

Campbellsville University

School of Education

Portfolio Evaluation Rubric

Interdisciplinary Early Childhood Education Program

CU ID# _____	Major _____
Name _____	Evaluator Code _____
Date _____	Holistic Portfolio Score _____
Check appropriate box: CAP 3 CAP 4	

Directions: Record a *holistic* score for each standard and an *analytical* score for each indicator.

Scoring Guide: 3=Satisfactory 2=Progress Made 1=Unsatisfactory

General Portfolio Requirements	3	2	1
a. Cover Page	3	2	1
b. Signed form verifying original work and permission to review	3	2	1
c. Self evaluation of portfolio	3	2	1
d. Resume/vita	3	2	1
e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced)	3	2	1
f. Represents competency in writing skills	3	2	1

Standard I: The IECE Educator Designs and Plans Instruction	3	2	1	Score
a. Design for all children developmentally appropriate, comprehensive curriculum, instruction and learning outcomes aligned with program, school, district, state, and/or federal goals.	Plans and designs MOST instruction appropriate for the developmental levels of all children including those with disabilities AND CONSISTENTLY aligns learning outcomes with local, state and/or federal goals	Plans and designs SOME instruction appropriate for the developmental levels of all children including those with disabilities AND aligns MOST learning outcomes with local, state, and/or federal goals	Plans and designs LITTLE TO NO instruction that is developmentally appropriate for all children including those with disabilities with FEW learning outcomes aligned with local, state, and/or federal goals	
b. Include assessments that target learning outcomes	MOST assessments target learning outcomes	SOME assessments target learning outcomes	FEW or NO assessments target learning outcomes	
c. Individualize curriculum, instruction plans, and assessment strategies for ALL children.	Shows CLEAR evidence of ability to individualize instruction plans and assessment strategies for ALL children	Shows SOME evidence of ability to individualize instruction plans and assessment strategies for ALL children	Shows LITTLE or NO evidence of ability to individualize instruction plans and assessment strategies for ALL children	
d. Plan developmentally appropriate and activity-based instruction	Individually-targeted learning objectives are CLEARLY designed for children's developmental levels AND are embedded into natural routines and activities of the environment	MOST individually-targeted learning objectives are designed for children's developmental levels AND are embedded into natural routines and activities of the environment	Shows LITTLE evidence of ability to design or appropriately embed individually-targeted objectives into natural routines and activities of the environment	
e. Plan for the effective involvement of team members, including assistants, staff and volunteers across learning environments	Plans include a VARIETY of team members across a VARIETY of learning environments	Plans include a FEW team members or include a VARIETY of team members across in one learning environment	Plans do not reflect effective team involvement.	
f. Include knowledge and strategies of multiple disciplines	Plans show CLEAR knowledge and use of strategies across MULTIPLE disciplines	Plans show SOME knowledge and use of strategies across MULTIPLE disciplines	Plans show LITTLE or NO knowledge or use of strategies across MULTIPLE disciplines	
g. Plan experiences and instruction based on family strengths, resources, priorities, and concerns	Plans MOST intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns	Plans SOME intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns	RARELY or NEVER plans intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns	

Standard II: The IECE	3	2	1	Score
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Educator Creates and Maintains Environment				
a. Maintain an emotionally and physically healthy and safe environment	REGULARLY maintains an emotionally and physically healthy and safe environment	SOMETIMES maintains an emotionally and physically healthy and safe environment	RARELY maintains an emotionally and physically healthy and safe environment	
b. Create and maintain consistent routines and schedules that engage children and maximize learning	REGULARLY creates and maintains consistent routines and schedules that engage children and maximize learning	SOMETIMES creates and maintains consistent routines and schedules that engage children and maximize learning	RARELY creates and maintains consistent routines and schedules that engage children and maximize learning	
c. Facilitates smooth transition for children between activities	REGULARLY facilitates smooth transitions for children between activities.	SOMETIMES facilitates smooth transitions for children between activities.	RARELY facilitates smooth transitions for children between activities.	
d. Create and maintain individually appropriate, activity-based learning environments	REGULARLY creates and maintains individually appropriate, activity-based learning environments	SOMETIMES creates and maintains individually appropriate, activity-based learning environments	RARELY creates and maintains individually appropriate, activity-based learning environments	
e. Adapt environments to support children with special needs and disabilities	REGULARLY adapts environments to support children with special needs and disabilities	SOMETIMES adapts environments to support children with special needs and disabilities	RARELY adapts environments to support children with special needs and disabilities	
f. Create and maintain culturally responsive environments to support all children and families	REGULARLY creates and maintains culturally responsive environments to support all children and families	SOMETIMES creates and maintains culturally responsive environments to support all children and families	RARELY creates and maintains culturally responsive environments to support all children and families	
g. Create, evaluate, and select technology, materials, and media to enhance the learning environment	ACCURATELY evaluates and selects APPROPRIATE technology, materials, and media to create an enhanced learning environment	USUALLY evaluates and selects APPROPRIATE technology, materials, and media to create an enhanced learning environment	RARELY evaluates AND/OR selects INAPPROPRIATE technology, materials, and media to create an enhanced learning environment	
h. Use appropriate positive guidance techniques to foster children's self-regulation	REGULARLY uses appropriate, positive guidance techniques to foster children's self-regulation	SOMETIMES uses appropriate, positive guidance techniques to foster children's self-regulation	RARELY uses appropriate, positive guidance techniques to foster children's self-regulation	
i. Design antecedent and consequent conditions to foster child self-regulation and learning	Designs EFFECTIVE antecedent and consequent conditions to foster child self-regulation and learning	Makes an effort to design antecedent and consequent conditions to foster child self-regulation and learning	Does NOT design antecedent and consequent conditions to foster child self-regulation and learning or uses incorrectly	
j. Facilitate mutual respect among peers through cooperative and independent learning activities	REGULARLY facilitates mutual respect among peers through cooperative and independent learning activities	SOMETIMES facilitates mutual respect among peers through cooperative and independent learning activities	RARELY facilitates mutual respect among peers through cooperative and independent learning activities	

Standard III: The IECE Educator Implements/Manages Instruction	3	2	1	Score
a. Implement developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals	REGULARLY Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals	SOMETIMES Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals	RARELY Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals	
b. Implement instructional strategies that meet the individual needs of each child	REGULARLY implements instructional strategies that meet the individual needs of each child.	SOMETIMES implements instructional strategies that meet the individual needs of each child	RARELY implements instructional strategies that meet the individual needs of each child	
c. Engage children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities	REGULARLY engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities	SOMETIMES engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities	RARELY engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities	
d. Provide guidance, cues, and feedback to children to foster self-management and learning	REGULARLY provides guidance, cues, and feedback to children to foster self-management and learning	SOMETIMES provides guidance, cues, and feedback to children to foster self-management and learning	RARELY provides guidance, cues, and feedback to children to foster self-management and learning	

e. Implement culturally responsive learning experiences to support children and their families	REGULARLY implements culturally responsive learning experiences to support children and their families	SOMETIMES implements culturally responsive learning experiences to support children and their families	RARELY implements culturally responsive learning experiences to support children and their families	
f. Implement and support family-centered activities that reflect each family's resources, priorities, and concerns	REGULARLY implements and supports family-centered activities that reflect each family's resources, priorities, and concerns	SOMETIMES implements and supports family-centered activities that reflect each family's resources, priorities, and concerns	RARELY implements and supports family-centered activities that reflect each family's resources, priorities, and concerns	
g. Involve team members in instructional activities	REGULARLY involves team members in instructional activities	SOMETIMES involves team members in instructional activities	RARELY involves team members in instructional activities	

Standard IV: The IECE Educator Assesses and Communicates Learning Results	3	2	1	Score
a. Use a systematic process to assess and record children's ongoing developmental progress	REGULARLY uses a systematic process to assess and record children's ongoing developmental progress	SOMETIMES uses a systematic process to assess and record children's ongoing developmental progress	RARELY uses a systematic process to assess and record children's ongoing developmental progress	
b. Base assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards	REGULARLY bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards	SOMETIMES bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards	RARELY bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards	
c. Plan and implement assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special needs	REGULARLY plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs	SOMETIMES plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs	RARELY plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs	
d. Plan and implement assessment strategies that invite active involvement of appropriate partners, including team members and children's families	REGULARLY plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families	SOMETIMES plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families	RARELY plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families	
e. Accurately interpret the data and validity of assessment results and communicate results to appropriate partners, including families, in terms that they easily understand	ACCURATELY interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand	SOMEWHAT ACCURATELY interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand	INACCURATELY interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand	
f. Use assessment results to design appropriate learning outcomes and to plan for future services and instruction	REGULARLY uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction	SOMETIMES uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction	RARELY uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction	

Standard V: The IECE Educator Reflects On and Evaluates Professional Practices	3	2	1	Score
a. Use data to reflect on and evaluate children's learning	REGULARLY reflects on and evaluates children's learning using appropriate data	SOMETIMES reflects on and evaluates children's learning using appropriate data	RARELY or NEVER reflects on and evaluates children's learning using appropriate data	
b. Use data to reflect on and evaluate instructional practices	REGULARLY reflects on and evaluates instructional practice using appropriate data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on and evaluates instructional practice using appropriate data	
c. Use data to identify areas for professional growth	REGULARLY identifies areas for professional growth using appropriate data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	
d. Analyze the involvement	MUCH evidence of	SOME evidence of collaboration	LIMITED evidence of	

and effectiveness of team members in instruction	collaboration and measures of team members' effectiveness in implementing appropriate instruction exists	and measures of team members' effectiveness in implementing instruction exists	collaboration exists and does not adequately measure instructional effectiveness	
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Standard VI: The IECE Educator Collaborates With Colleagues/Families/Others	3	2	1	Score
a. Participates as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings	REGULARLY participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	SOMETIMES participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	RARELY participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	
b. Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	REGULARLY demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	SOMETIMES demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	RARELY demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	
c. Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	REGULARLY collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning.	SOMETIMES collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	RARELY collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	
d. Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning	REGULARLY collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	SOMETIMES collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	RARELY collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	
e. Collaborates with community members and agencies to provide resources to promote child development and learning	REGULARLY collaborates with community members and agencies to provide resources to promote child development and learning	SOMETIMES collaborates with community members and agencies to provide resources to promote child development and learning	RARELY collaborates with community members and agencies to provide resources to promote child development and learning	
f. Articulates individual outcomes and unique needs for each child to staff and volunteers	REGULARLY articulates individual outcomes and unique needs for each child to staff and volunteers	SOMETIMES articulates individual outcomes and unique needs for each child to staff and volunteers	RARELY articulates individual outcomes and unique needs for each child to staff and volunteers	
g. Provides ongoing, constructive feedback to team members on professional practices	REGULARLY provides ongoing, constructive feedback to team members on professional practices	SOMETIMES provides ongoing, constructive feedback to team members on professional practices	RARELY provides ongoing, constructive feedback to team members on professional practices	
h. Use adult learning principles in collaboration with team members	REGULARLY uses adult learning principles in collaboration with team members	SOMETIMES uses adult learning principles in collaboration with team members	RARELY uses adult learning principles in collaboration with team members	

Standard VII: The IECE Educator Engages in Professional Development	3	2	1	Score
a. Assess professional performance level relative to the KY IECE Teacher Standards	THOROUGHLY and ACCURATELY assesses current performance on all KY IECE Teacher Standards	PARTIALLY assesses current performance on all KY IECE Teacher Standards	Does not assesses current performance on all KY IECE Teacher Standards	
b. Identify priorities of professional development needs	REGULARLY identifies priorities of professional development needs	SOMETIMES identifies priorities of professional development needs	Does not prioritize professional development needs	
c. Design a plan to address professional growth needs for all priority areas	Designs a professional growth plan that is clear and logical AND addresses all identified priorities	Designs a professional growth plan that is somewhat clear and logical and addresses all identified priorities OR only	Designs a professional growth plan that is not clear and logical AND does not address identified priorities	

		clearly and logically addresses some identified priorities		
d. Engage in professional activities	Engages in MANY ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research)	Engages in SOME ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research)	Engages in FEW ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research)	
e. Show evidence of professional growth resulting from the implementation of the plan	Shows MUCH evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and children's learning	Shows SOME evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and children's learning	Shows LITTLE evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and children's learning	
f. Apply professional ethics, practice, and legal mandates in early childhood settings	REGULARLY applies professional ethics, practice, and legal mandates in early childhood settings	SOMETIMES applies professional ethics, practice, and legal mandates in early childhood settings	RARELY applies professional ethics, practice, and legal mandates in early childhood settings	

Standard VIII: The IECE Educator Supports Families	3	2	1	Score
a. Assist families in articulating resources, priorities, and concerns	Assists families in articulating APPROPRIATE resources based on family priorities and concerns	Assists families in articulating ADEQUATE resources based on family priorities and concerns	When selecting resources DOES NOT ADDRESS family priorities and concerns	
b. Individualize interactions and activities that demonstrate sensitivity to each child's family community	CONSISTENTLY individualizes interactions and activities that demonstrate sensitivity to characteristics to each child's family community	Individualized interactions and activities SOMETIMES demonstrate sensitivity to characteristics to each child's family community	Individualized interactions and activities RARELY demonstrate sensitivity to characteristics to each child's family community	
c. Facilitate communication of legal, procedural, and program-related information to families using appropriate methods of communication	ALWAYS facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter)	SOMETIMES facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter)	NEVER facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter)	
d. Apply adult learning principles in family education activities	REGULARLY applies adult learning principles in family education activities	SOMETIMES applies adult learning principles in family education activities	NEVER applies adult learning principles in family education activities	
e. Respect and provide ongoing support for the family's preferred level of involvement in educational activities	CONSISTENTLY considers and supports family's personal preferences regarding level of involvement in child's intervention/instruction	SOMETIMES considers family's personal preferences regarding level of involvement in child's intervention/instruction	NEVER considers family's personal preferences regarding level of involvement in child's intervention/instruction	

Standard IX: The IECE Educator Demonstrates the Implementation of Technology	3	2	1	Score
a. Use multiple technology applications to support child learning	Uses TWO or more different technological applications to support children's learning	Uses at least ONE technological application to support children's learning	Uses FEW applications to support children's learning	
b. Select appropriate technology to enhance instruction	Selects APPROPRIATE technology to enhance instruction	Selects SOMEWHAT APPROPRIATE technology to aid instruction	Selects INAPPROPRIATE technology or technology interferes with instruction	
c. Engage children in their use of technology to meet their learning needs and interests	Shows CLEAR evidence of engaging children in the use of technology to meet learning needs AND interests	Shows SOME evidence of engaging children in the use of technology to meet learning needs OR interests	Evidence of engaging children in the use of technology is NOT CLEAR or does not support learning needs or interests	
d. Use technology to meet the needs of children	Uses MUCH appropriate technology to meet the special needs of children.	Uses SOME appropriate technology to meet the special needs of children.	Uses LITTLE appropriate technology to meet the special needs of children.	
e. Demonstrate ethical and	Ensures that ethical and legal	Ensures that ethical and legal	DOES NOT follow ethical and	

legal use of technology disciplines	use policies are ALWAYS followed	use policies are SOMETIMES followed	legal use policies	
Standard X: The IECE Educator Provides Leadership Within School/Community/ Profession	3	2	1	Score
a. Identify leadership opportunities that enhance child learning and /or the professional environment of the school/community	Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school AND is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for a leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	
b. Develop a plan for engaging in leadership roles and activities	Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment OR has developed no plan	
c. Implement a plan for engaging in leadership activities	Implements a well organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed	Implements a well organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	
d. Analyze data to evaluate the results of planned and executed leadership efforts	REGULARLY analyzes data appropriately to evaluate the results of planned and executed leadership efforts	OCCASIONALLY analyzes data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER analyzes data appropriately to evaluate the results of planned and executed leadership efforts OR does not evaluate leadership efforts	