

Reading Specialist Advanced Licensure Portfolio Evaluation 1.0

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

Course Number for this Portfolio Evaluation

Reading Specialist Advanced Licensure Portfolio Evaluation 1.0

Evaluator Information

* Semester of Evaluation

* Evaluator's Name (First Last)

* Evaluator's Position/Role

University Supervisor

Other (please specify)



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Overview of the Advanced Licensure Portfolio

The Advanced Licensure Portfolio consists of candidate-developed artifacts of teaching competence in assessment, planning, and instruction. Each Advanced Program candidate in a degree program will submit the portfolio to Regent for evaluation at the end of the Reading Specialist 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 (10 items)

Planning: Lesson Plan Collection Assignment (10 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.

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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
Class description for data project includes diversity demographics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes alignment between the pre-assessment and the SOL's for the instructional unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes results of pre-assessment, identifying student strengths and deficits. Provides a copy of the assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes how pre-assessment data were used to modify activities to meet students' learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes sequence of learning activities prior to and after the differentiated lesson. Provided student work samples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-assessment data shows areas of student growth and/or deficits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes charts showing pre-assessment, post assessment, and comparison data for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the purposes, attributes, formats, strengths/limitations and influences of various types of tools in a comprehensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

literacy and language assessment system and apply that knowledge to using assessment tools.

Uses both written and oral communication to explain assessment results and advocate for appropriate literacy and language practices.



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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans included learning experiences that are appropriate for curriculum goals and content standards and relevant to learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans required students' critical thinking, creativity, or problem-solving, and integrated real-world scenarios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson content and activities were aligned to SOLs and learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate used appropriate sequencing of learning experiences and provided multiple ways to demonstrate knowledge and skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plans included differentiated and culturally responsive instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plans included reinforcement of learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The candidate adjusted plans to meet learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson progressions are logical and will likely lead to positive learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



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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.