

Student Teaching Portfolio Matrix

Use the rubric below to create an organized and professional digital portfolio. Your portfolio should include documentation of experience and demonstration of proficiency of the Kentucky Teacher Performance Standards (Including InTASC).

Note: Artifacts can include, but are not limited to, examples of student work, videos, reflections from lesson taught, dispositions, verification of teaching and work experience, exam scores, professional development, content specific writing, etc.

Rating Scale:

- 4-Exemplary – candidate demonstrated exceeding the standard at a competent level
- 3- Accomplished- candidate demonstrated meeting the standard at a competent
- 2- Developing – candidate demonstrated some, but not all, components of the standard are met or demonstrated that some components are developing or emerging and not yet at the competent level
- 1-Ineffective – no evidence provided to demonstrate meeting components of the standard.

Kentucky Teacher Performance Standard	Relevant Coursework	Relevant Professional experiences	Rating (1, 2, 3, 4)
Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development varies individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.			
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			
Standard 3. Learning environments. The teacher shall work with others to create environments that: a. Support individual and collaborative learning; and b. Encourage positive social interaction, active engagement in learning, and self-motivation.			
Standard 4. Content knowledge. The teacher shall: a. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and b. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.			
Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.			

<p>Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.</p>			
<p>Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>			
<p>Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>			
<p>Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.</p>			
<p>Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c. Advance the profession.</p>			