

MIAMI UNIVERSITY

Miami University's candidates are expected to possess the knowledge, skills and dispositions of the following five institutional standards.

The Miami University Candidate:

- ❖ *Is Well Grounded in General Studies and Content Knowledge* (Standard 1)

- ❖ *Appreciates and Understands Diverse Learners, Mentors, Peers, and Learning Processes* (Standard 2)

- ❖ *Demonstrates Sensitivities to Learning Contexts and Environments* (Standard 3)

- ❖ *Demonstrates Planning, Implementation, and Evaluation by Utilizing Varied Instructional Strategies* (Standard 4)

- ❖ *Demonstrates Professional Commitments and Dispositions* (Standard 5)

**School of Education and Allied Professions
Miami University**

Working Portfolio Artifact Form

As each student enters an artifact in his/her working portfolio, he/she will document under which Institutional Standard the artifact is to be counted. These description forms should be kept within the working portfolio and labeled accordingly.

This Working Portfolio is the property of:

Candidate's Name _____

Miami University's School of Education and Allied Professions Institutional Standards

No. 1: *The candidate is well-grounded in general studies and content knowledge.*

- (A) *Evidences depth of academic knowledge and skills*
- (B) *Demonstrates an understanding of the connections between content previously learned, current content, and content that remains to be learned in the future*
- (C) *Makes content knowledge comprehensible to students*
- (D) *Demonstrates strong written and oral communication skills (e.g. correct grammar, legible writing, clear speech)*

No. 2: *The candidate appreciates and understands diverse learners, mentors, peers, and learning processes.*

- (A) *Shows a sensitivity to cultural and individual differences*
- (B) *Demonstrates an appreciation and understanding of exceptionalities*
- (C) *Utilizes multiple instructional strategies that are appropriate to students' needs*
- (D) *Demonstrates familiarity with relevant aspects of students' background knowledge and experiences and varies instruction based upon students' interests, aspirations, personal and cultural dispositions, and needs*

No 3: *Demonstrates sensitivities to learning contexts and environments*

- (A) *Creates a climate that promotes fairness*
- (B) *Establishes and maintains rapport with students*
- (C) *Communicates challenging learning expectations to each student*
- (D) *Establishes and maintains consistent standards of classroom behavior*
- (E) *Makes the physical environment safe and conducive to learning*
- (F) *Facilitates students' integration of understanding, competence, confidence, and emerging self efficacy*

No 4: Demonstrates planning, implementation, and evaluation by utilizing varied instructional strategies

Planning

- (A) Articulates clear learning goals for the lesson that are appropriate for the students
- (B) Creates or selects teaching methods, learning activities, and instructional materials, technological resources that are appropriate for the students and are aligned with the goals of the lesson

Implementation

- (A) Clearly communicates challenging learning expectations and procedures to the students
- (B) Encourages students to extend their thinking
- (C) Monitors students' understanding of content through a variety of means, providing feedback to students to assist learning and adjusting activities as the situation merits
- (D) Uses instructional time effectively

Evaluation

- (A) Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- (B) Demonstrates a sense of efficacy by modifying instruction in response to student feedback and performance
- (C) Monitors and assess learning in using a variety of means (e.g. observation, questioning techniques, tests, demonstrations, etc.)

No. 5: Demonstrates Professional Commitments and Dispositions

- (A) Participates in professional and school-sponsored activities
- (B) Observes school policies and procedures
- (C) Demonstrates proper conduct as a professional (well groomed, properly dressed, courteous, punctual, etc.)
- (D) Meets all requirements for professional development with the specific licensure program
- (E) Reflects on the extent to which learning goals were met
- (F) Builds professional relationships with colleagues to share learning insights and to coordinate learning activities for students in relation to both the public and private purpose of education
- (G) Communicates with parents, guardians, and other colleagues about student learning

SUGGESTED TABLE OF CONTENTS
(BASED ON OUR INSTITUTIONAL STANDARDS)

- I. **Standard: Is Well-Grounded in General Studies and Content Knowledge**
 - A. Practicum/Clinical Experiences
 - B. Term/Research Papers
 - C. Certificates of Completion of Workshops
 - D. Summaries of Related Articles

- II. **Standard: Appreciates and Understands Diverse Learners, Mentors, Peers, and Learning Processes**
 - A. Case Studies
 - B. IEP Plans or other Lesson Plans Indicating Adaptations
 - C. Intervention Strategies Developed/Implemented
 - D. Artifacts Designed for Exceptional Students (including gifted)
 - E. Evidence of Participation in Cultural Diversity Events
 - F. Self-Reflection of Growth working with Diverse Peers, Mentors, Students

- III. **Standard: Demonstrates Sensitivities to Learning Contexts and Environments**
 - A. Personal Management Plan
 - B. Site Assignments related to *Pathwise* Domain B
 - C. Candidate-Created Interest Inventories
 - D. Indicators of Experiences Working Within Diverse Environments
 - E. Plan for Making a Room Safe and Conducive for Learning

- IV. **Standard: Demonstrates Planning, Implementation, and Evaluation by Utilizing Varied Instructional Strategies**
 - A. Sample Lesson or Unit Plans
 - B. Student Work Samples and Test/Assessment Data
 - C. Student Achievement Log
 - D. Videotape Clip and Analysis of the Candidate Teaching
 - E. Audiotape Analysis of a Teaching Episode
 - F. Self-Evaluation
 - G. Technology Integration
 - H. Assignments Related to *Pathwise* Domains A or C.

- V. **Standard: Demonstrates Professional Commitments and Dispositions**
 - A. Membership in Professional Organizations or Affiliates
 - B. Attendance/Participation at Professional Conferences
 - C. Parent/Guardian Communication Regarding Student Achievement
 - D. Indicators of Collaboration with Others (e.g. team developed lessons/units; IEP meetings; team projects)
 - E. Reflection of Professional Growth
 - F. Site Evaluations
 - G. Assignments related to *Pathwise* Domain D

MIAMI UNIVERSITY SCHOOL FOR EDUCATION AND ALLIED PROFESSIONS PORTFOLIO REVIEW

Candidate's Name _____
Last
First
Middle

SSN _____

Review for:
 Licensure Program Admission _____
Methods Admission _____
Student Teaching Admission _____
Graduation _____

Portfolio Rubric explanation: A candidate must receive a score of "2" in all areas in order to be considered a successful review. The following levels of performance are used to judge the artifacts presented in each of the five institutional standards.

	Level 3 Clear, convincing evidence is demonstrated	Level 2 Clear evidence is demonstrated	Level 1 Limited, little or no evidence is demonstrated
Portfolio is organized and easy to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selections are highly relevant to the appropriate standards/outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selections are highly creative and demonstrate critical thought..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language use demonstrates variety in style and is free of errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The portfolio demonstrates considerable effort which goes above and beyond requirements,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide feedback for the following.

Standard 1: The candidate is well grounded in general knowledge and content knowledge.

Standard 2: The candidate appreciates and understands diverse learners, mentors, peers, learning processes.

Standard 3: The candidate demonstrates sensitivities to learning contexts and environments.

Standard 4: The candidate demonstrates planning, implementation, and evaluation by utilizing varied instructional strategies.

Standard 5: The candidate demonstrates professional commitments and dispositions.

Signature of Reviewer

Date Reviewed

**School of Education
& Allied Education
Early Site Experience
Evaluation Form
For Course: _____**

Candidate's Name _____
SS#: _____ **Date:** _____
Site Hours Required: _____ **Hours Earned:** _____

Please check the appropriate box for each standard.

N/O = Not Observed U=Unsatisfactory S= Satisfactory E=Exemplary

Standard 1: The Miami University candidate is well grounded in general studies and content knowledge.
List evidence/experiences required/completed for standard 1.

N/O	U	-	S	+	E

Standard 2: The Miami University candidate appreciates and understands diverse learners, mentors, peers, and learning processes.
List evidence/experiences required/completed for standard 2.

N/O	U	-	S	+	E

Standard 3: The Miami University candidate demonstrates sensitivities to learning contexts and environments.
List evidence/experiences required/completed for standard 3.

N/O	U	-	S	+	E

Standard 4: The Miami University candidate demonstrates planning, implementation, and evaluation by utilizing varied instructional strategies. *List evidence/experience required/completed for standard 4.*

N/O	U	-	S	+	E

Standard 5: The Miami University candidate demonstrates professional commitments and dispositions.
List evidence/experiences required/completed for standard 5.

N/O	U	-	S	+	E

Early Site Experience Successfully Completed ___ Yes ___ No _____
 Faculty Signature _____ Date _____

**School of Education
& Allied Professions**
Site/Clinical Experience
Evaluation for

Name _____

Last _____ *First* _____

School: _____ District: _____

Course: _____ Participating Teacher: _____

Grade Level: _____ Subject Area(s): _____

Site Hours Required: _____ Hours Earned: _____

Description of Experience

Insert site/clinical experience description here (i.e. Methods/Student Teaching)

Description of Ratings

E = Exemplary Level ~ The candidate demonstrates clear, consistent evidence above and beyond the requirements.
 S = Satisfactory Level ~ The candidate demonstrates clear, consistent evidence which meets all requirements.
 U = Unsatisfactory Level ~ The candidate demonstrates only limited evidence to meet requirements in this area.
 N/O = Not Observed.

Standard 1: Is Well-Grounded in General Studies and Content Knowledge

	U	-	S	+	E	N/O
1a. Evidences depth of academic knowledge and skills						
1b. Demonstrates an understanding of the connections between content previously learned, current content, and the dispositions to integrate future content (A3)						
1c. Makes content knowledge comprehensible to students (C2)						
1d. Demonstrates strong written and oral communication skills (e.g. correct grammar, legible writing, clear speech)						

Performance-Based Evidence

- 1a. _____
- 1b. _____
- 1c. _____
- 1d. _____

Standard 2: Appreciates and Understands Diverse Learners, Mentors, Peers, and Learning Processes

	U	-	S	+	E	N/O
2a. Shows a sensitivity to cultural and individual differences						
2b. Demonstrates an appreciation and understanding of exceptionalities						
2c. Utilizes multiple instructional strategies that are appropriate to students' needs						
2d. Demonstrates familiarity with relevant aspects of students' background knowledge and experiences and varies instruction based on students' interests, aspirations, personal and cultural dispositions, and needs (A1)						

Performance-Based Evidence

- 2a. _____
- 2b. _____
- 2c. _____
- 2d. _____

Standard 3: Demonstrates Sensitivities to Learning Contexts and Environments

	U	-	S	+	E	N/O
3a. Creates a climate that promotes fairness (B1)						
3b. Establishes and maintains rapport with students (B2)						
3c. Communicates challenging learning experiences to each student (B3)						
3d. Establishes and maintains consistent standards of classroom behavior (B4)						
3e. Makes the physical environment safe and conducive to learning (B5)						
3f. Facilitates students' integration of understanding, competence, confidence, and emerging self efficacy						

Performance-Based Evidence

- 3a. _____
- 3b. _____
- 3c. _____
- 3d. _____
- 3e. _____
- 3f. _____

Standard 4: Demonstrates Planning, Implementation, and Evaluation by Utilizing Varied Instructional Strategies

Planning

	U	-	S	+	E	N/O
4a. Articulates clear learning goals for the lesson that are appropriate for the students (A2)						
4b. Creates or selects teaching methods, learning activities, and instructional materials, technological resources that are appropriate for the students and are aligned with the goals of the lesson (A4)						

Performance-Based Evidence

- 4a. _____
- 4b. _____

Implementation

	U	-	S	+	E	N/O
4c. Clearly communicates challenging learning expectations and procedures to the students (C1)						
4d. Encourages students to extend their thinking (C3)						
4e. Monitors students' understanding of content through a variety of means, providing feedback to students to assist learning and adjusting activities as the situation merits (C4)						
4f. Uses instructional time effectively (C5)						

Performance-Based Evidence

- 4c. _____
- 4d. _____
- 4e. _____
- 4f. _____

Evaluation

	U	-	S	+	E	N/O
4g. Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson (A5)						
4h. Demonstrates a sense of efficacy by modifying instruction in response to student feedback and performance (D2)						
4i. Monitors and assesses learning in using a variety of means (e.g. observation questioning techniques, tests, demonstrations, etc.)						

Performance-Based Evidence

- 4g. _____
- 4h. _____
- 4i. _____

Standard 5: Demonstrates Professional Commitments and Dispositions

	U	-	S	+	E	N/O
5a. Participates in professional and school-sponsored activities						
5b. Observes school policies and procedures						
5c. Demonstrates proper conduct as a professional (well groomed, properly dressed, courteous, punctual)						
5d. Meets all requirements for professional development within the specific licensure program						
5e. Reflects on the extent to which learning goals were met (D1)						
5f. Builds professional relationships with colleagues to share learning insights and to coordinate learning activities for students in relation to both the public and private purposes of education (D3)						
5g. Communicates with parents, guardians, and other colleagues about student learning (D4)						

Performance-Based Evidence

- 5a. _____
- 5b. _____
- 5c. _____
- 5d. _____
- 5e. _____
- 5f. _____
- 5g. _____

Additional Comments:

Candidate's Signature _____ Participating Teacher's Signature _____
Signature / Date Signature / Date