial Licensure Portfolio consists of candidate-developed artifacts of teaching competence in assessment, planning, and instruction. Each candidate in a licensure-track degree program will submit the portfolio to Regent for evaluation at the end of the final clinical teaching internship. In addition to summative candidate evaluation, score results provide data for program decision-making related and state and national accreditation.**
**This grading rubric is used to evaluate the following portfolio components:**

**Assessment: Data Collection Assignment (9 items)**
**Planning: Lesson Plan Collection Assignment (9 items)**
**Instruction: Teaching Video Assignment (15 items)**

**The survey provides a description and scoring rubric for each portfolio component along with line-item criteria used to evaluate the portfolio.**

**Initial Licensure Portfolio Evaluation 2.0 DTD 2022**
**Evaluation of Data Collection**

**Component Description**
**The candidate will present a data collection demonstrating their proficiency using student academic data to plan for differentiation and to evaluate student growth.**

**1. An Introduction provides context, including the subject taught, number of participating students, the state standards associated with the data collection, and a written description and a copy of the pre-assessment tool.**

**2. An Instructional Learning Activities section includes a description of four learning activities used to teach the concepts after collecting pre-assessment data, along with student work samples resulting from each learning activity.**

**3. Post-Assessment Findings include a written description of the post-assessment tool, one graph with pre-assessment results, four graphs showing student data from each learning activity, one graph with post-assessment results, and a reflective summary discussing instructional successes and actions for instructional decision-making.**

**Scoring Rubric**
**Highly Effective - Demonstrated criterion in an exceptional, creative, and/or innovative way. Excellent use of data to improve teaching and learning.**
**Effective - Met criterion as described. Reflects a sound understanding of how to use**

**data to improve teaching and learning.**

**Approaching Effective – Minor aspects of criterion were omitted, not met, or need revision. Further professional development may increase the effectiveness of the use of data to improve teaching and learning.**

**Ineffective – Major elements of criterion were not met or omitted. Requires focused and substantial professional growth to become effective in the use of data to improve teaching and learning.**

*Evaluation of Data Collection*

* Using the following scale, please enter the teacher candidate's earned rating.

| | Highly Effective | Effective | Approaching Effective | Ineffective |
|---|---|---|---|---|
| Class description for data project includes diversity demographics. | ○ | ○ | ○ | ○ |
| Describes alignment between the pre-assessment and the SOL's for the instructional unit. | ○ | ○ | ○ | ○ |
| Describes results of pre-assessment, identifying student strengths and deficits. Provides a copy of the assessment. | ○ | ○ | ○ | ○ |
| Describes how pre-assessment data were used to modify activities to meet students' learning needs. | ○ | ○ | ○ | ○ |
| Describes sequence of learning activities prior to and after the differentiated lesson. Provided student work samples. | ○ | ○ | ○ | ○ |
| Post-assessment data shows areas of student growth and/or deficits. | ○ | ○ | ○ | ○ |
| Includes charts showing pre-assessment, post assessment, and comparison data for all students. | ○ | ○ | ○ | ○ |
| Describes candidate's thoughts on the impact of instructional activities on student learning, as shown in post-assessment data. [impact can be positive, neutral, or negative] | ○ | ○ | ○ | ○ |

Optional - Evaluator comments on the teacher candidate's Assessment: Data Collection Assignment.

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Evaluation of Lesson Plan Collection

**Component Description**
**The candidate will submit five lesson plans for evaluation. Lesson plans will demonstrate effective use of the elements below.**

**Content knowledge in standard-based instruction and interdisciplinary curriculum.**
**Student-centered and differentiated instruction.**
**Meeting student IEP or ELL needs.**
**Developmentally-appropriate instruction.**
**Culturally-responsive teaching.**
**Integration of technology and media resources for instruction, classroom organization, and student learning. Classroom and behavior management.**

**The candidate will write one reflection (1+ pages) per lesson plan to substantially address how the candidate's faith, teaching philosophy, and data influenced instructional planning and decision-making, including adaptations and accommodations for diverse learner needs.**

**Scoring Rubric**
**Highly Effective - Demonstrated the criterion in an exceptional, creative, and/or innovative way. Artifacts indicate excellent knowledge and skill application in instructional planning. Role model for others.**
**Effective - Met the criterion as described. Artifacts indicate adequate knowledge and skill application needed for effective instructional planning.**
**Approaching Effective – Minor aspects of the criterion were omitted, not met, or need revision. Further professional development may increase the candidate's level of effectiveness in instructional planning.**
**Ineffective – Major elements of the criterion were not met or omitted. The candidate requires focused and substantial professional growth to become effective in instructional planning.**

** Using the following scale, please enter the teacher candidate's earned rating.

| | Highly Effective | Effective | Approaching Effective | Ineffective |
|---|:---:|:---:|:---:|:---:|
| Plans demonstrated accurate knowledge and skills for the subject and age group. | ○ | ○ | ○ | ○ |
| Plans included learning experiences that are appropriate for curriculum goals and content standards and relevant to learners. | ○ | ○ | ○ | ○ |
| Plans required students' critical thinking, creativity, or problem-solving, and integrated real-world scenarios. | ○ | ○ | ○ | ○ |
| Lesson content and activities were aligned to SOLs and learning objectives. | ○ | ○ | ○ | ○ |
| The candidate used appropriate sequencing of learning experiences and provided multiple ways to demonstrate knowledge and skill. | ○ | ○ | ○ | ○ |
| The plans included differentiated and culturally responsive instruction. | ○ | ○ | ○ | ○ |
| The plans included reinforcement of learning goals. | ○ | ○ | ○ | ○ |
| The candidate adjusted plans to meet learning needs. | ○ | ○ | ○ | ○ |
| Lesson progressions are logical and will likely lead to positive learning outcomes. | ○ | ○ | ○ | ○ |
| Selects technologies, informed by research, to promote learning for all students. | ○ | ○ | ○ | ○ |
| Integrates technology into instructional methods. | ○ | ○ | ○ | ○ |

Optional - Evaluator comments on the teacher candidate's lesson plan collection.

Licensure Portfolio Evaluation 2.0 DTD 2022

Evaluation of Teaching  - Video

**Evaluation of Teaching - Video**
**Component Description**
**The candidate will provide a video of a continuous 30-minute teaching session of one of the five lessons submitted in the Lesson Plan Collection. The candidate will upload the UNEDITED video to YouTube on an unlisted setting and submit the link (URL) for the YouTube video to Regent University as part of the final portfolio. Please rate each item below based on the candidate's level of effectiveness based on the candidate's teaching performance as observed during the videotaped session.**

**Scoring Rubric**
**Highly Effective - Demonstrated the criterion in an exceptional, creative, and/or innovative way. It is highly likely the candidate's teaching will result in positive student learning outcomes. A role model for others.**
**Effective - Met the criterion as described. The candidate's teaching will likely result in positive student learning outcomes.**
**Approaching Effective – Minor aspects of the criterion were omitted, not met, or need revision. Further professional development may increase the candidate's level of effectiveness in instructional delivery.**
**Ineffective – Major elements of the criterion were not met or omitted. The candidate requires focused and substantial professional growth to become effective in instructional delivery.**

* * Using the following scale, please enter the teacher candidate's earned rating.

| | Highly Effective | Effective | Approaching Effective | Ineffective |
|---|---|---|---|---|
| The candidate demonstrated a sound understanding of the curriculum objectives and subject content. | ○ | ○ | ○ | ○ |
| The candidate accurately and effectively communicated concepts, processes, | ○ | ○ | ○ | ○ |

and knowledge in the discipline.

| The candidate used vocabulary and academic language that was clear, correct, and appropriate for learners. | ○ | ○ | ○ | ○ |

| The candidate followed the designated differentiated lesson plan. | ○ | ○ | ○ | ○ |

| The candidate included components for effective instruction to meet the needs of all students. | ○ | ○ | ○ | ○ |

| The lessons were aligned to the VA SOLs and school's curriculum, and prior and subsequent lessons. | ○ | ○ | ○ | ○ |

| The candidate varied his or her role in the instructional process in relation to the content, purposes of instruction, and the needs of learners. | ○ | ○ | ○ | ○ |

| The candidate guided students' use of suitable strategies and resources for learning. | ○ | ○ | ○ | ○ |

| The candidate communicated clearly throughout the lesson. | ○ | ○ | ○ | ○ |

| The candidate used sound formative or summative assessment strategies to check student understanding and provide feedback to students. | ○ | ○ | ○ | ○ |

| The instructional session provided adequate evidence that data were used to differentiate instruction to meet all students' needs, | ○ | ○ | ○ | ○ |

| using a variety of methods. | | | | |
| --- | --- | --- | --- | --- |
| The candidate set and reinforced expectations for a safe, positive learning environment. | ○ | ○ | ○ | ○ |
| The candidate provided verbal and non-verbal communication in a respectful manner. | ○ | ○ | ○ | ○ |
| The candidate demonstrated respect for learners' cultural backgrounds and differing perspectives. | ○ | ○ | ○ | ○ |

Optional - Evaluator comments on the candidate's teaching performance as demonstrated in the submitted video.

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Finalizing the Report

**Thank you for submitting the teacher candidate's scores from the Initial Licensure Portfolio Scoring Rubric.**

**Please be sure to click "DONE" to submit this report.**