

**SECTION IV**  
**Assessment 5: EFFECTS ON STUDENT LEARNING**  
**Attachment H: Student Teaching Portfolio Rubric**

**1. Description of the Assessment:**

Student teachers must create a professional portfolio while they are student teaching and make an oral presentation regarding its content during their last seminar meeting of ESEC 450 – Seminar: Educational Principles. The portfolio includes artifacts that the teacher candidates accumulate during their student teaching experience. Typical artifacts are lesson and unit plans; pictures of bulletin boards and class activities; examples of student work; displays of assessment techniques; use of technology; descriptions of attention to equity, diversity, and diverse learning styles; evaluations and observations by both the cooperating teacher and the college supervisor; attendance certificates from conferences; and other proof of their professionalism.

The evaluation form (see Attachment H) is qualitative in nature and requires the teacher candidates to be assessed in specific areas such as lesson planning and preparation, instruction, classroom environment, and professional development. The teacher candidates are also assessed on the appearance and organization of the portfolio as well as on their oral presentation. In addition, the assessment gives an overall appraisal of the teacher candidate’s performance in the classroom.

**2. Alignment of NCTM Standards and Indicators:**

This assessment aligns with:

Dispositions: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6

Mathematics Pedagogy: 8.1, 8.2, 8.3, 8.4, 8.7, 8.8, 8.9

Field-Based Experiences: 16.2, 16.3

**3. Data findings:**

To date all evaluations have indicated that the teacher candidates had successful student teaching experiences and were able to meet the indicated standards.

Student Teaching Portfolio Assessments

Academic Year	Number of Successful	Number of Not Successful
2003 - 2004	8	0
2004 - 2005	5	0
2005 - 2006	4	0

**4. Data Interpretation:**

Since all the teacher candidates successfully completed their student teaching experiences and received favorable ratings on their student teaching portfolios, the evaluation form was deemed to be an adequate assessment tool. The positive results indicate that the teacher candidates are well prepared for their future classrooms and that they are being supported to grow in their professional responsibilities during student teaching.