

Professional Portfolio for Graduation Tasks & Rubrics

MTLL-NTL Program

Center for Leadership and Learning



ARKANSAS
TECH
UNIVERSITY

Arkansas Tech University
Center for Leadership and Learning
Master of Education Teaching, Learning, and Leadership (MTLL)
Nontraditional Teacher Licensure (NTL) Program
MTLL-NTL Classroom Teacher Leader Professional TaskStream Portfolio

Danielson Framework for Teaching/ TESS	TASK 1—Teacher Leadership Framework
Domain 1— Planning and Preparation	<p>Task I is one (1) Word document that includes the essays that constitute your Teacher Leadership Framework.</p> <p>1. Title Page followed by:</p> <ul style="list-style-type: none"> ○ Table of Contents (In June, create the TOC. Hyperlinking will be taught in July.) ○ Introduction to the Portfolio and Welcome to the Reader: What is the purpose of the portfolio? ○ Cover Letter for a Teaching Position and Current Resume ○ Biographical Sketch ○ Program of Study Timeline in Attractive Chart Form (Course Number, Course Title, Semester, Professor) ○ InTASC Standards 2011. Include an introductory paragraph explaining how the program and your portfolio are aligned with the InTASC standards. <p>2. Introduction to InTASC Standards and TESS/Danielson Domains</p> <ul style="list-style-type: none"> ○ Explain the relevance of the standards and domains to degree & future teaching and learning. ○ Explain how the Danielson Framework came to be TESS and how it is used to support excellence in teaching and learning in the classroom. ○ Include the crosswalk document.
1a Demonstrating Knowledge of Content and Pedagogy	
1b Demonstrating Knowledge of Students	
1c Demonstrating Instructional Objectives	
1d Demonstrating Knowledge of Resources	
1e Designing Coherent Instruction	
1f Designing Student Assessments	

3. Core Beliefs

- What are your core beliefs related to teaching and learning?
- There should be an introductory paragraph explaining Core Beliefs, what they are and why they are important to you as a teacher leader and to for the students in your classroom.
- This introduction can be followed with a bulleted list of your personal Core Beliefs about the education process of teaching & learning.

4. Mission and Vision

- What is your vision and mission for your classroom?
- Why a vision and mission based upon core beliefs is important for you to have as a teacher leader for the students in your classroom.

5. My Journey in Teacher Leadership

- This essay is a concise overview of your personal and professional journey to becoming a teacher leader. Refer to artifact papers to revisit reflections that will help you consider what you have learned over time.
- Consider these questions:
- What does it mean for you to be a scholar of the learning process?
- What educational theorists have impacted your understanding of the ways in which students learning and grow?
- In what ways have you changed and grown in the NTL program? Organize your reflection using PPFW.

6. Professionalism of a Teacher Leader

- What does it mean to be a professional teacher leader?
- Describe what a professional looks like, walks like, talks like, behaves like, etc.
- In other words, what can be expected of you as a professional teacher leader?

7. Philosophy of Education

	<ul style="list-style-type: none"> ○ Describe your philosophy of education and include the philosophical theories on which your philosophy is based. ○ Why is it necessary to have a philosophy of teaching and learning? ○ How does your philosophy enable you to create your vision and mission for teaching and learning? <p>8. Distributed Leadership</p> <ul style="list-style-type: none"> ○ How will you participate in your school as a teacher leader? ○ As a new teacher, how will you learn the culture of the school and become a part of the school team? <p>9. Professional Organizations</p> <ul style="list-style-type: none"> ○ What are the state and national professional associations related to your content area? ○ How do you/how will you participate in professional organizations? ○ Why is active participation important in professional organizations? ○ Describe a professional learning experience outside of the CLL that has helped shape your professional learning and development. <p>10. Classroom Organization</p> <ul style="list-style-type: none"> ○ What is your ideal classroom layout? ○ Include a graphic illustrating the layout of your classroom and indicate the content area and grade level. ○ How is your classroom organization innovative? <p>11. Classroom Management</p> <ul style="list-style-type: none"> ○ How do you approach classroom management for your students? ○ How will you or do you norm in your classroom? ○ What is the purpose of norming and the impact of norming for you and your students? <p>12. Parent and Community Involvement</p> <ul style="list-style-type: none"> ○ How do you invite and involve parents and members of the larger
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	<p>community to be partners in education for the benefit of your students?</p> <ul style="list-style-type: none"> ○ Include an attractive letter to parents and guardians in which you introduce yourself. <p>13. Communication</p> <ul style="list-style-type: none"> ○ What type of communication is of key importance for a teacher leader? ○ How do you ensure clear and positive communication among all shareholders? ○ Include your communication plan for effective communication with students, outreach to parents, and involvement in the larger community. <p>14. Reflective Practice</p> <ul style="list-style-type: none"> ○ Write an introductory regarding reflective practice, what it is, and why it is critical to the teaching and learning process for a teacher leader and for students? ○ How do you use reflective practice for your professional growth? <p>15. Technology</p> <ul style="list-style-type: none"> ○ How do you integrate innovative instructional technologies into your classroom practices? ○ Why is this important? ○ How will you build the capacity for students to use technology in their learning? ○ Include specific examples. <p>16. InTASC Standards</p> <ul style="list-style-type: none"> ○ How do you ensure that you are meeting the InTASC standards in your role as a beginning teacher leader? ○ Discuss each element of the InTASC standards in turn and how they are important to you in every aspect of your work as a teacher leader.
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17. Danielson Framework for Teaching

- Describe the Danielson Framework for Teaching and the connection with the Teacher Excellence Support System (TESS) for Arkansas educators.
- Discuss each domain of framework in turn.
- How do you use the Danielson Framework as a reflective practitioner?

18. InTASC-Danielson Framework Crosswalk

- Include the Danielson-InTASC crosswalk document with an explanation of alignment of the standards for effective teaching and learning for novice teachers.

19. Arkansas Content Standards-Aligned Curriculum

- How do you ensure that you are aligning your curriculum to the Arkansas standards for your content area(s)?
- How do you know that you are teaching the Arkansas standards for your content area(s)?

20. Arkansas Curriculum Frameworks and Content Standards

- What are the content standards for your content area(s)?
- Where does one locate the standards for your content area(s)?
- Include the curriculum frameworks for your content area(s).
- How do you align your teaching and learning with these standards? (Refer to the UbD template.)

21. Assessment

- How have you ensured a balanced, comprehensive assessment program in your classroom (i.e., formative, interim, summative)?
- How are you using technology to prepare students for the state required assessment system?
- Include the comprehensive balanced assessment system anchor chart.

22. Data

- How do you use data (i.e., formal and informal) to make informed instructional decisions about the learning needs of and teaching strategies for individual students and small groups of students in your classroom?
- How will you or did you use data to determine where you would like to secure a teaching position?

23. Diversity and Differentiation

- How do you plan for diversity and ensure differentiation?
- How does differentiation ensure equity of educational opportunities?
- What resources have been useful to you as a guide on equity in education? Be sure that these resources address diversity in the classroom and the importance of differentiation of instructional strategies and learning opportunities.

24. Federal Law

- This section may require some research, especially given the change that we are experiencing at this time.
- How do Federal education laws impact the way you think about differentiation of instruction and student services, particularly for students with special needs (i.e., PL 94-142/IDEA, 504, Title I and Title III of ESSA)?

25. State Law

- This section may require some research and will be explored during your internship.
- How do Arkansas law and rules governing public education impact your role as a teacher leader in your school (i.e., TESS, ESSA Plan, Code of Ethics, etc.)?

26. Whole Child

- How do you meet the needs of, and ensure success for the whole

	<p>child?</p> <ul style="list-style-type: none"> ○ What is the role of ASCD in communicating the importance of the whole child to educators? <p>27. Child Welfare</p> <ul style="list-style-type: none"> ○ As a teacher leader in the classroom, what is your responsibility as a child advocate? ○ Refer to the IDEAS modules necessary for licensure and your responsibility to report. <p>28. Whole Teacher</p> <ul style="list-style-type: none"> ○ How will you ensure you stay mentally and physically healthy and continue to learn as a professional? ○ Why is this important to be a successful professional? <p>29. Action Research</p> <ul style="list-style-type: none"> ○ Include an introductory paragraph explaining the purpose of the action research course. ○ Attach your action research paper.
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Danielson Framework for Teaching/TESS	TASK 2—Understanding by Design (UbD) Units
Domain 2—The Classroom	1) Select a minimum of three (3) UbD or UbD-like units that include the following information:

Environment & Domain 3—Instruction	<ul style="list-style-type: none"> ○ Demographic information about the class being taught or to be taught; ○ A graphic organizer showing what will be taught in the unit; ○ A clear rational for the unit; ○ A description of the UDL (universal design for learning) for the lessons included in the plan; ○ A description of technology considerations for the lessons in the plan; and ○ A set of lessons in each unit plan with well-designed objectives and clear delineation of appropriate content and Arkansas Literacy Standards. <p>2) Assessments included are those used or to be used in the unit plan, including a table/matrix showing the articulation of test items or performance assessment to standards. Include both formal and information assessments.</p> <p>3) Reflect on each unit. Consider your professional growth and development for Domains 2 and 3.</p>
2a Creating an Environment of Respect and Rapport	
2 b Establishing a Culture of Learning	
2c Managing Classroom Procedures	
2d Managing Student Behavior	
2e Organizing Physical Space	
3a Communicating with Students	
3b Using Questioning and Discussion Techniques	
3c Engaging Students in Learning	
3d Using Assessment in Instruction	
3e Demonstrating Flexibility and Responsiveness	

Danielson Framework for Teaching/TESS	TASK 3—Teach and Reflection
Domain 2—The Classroom Environment &	<p>Task 2 is a videotaped teach and reflection.</p> <p>1) Select and teach a lesson from one of the units included in Task.</p>

Domain 3— Instruction	<p>The lessons should include the following:</p> <ul style="list-style-type: none"> • Well-designed objectives and clear delineation of appropriate content and the Arkansas Literacy Standards; • A description of the UDL consideration for the lesson included in the plan; • Student-centered opportunities for learning and higher-level thinking; a description of technology considerations for the lesson included in the plan; • A clear assessment or assessments designed for measuring student attainment of objectives and standards; <p>2) Videotape the lesson taught.</p> <p>3) Complete the TESS-aligned formative observation form of the videotaped lesson.</p> <p>4) Submit to Dr. Treadway a copy of the videoed lesson with your completed TESS-aligned reflection to immediately after the teach.</p> <p>5) Reflect on the lesson from all four directions with a focus on student learning.</p>
2a Creating an Environment of Respect and Rapport	
2 b Establishing a Culture of Learning	
2c Managing Classroom Procedures	
2d Managing Student Behavior	
2e Organizing Physical Space	
3a Communicating with Students	
3b Using Questioning and Discussion Techniques	
3c Engaging Students in Learning	
3d Using Assessment in Instruction	
3e Demonstrating Flexibility and Responsiveness	

Danielson Framework for Teaching/TESS	TASK 4—Professional Development and Impact of Professional Behavior
Domain 4— Professional Responsibilities	Include the following examples of professional responsibilities:

4a Reflecting on Teaching	<ol style="list-style-type: none"> 1) A chart of student scores for one of the units included in this portfolio, including pre- and post-assessments, assessment scores from assignment within the unit, and unit scores. 2) Scanned student work for students who participated in the unit labeled as Student 1, Student 2, etc. (Do not include student names.) Include samples of one student who has exceptional learning needs and label that student's work as "Student with Exceptional Learning Needs." 3) A reflection concerning your assessment of student learning and potential changes that will occur in your future instruction based on this assessment. 4) Examples of letters to parents, newsletter, school blog links, parent-teacher conference evidence, etc. to show effort and involvement. 5) Evidence of service to the school or professional while completing the internship experience that goes beyond the classroom setting. 6) Professional meeting notes, minutes from meetings, conference attendance evidence, formative observation form evidence, etc. 7) Professional plan to improve in any area that needs to be improved based on lesson reflection, supervisor feedback, or student learning that considers professional organization resources (e.g., NCTE, NCTM, NSTA, etc.) and continuing education opportunities.
4b Maintaining Accurate Records	
4c Communicating with Families	
4d Participating in a Professional Community	
4e Growing and Developing Professionally	
4f Showing Professionalism	

Danielson Framework for Teaching/TESS	TASK 5—Professional Portfolio Presentation
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Domain 4— Professional Responsibilities	Create a PowerPoint presentation (.ppt) no more than ten (10 slides) that will be presented at the end of your final semester. Include the following information:
4a Reflecting on Teaching	<ol style="list-style-type: none"> 1) A brief overview of your personal and professional journey to teacher leadership; 2) Demographic data regarding your internship class or classes of students; 3) A description of your three units and how you grew over time as a curriculum writer with the assistance of your colleagues; 4) Information about special programs and projects that you participated in during the period of your internship; 5) Photographs and other artifacts to contextualize your story; 6) Advice for your fellow NTL teacher leaders; 7) Words of gratitude to those who supported you on your journey; and finally, 8) InTASC and TESS information on each slide that shows your understanding of the standards for beginning teachers and for Arkansas teachers and how information on each slide demonstrates your competencies as a teacher leader.
4b Maintaining Accurate Records	
4c Communicating with Families	
4d Participating in a Professional Community	
4e Growing and Developing Professionally	
4f Showing Professionalism	

ATU MTLL-NTL Program Professional TaskStream Portfolio

Teacher Leadership Framework Rubric (Task 1)

	Unacceptable	Acceptable	Highly Effective
Essays Completed for Each Section	Essays are missing or are not complete.	All essays are complete with some depth and reflection.	All essays are complete and are thorough in depth and specificity.
Communication of Ideas	Ideas are not clearly communicated within the majority of the reflective essays.	Ideas are clearly communicated in nearly all reflective essays.	Ideas are clearly communicated in all reflective essays.
Essay Content	The content shared within the reflective essays is lacking, incorrect, or very incomplete.	The content shared within the reflective essays shows acceptable command of the information discussed.	The content shared within the reflective essays shows a strong command of the information discussed.

ATU MTLL-NTL Portfolio Understanding by Design Units Rubric (Task 2)

	Unacceptable	Acceptable	Highly Effective
(INTASC Standard 4, FFT 1a) Rationale	A rationale is not included, or the rationale demonstrates no clear importance for the content/skills addressed in the unit.	A rationale is included for the unit that mentions the importance of the information but does not show clear connections to how this content/skills may be used in real-life.	A well-developed rationale for the Unit explaining why the information or skills taught in the unit are important for students to know or be able to do. The rationale states clearly how this content/ skills may be used in real-life.
(INTASC Standard 5, FFT 1a) Graphic Organizer	A graphic organizer is not included, or the graphic organizer does not connect to the concepts/content/ skills being taught.	A graphic organizer is included that provides for some interconnectedness of the different concepts/content/ skills to be taught in the unit. The graphic organizer demonstrates some connection to the unit objectives and to what was previously taught.	A well-developed graphic organizer that clearly demonstrates the interconnectedness of the different concepts/content/ skills to be taught in the unit, a clear connection to your unit objectives/goals, and the connections to what was taught before the unit began.
(INTASC Standard 1, FFT 1b) Developmentally Appropriate Practice	The teacher designs a unit that is not developmentally appropriate for the students.	The teacher considers some developmental characteristics and designs learning experiences that are mostly developmentally appropriate with some challenge for students.	The teacher carefully considers learner developmental levels, and designs developmentally appropriate and challenging learning experiences.
(INTASC Standard 2, FFT 1c) Standards-based	The teacher does not create plans based on college and/or career-ready standards (e.g., Arkansas Curriculum Frameworks, Arkansas Disciplinary Literacy Standards, Arkansas Science	The teacher creates plans founded upon college and/or career-ready standards that are mostly delineated and implemented (e.g., Arkansas Curriculum Frameworks, Arkansas Disciplinary Literacy	The teacher creates plans founded upon college and/or career-ready standards that are clearly delineated and implemented (e.g., Arkansas Curriculum Frameworks, Arkansas Disciplinary Literacy

	Standards, etc.).	Standards, Arkansas Science Standards, etc.).	Standards, Arkansas Science Standards, etc.).
(INTASC Standard 6, FFT 1f) Assessments	The teacher does not include assessments, or the assessments are lacking in structure and/or alignment to the units provided.	The teacher provides assessments that meet general expectations for unit assessments.	The teacher provides highly effective assessments that can be used within the units to support student learning and help the teacher prepare for future instruction.
(INTASC Standard 7, FFT 1d) Technology Use	Units of lesson plans are not included, or there is no evidence that the plans make use of appropriate technologies.	Units of Lesson Plans are provided. Evidence of some appropriate uses of technology in planning and for student engagement/ learning is present.	Units of Lesson Plans are provided. Evidence of appropriate uses of technology in planning and for student engagement/learning is present.
(INTASC Standard 2, FFT 1e) Diversity	The teacher disregards the diversity of the class in his/her planning.	The teacher considers some individual and group diversity within his/her planning.	The teacher carefully considers individual and group diversity within his/her planning.
(INTASC Standard 2, FFT 1e) Inclusive Learning Environment	The teacher does not create plans that ensure inclusive learning environments or that help students reach high standards.	The teacher creates plans that are designed to mostly ensure inclusive learning environments that generally enable each learner to meet high standards in some lessons (e.g., UDL considerations, differentiation, etc.).	The teacher creates plans that are designed to ensure inclusive learning environments that enable each learner to meet high standards in most lessons (e.g., UDL considerations, differentiation, etc.).
(INTASC Standard 4, FFT 1e) Making the Discipline Accessible and Meaningful	The teacher generally does not plan learning opportunities that make the content/skills accessible and meaningful for learners to assure mastery of the content/skills.	The teacher generally plans learning opportunities that make the content/skills accessible and meaningful for learners to assure mastery of the content/skills, but this does not happen predominantly in the plans.	The teacher consistently plans learning opportunities that make the content/skills accessible and meaningful for learners to assure mastery of the content/skills.
(INTASC Standard 9, FFT 4a)	The teacher does not reflect	The teacher reflects upon the	The teacher reflects deeply

	upon the effectiveness of the designed units, or the reflection is not at the depth expected of a professional educator (e.g., little to no depth, grammar and/or spelling issues, etc.). No mention of professional growth is present.	effectiveness of the designed units at an acceptable level of depth and some specificity with some connections to his/her professional growth.	and with much specificity upon the effectiveness of the units and makes clear connections to his/her professional growth.
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ATU MTLL-NTL Professional Portfolio Task 3 Teach and Reflection

Rubric (Task 3)

	Unacceptable	Acceptable	Exceptional
(INTASC Standard 2, FFT 1b) Prior Knowledge Consideration	Teacher does not provide evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides somewhat limited evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides sufficient and clear evidence to demonstrate that students' prior knowledge has been considered.
(INTASC Standard 8, FFT 3a, 3e) Teacher and Student Communication	The teacher's communication with students is predominantly unclear, and there is little to no flexibility and/or responsiveness demonstrated.	The teacher mostly communicates effectively with the students and demonstrates some flexibility and responsiveness during instruction.	The teacher communicates effectively with the students and demonstrates flexibility and responsiveness during instruction.
(INTASC Standard 3, FFT 2c, 2d, 2e) Classroom Management	The teacher does not manage the classroom well. Major misbehaviors are noted and/or minor misbehaviors are not addressed effectively.	The teacher manages the classroom in a primarily effective way. The majority of minor misbehaviors are handled quickly and effectively. No major issues are observed.	The teacher manages the classroom in a highly effective behavior with little to no student misbehavior. If minor misbehavior occurs, it is handled quickly and effectively.
(INTASC Standard 1, FFT 1b) Developmentally Appropriate Practice	The teacher does not demonstrate an understanding of the developmental levels of his/her students and/or does not follow the plan delineated as related to developmental levels of the students.	The teacher demonstrates some understanding of development to design and implement his/her lesson, and the lesson generally follows the plan in considering the developmental levels of the students.	The teacher uses understanding of development to design and implement a lesson that is appropriate to the students' developmental levels following the lesson plan developed.
(INTASC Standard 2, FFT 2a) UDL Consideration	Evidence is not present that the teacher considered UDL principles and an understanding of diversity and	The teacher considers UDL principles and an understanding of diversity and students' prior knowledge to	The teacher uses and clearly delineates on his/her plan UDL principles and an understanding of diversity and

	students' prior knowledge to insure an inclusive learning environment.	insure an inclusive learning environment with high standards for learning, but these considerations are not clearly delineated on the plan.	students' prior knowledge to insure an inclusive learning environment with high standards for learning.
(INTASC Standard 3, FFT 2b) Learning Environment Development	The teacher does not make effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher does not address how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes somewhat effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides some explanation of how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides detailed explanation of how he or she might use technology to promote student learning in the lesson if it was available to promote an effective learning environment.
(INTASC Standards 3, 4, FFT 3c) Meaningful Content Learning	The teacher does not demonstrate an acceptable level of his/her content area and/or does not provide any meaningful learning opportunities where social interaction, active engagement, and/or motivation occurs.	The teacher demonstrates an acceptable level of his/her content area and provides learning opportunities for students that are somewhat meaningful where some social interaction, active engagement, and motivation occurs.	The teacher demonstrates a strong understanding of his/her content area that is used to provide a meaningful learning opportunity for students that encourages positive social interaction, active engagement, and motivation of learners.
(INTASC Standard 5, FFT 3b, 3c) Higher-level Thinking and Real-life Application	The teacher does not provide opportunity for higher-level thinking and/or does not provide any connections to real-life.	The teacher provides opportunity for some higher-level thinking at times during the lesson and provides occasional real-life explanations within the lesson.	The teacher provides opportunities for learners to critically think, create, and/or problem solve with real-life connections to and/or applications of the content.
(INTASC Standard 6, FFT 3d) Assessment Use	The teacher ignores the use of assessment within the lesson.	The teacher relies on anecdotal forms of assessment to determine if learning has occurred.	The teacher effectively uses assessment(s) to determine if appropriate learning has occurred.

(INTASC Standard 7, FFT 1c, 1e, 1f) Alignment	The teacher's plan does not demonstrate alignment between standards, objectives, learning activities, and/or assessments used.	The teacher's plan is mostly aligned, and objectives are mostly well-designed and connected with learning activities and assessment(s) used.	The teacher's plan demonstrates alignment between appropriate learning standards, well-developed objectives, instructional activities, and assessment(s) used.
(INTASC Standard 9, FFT 4a, 4d, 4e, 4f) Reflection Specificity	The teacher's guided reflection ignores feedback from the evaluator, does not address learning of the students, contains little to no reflective depth and/or the attainment of standards and/or objectives by the students is not considered in the reflection.	The teacher's guided TESS-aligned reflection contains some reflective depth, is professional in design, and somewhat considers the evaluation results provided by his/her supervisor. Student learning is somewhat addressed, but it is not addressed explicitly as related to standards and objectives	The teacher's guided TESS-aligned reflection is highly reflective, professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.

ATU MTLL-NTL Professional Portfolio Assessment of Student Learning (Task 4 Part I)

	Unacceptable	Acceptable	Highly Effective
(CAEP ELED 3.a, INTASC Standard 2, FFT 3d, 4b) Student Work Samples and Scores	The teacher does not provide a table of class scores or is missing scores for typical students or for a student with exceptional learning needs.	The teacher provides a table of class scores and evaluated work samples of 3-4 typical students and one student with exceptional learning needs for pre-, mid-, and post-unit evaluation of learning.	The teacher provides a table of class scores and evaluated work samples with teacher comments of 3-4 typical students and one student with exceptional learning needs for pre-, mid-, and post-unit evaluation of learning.
(CAEP ELED 3.c., INTASC Standard 6, FFT 3d, 4a) Multiple Methods of and Well-designed Assessments	The teacher does not use multiple methods of assessment tools, or the tools do not provide adequate opportunity to monitor learner progress and instructional approaches used.	The teacher uses multiple methods of adequately-designed assessment tools to monitor learner progress and the effectiveness of the instructional approaches used.	The teacher uses multiple methods of well-designed assessment tools with multiple opportunities for higher-level thinking to monitor learner progress and the effectiveness of the instructional approaches used.
(CAEP ELED 3.a, INTASC Standard 6 & 7, FFT 4a, 4b, 4e) Learning Reflection Specificity	The teacher does not address the learning of students or attainment of objectives and standards delineated based on assessment results.	The teacher provides a 1 to 1 ½ page general analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page specific analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.
(CAEP ELED 3.b., INTASC Standard 9, FFT 4a, 4e) Instructional Approaches Reflection Specificity	The teacher does not address what he/she will do in future instruction based upon the results of the assessments and/or does not reflect on what the results mean concerning the effectiveness of his/her	Within the 1 to 1 ½ page analysis, the teacher reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses general ways in	Within the 1 to 1 ½ page analysis, the teacher carefully reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses specific ways in

	instruction.	which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).
(INTASC Standard 9, FFT 4f) Clear Communication	The teacher's written communication is unclear with a number of errors present.	The teacher's written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.

ATU MTLL-NTL Professional Portfolio Communication, Service, and Growth (Task 4 Part II)

	Unacceptable	Acceptable	Highly Effective
(INTASC Standard 10, FFT 4c) Family Communication Tools/Approaches	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.
(INTASC Standard 10, FFT 4d) Service Initiatives	The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.
(INTASC Standard 9, FFT 4e) Professional Participation and Development	The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.	The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.	The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.
(INTASC Standard 9, FFT 4f) Professional Growth Plan Specificity	The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to	The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue	The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will

	student learning, self-evaluation, or supervisor(s) feedback.	to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities.	continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities.
(INTASC Standard 9, FFT 4f) Clear Communication	The teacher's written communication is unclear with a number of errors present.	The teacher's written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.

ATU MTLL-NTL Professional Portfolio Presentation Rubric (Task 5)

	Unacceptable	Acceptable	Highly Effective
Overview	An overview is not provided or is not clear concerning the teacher's personal and professional journey to teacher leadership.	An overview is provided of acceptable depth and specificity concerning the teacher's personal and professional journey to teacher leadership.	An overview is provided with much depth and specificity concerning the teacher's personal and professional journey to teacher leadership.
Communication	Communication is not clear and/or is not supported by artifacts, advice, gratitude, and/or other useful information.	Communication contains support with artifacts, advice, gratitude, and other useful information that meets an acceptable level for a teacher leader.	Communication contains much specificity detailing the interconnectedness of the information provided with clear support of artifacts, advice, gratitude, and other information.
Data and Descriptions	Demographic data is not present or is highly limited and/or descriptions of units and/or standards are not present or are lacking.	Demographic data, descriptions of units, and standards are present and show some connection to the effectiveness of the teacher.	Demographic data, descriptions of units, and standards are present and show clear connection to the effectiveness of the teacher.