

During the 2013-2014 school year the Undergraduate Committee evaluated the student teaching portfolio. Data used in this evaluation includes student teaching portfolios and the portfolio rubric. Below is a summary of those changes:

1. Revisions were made to the following portfolio sections.
 - a. December 6, 2013: Comprehensive Education Assessment Section
 - i. Recommended minor wording changes to further clarify this section for students.
 - ii. Suggested adding components that address all specialization areas i.e. Preschool Guidelines, Essential Elements, or Utah Core domain
 - iii. Student's descriptions regarding a Specific Learning Disability Classification were incomplete and therefore suggestions were made to have students include what methods for determining a LD were used.
 - iv. A curriculum schedule was created to replace the curriculum matrix. The requirement more closely matches what a classroom teacher would develop.
 - b. January 10, 2014: Instructional Planning Section
 - i. Recommended minor changes to structure of Content Section
 - ii. Clarified necessary components to Data Summary Section
 - iii. Removed content area examples. Committee felt they were not necessary.
 - c. March 7, 2014: Professional Interactions Section
 - i. Students were not completing Part 3 correctly. It was changed to "Communication with Families". The committee felt this addressed the subject more effectively and made suggested clarifications to Part 3.
 - ii. Further clarification was made regarding gathering personal information and how to report this information.
 - d. April 14, 2014: Assistive Technology Section
 - i. Suggested adding an area of "human functioning" to more closely align to what is being taught in the class
 - ii. Students must now reference the school professional that would support the teacher/student in implement the device.
2. The current scoring rubric for the student teaching portfolio was revised 3/7/2012. The undergraduate Committee approved a new rubric to be used in the 2012-2013 school year. Below is the new rubric:

SCALE:

3 = **Achieved:** Achieved mastery of content independently.

2 = **Proficient:** Demonstrated mastery of content with minimal correction.

1 = **Basic:** Completion of content with moderate correction.

0 = **Unsatisfactory:** No mastery of content and/or unacceptable response to correction.

“Content” refers to accuracy and justification of decision-making, problem solving, and use of concepts, procedures, and strategies taught in courses, which may include but is not limited to

- data-based decision making,
- identification of behavior function,
- making decisions based on assessment results,
- demonstrating effectiveness of teaching procedures with students or adults,
- justification of decisions or solutions to problems.

A student teacher must receive rating of 1 or higher on each portfolio entry to pass student teaching (a student who receives a “0” on any section in the final portfolio grading will receive an “F” in student teaching). A rating for a section of the comprehensive and complete portfolio will be based on the extensiveness of corrections across all drafts.

Achieved (3): Achieved mastery of content independently.

- a. Student independently completes a section of the portfolio in a manner consistent with section guidelines.
- b. High quality content within the report - accurate and meaningful.

Proficient (2): Demonstrated mastery of content with minimal correction.

- a. Student completes a section of the portfolio with occasional corrections necessary to make the report consistent with section guidelines.
- b. Occasional correction necessary concerning content **OR** report may be complete and correct but with some loss of detail or precision.

Basic (1): Completion of content with moderate correction.

- a. Student completes a section of the portfolio with frequent corrections necessary to make the report consistent with section guidelines.
- b. Frequent correction necessary concerning content **OR** corrections needed within report to produce a final draft still lacking in detail or precision.

Unsatisfactory (0): No mastery of content and/or unacceptable response to correction.

- a. Student fails to complete a section of the portfolio even with frequent content corrections.
- b. Student completes a section but fails to demonstrate mastery of content based on review of the final product, even with frequent correction.
- c. Student completes a section with frequent content correction but responds to correction with argumentativeness or absence of responsiveness to supervisor **OR** student completes section but without incorporating supervisor feedback on content issues.

Submission Date: Students should submit drafts of sections to the supervisor throughout the semester. All sections of the complete and corrected portfolio must be submitted three weeks prior to the end of the semester (end of Week 12). In the final three weeks, the

supervisor will score the complete/corrected portfolio. A student has the opportunity to redo a section scored "0" if revisions are made before the last PDF portfolio due date.