

Bachelor of Science in Technology Education Products of Teaching Portfolio Review Criteria

Student:

Please Note: INTASC standards are embedded in the NC standards. You will be expected to turn in an electronic portfolio as specified on the program Web site. You must pass the portfolio with a score of **45 or better** in order to graduate. Your finished portfolio is due to the undergraduate coordinator at the end of each academic year and during the last term before graduation.

| Criteria | Scale | 0 Unsatisfactory | 1 Below Standard | 2 At Standard | 3 Above Standard | 4 Exceptional |
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| Teachers are successful in teaching a diverse population of students. (NCcore3, DART D) | | There is no evidence in the portfolio or related reflections. | Teacher knows why diversity is important. | Teacher considers diversity in the design of lesson plans and other products of teaching. | Teacher is able to site interactions with students from diverse backgrounds that were positive. | There is evidence that the teacher values the need to teach ALL students well and address their diverse needs and backgrounds. |
| Teachers understand how to design instruction that is meaningful to diverse students. (NCdivers1, ITEA-CTTE9, NAITTE 4, DART D) | | There is no evidence in the portfolio or related reflections. | The teacher knows why diversity is important. | Teacher considers diversity in the design of lesson plans and other products of teaching. | Teacher relates addressing diversity to the content, context, or method of instruction needed. | There is a robust product of teaching that demonstrates the teacher's success at teaching diverse students. |
| Teachers understand how to address the unique needs of students as they relate to diversity. (NCdivers2, DART D) | | There is no evidence in the portfolio or related reflections. | The teacher knows why diversity is important. | There is evidence that the teacher has planned to tailor instruction based on the needs of diverse students. | There is evidence that the teacher made significant changes to instruction in order address the needs of diverse students. | There is a robust product of teaching that shows the teacher's ability to change instruction based on the needs of diverse students. |
| Teachers work with parents and the community to influence learning for diverse students. (NCdivers3, DART D) | | There is no evidence in the portfolio or related reflections. | The teacher had some contact with parents and/or the community. | There is evidence that the teacher had contact with parents and/or the community in which the teacher was a participant. | There is evidence that the teacher had a meaningful meeting with parent and other community member in order to improve learning. | There is evidence that the teacher had a meaningful meeting with parents/community members in order to improve learning. |
| Teachers recognize diversity in society and use it to strengthen the classroom. (NCdivers4, DART D) | | There is no evidence in the portfolio or related reflections. | The teacher understands why diversity is important. | Teacher considers the nature of a diverse society as a context in the design of lesson plans and other products of teaching. | Teacher relates addressing diversity to the content, context, or method of instruction needed. | There is a robust product of teaching that shows the nature of a diverse society is used as a context in teaching diverse students. |
| Teachers of diverse students contribute to the development of the school community and advance equality. (NCdivers5, NAITTE 6, DART D) | | There is no evidence in the portfolio or related reflections. | The teacher has helped the school outside of the regular instructional duties. | The teacher has helped the school outside of the regular instructional duties, in a way that develops or improves the school. | The teacher has helped the school outside of the regular instructional duties, on numerous occasions in a way that develops or improves the school. | There is a robust product of teaching that demonstrates the teacher's commitment to after school development activities/efforts. |
| Teachers of diverse students are reflective practitioners committed to equality. (NCdivers6, DART D) | | There is no evidence in the portfolio or related reflections. | There are reflections that show that the teacher understands why diversity is important. | There are numerous reflections on diversity in the classroom. | There are reflections evident relating to diversity, and the teacher focuses on how to improve. | Reflections relate to diversity, and the teacher focuses on how to improve and seems to follow a reflection cycle. |
| Teachers demonstrate understanding of instructional technology. (NCit1, DART T) | | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher understands the importance of instructional technology. | There is evidence that the teacher has applied an understanding of instructional technology. | There is evidence that the teacher has applied the use of instructional technology numerous. | There is a robust product of teaching that demonstrates applications of instructional technology. |
| Teachers effectively use instructional technology to support learning. (NCit2, DART T) | | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher understands the importance of instructional technology. | There is evidence that the teacher has used instructional technology to enhance instruction. | There is evidence that the teacher has applied the use of instructional technology numerous to enhance instruction. | There is a robust product of teaching that shows how instructional technology is used to enhance instruction. |
| Teachers plan for the use of technology. (NCit3, DART T) | | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher understands the importance of instructional technology. | There is evidence that the teacher has planned for the use of instructional technology. | There are several examples of the teacher planning for the use of instructional technology. | There are several examples of the teacher planning for the use of instructional technology and there are details that describe the use of it. |
| Teachers use technology for effective assessment. (NCit4, DART T) | | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher understands the importance of instructional technology. | There is evidence that the teacher has used instructional technology to enhance assessment. | There is evidence that the teacher has applied the use of instructional technology numerous to enhance assessment. | There is a robust product of teaching that shows how instructional technology is used to enhance assessment. |
| Teachers use technology to enhance their productivity. (NCit5, DART T) | | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher understands the importance of instructional technology. | There is evidence that the teacher has used instructional technology to improve productivity. | There is evidence that the teacher has applied the use of instructional technology numerous to improve productivity. | There is a robust product of teaching that shows how instructional technology is used to enhance productivity. |

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| Teachers apply their understanding of technological issues in their instruction. (NCIt6, (DART T) | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher understands society and ethical issues related to technology. | There is evidence that the teacher has addressed societal and ethical issues related to technology. | There is evidence that the teacher has addressed societal and ethical issues related to technology on more than one occasion. | There is a robust product of teaching that shows the teacher has addressed society and ethical issues related to technology. |
| Use assessment to assist students' reflection on their learning and improve instruction. (NCcore2; NCte5, NCti5, DART A) | There is no evidence in the portfolio or related reflections. | Teacher knows a variety of assessment approaches. | The teacher uses assessment and there are examples of feedback to students. | Teacher can design appropriate assessments and there are examples of feedback to students. | Teacher will change instruction based on student assessment results and there are examples of feedback to students. |
| Teachers are reflective about their practice. (NCcore5, DART R) | There is no evidence in the portfolio or related reflections. | Reflections describe teaching/learning situations in real schools or in theory. | Reflections analyze and appraise teaching situations in real schools or in theory. | Reflections tell how teacher will transform learning in real schools or in theory | Reflections make it clear that the teacher knows <i>why</i> he or she is doing something. |
| Teachers know how to teach students. (NCcore2, NCte3, NCti5, ITEA-CTTE 7, NAITTE 2) | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher knows how to address the objectives of instruction. | There is evidence that the teacher knows how to use various methods of instruction. | There is evidence that the teacher has incorporated assessment into instructional designs. | There is a robust product of teaching that demonstrates the ability to design and carry out instruction. |
| Teachers know the content they teach. (NCcore1, NCte1, NCti1, ITEA-CTTE 1-5, NAITTE 2) | There is no evidence in the portfolio or related reflections. | There is a preponderance of evidence that the teacher uses correct content to design instruction. | The teacher has designed specific instruction to teach/assess a specific part of the curriculum. | It is obvious to the reviewer that the teacher has mastery of curriculum content. | There is a robust product of teaching that demonstrates his or her content mastery. |
| Teachers design, manage, and evaluate programs effectively. (NCte4, NCti3, ITEA-CTTE 8, NAITTE 5) | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher can manage the instructional environment. | There is specific evidence that the teacher is able to manage the physical environment. | There is evidence that the teacher can manage the total systems of instruction, lab, discipline, safety, supplies, etc. | There is a robust product of teaching that shows the teacher has applied knowledge of program management. |
| Teachers design, implement, and evaluate curricula. (NCte2, NCti2, ITEA-CTTE 6, NAITTE 3) | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher is aware of the public school curriculum. | The teacher has used the public school curriculum in instructional planning. | The teacher has designed activities that teach the curriculum. | There is a robust product of teaching that shows how the teacher actually designed the curriculum or some part. |
| Teachers develop workplace knowledge and skills. (NCte7, NCti7) | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher has knowledge of career education. | The teacher is able to apply knowledge of career education. | The teacher is able to integrate career education with other curriculum content. | There is a robust product of teaching that shows teaching of career education. |
| Teachers integrate career development and readiness into the program. (NCte8, NCti8) | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher has knowledge of workplace demands. | The teacher is able to apply knowledge of workplace demands. | The teacher is able to plan instruction to address workplace demands. | There is a robust product of teaching that shows teaching of workplace demands. |
| Teachers understand the developmental needs of students and reflect that in teaching. (NCcore6, ITEA-CTTE 9) | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher has knowledge of student development. | The teacher is able to analyze the characteristics of students. | The teacher is able to plan instruction that is appropriate for the grade level. | There is a robust product of teaching that shows a teaching adaptation so that it will be useful in a new class. |
| Teachers incorporate career and technical student organizations into instruction. (NCte6, NCti6) | There is no evidence in the portfolio or related reflections. | There is evidence that the teacher has knowledge of CTSOs. | The teacher is able to apply knowledge of CTSOs. | The teacher participates with CTSOs. | The teacher has integrated the CTSO into the instructional program. |
| Teachers conduct successful programs. (NCte10, NCti10, NAITTE 6, NAITTE 7) | There is no evidence in the portfolio or related reflections. | The teacher understands program image and accreditation is important. | There is evidence that the teacher has participated in an effort to promote the instructional program. | There is evidence that the teacher has developed a plan of action in order to improve the program. | There is evidence that the teacher has experience with program promotion, accreditation or revision. |
| Teachers are leaders. (NCcore4, NCte9, NCti4, NCti9, ITEA-CTTE 10, NAITTE 1, NAITTE 6) | There is no evidence in the portfolio or related reflections. | Teachers learn about industry on a continuing basis. | There is evidence that the teacher is able to plan for his or her own professional development. | There is evidence that the teacher understands trends in teaching and learning. | There is a product of teaching that shows how the teacher has had real professional development. |
| Total Score: | | | | | |
| Pass or Fail: | | | | | |
| Comments: | | | | | |

Abbreviations Used

NCcore = North Carolina Core Standards
 NCdivers = North Carolina Diversity Standards
 NCIt = North Carolina Instructional Technology Standards
 NCte = North Carolina Technology Education Standards
 NCti = North Carolina Trade and Industrial Education Standards

ITEA-CTTE = International Technology Education Association & the Council on Technology Teacher Education Program Standards
 NAITTE = National Association of Industrial Technology Teacher Educators
 DART = NC A&T's Conceptual Framework Related Standards; Diversity, Assessment, Reflection, and Technology (meaning instructional technology)