

Program Portfolio Checklist and Evaluation Rubrics

- ___ Title Page
- ___ Table of Contents

Section I - Professional Profile Introduction to the

- ___ Portfolio Current Resume
- ___ Program of Study Professional Goals
- ___ Statement of Ethics
- ___ Bilingual Framework

Section II – Bilingual Standard 3

- Candidates demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
 - Candidates demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.
 - Candidates demonstrate knowledge of research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.
 - Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models.
 - Candidates demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
 - Candidates actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.
 - Candidates demonstrate an understanding of the family as a primary language and cultural resource.
 - Candidates demonstrate an understanding that students’ motivation, participation and achievements are influenced by an intercultural classroom climate and school community.
- Examples of standards met through coursework
 - Description of how standards are integrated within education setting
 - Two documentary artifacts (one academic, one practice)
 - Reflection for each artifact

Section III – Bilingual Standard 4

- Candidates demonstrate an understanding of the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and know language forms and functions.
- Candidates demonstrate the ability to plan, develop, implement and assess standards-aligned content instruction in the primary and target language.
- Candidates demonstrate preparedness to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.
- Candidates display knowledge of bilingual instructional models, instructional strategies, and materials, and appropriately apply them to their instructional and assessment practices.
 - Examples of standards met through coursework
 - Description of how standards are integrated within education setting
 - Two documentary artifacts (one academic, one practice)
 - Reflection for each artifact

Section IV – Bilingual Standard 5

- Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.
 - Examples of standards met through coursework
 - Description of how standards are integrated within education setting
 - Two documentary artifacts (one academic, one practice)
 - Reflection for each artifact

Section V – Bilingual Standard 6

- Candidates have attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to the passing standard on the appropriate CSET: LOTE language examination.
 - Examples of standards met through coursework
 - Description of how standards are integrated within education setting
 - Two documentary artifacts (one academic, one practice)
 - Reflection for each artifact

Program Portfolio Evaluation Rubrics

Section I - Professional Profile

Rating	0 - Does not meet requirements	1-Needs improvement	2-Meets requirements	3 - Exemplary
	<ul style="list-style-type: none"> • No professional goals • No statement of ethics • No vision of a good school • No vision of school leadership • No personal principles/values about leadership • No personal commitments to leadership actions 	<ul style="list-style-type: none"> • Vague, unclear or missing short- or long-term career goals • Vague, unclear beliefs about ethical conduct, disconnected from leadership responsibilities to the school community • Vague, unclear vision of a good school and school leadership • Vague, unclear principles/values or commitments to leadership actions 	<ul style="list-style-type: none"> • Clear but general short- and long-term career goals • Clear but general personal beliefs about exemplary professional conduct, identifying leadership responsibilities to school community • Clear but general vision of a good school and school leadership • Clear but general personal principles/values and commitments to leadership actions 	<ul style="list-style-type: none"> • Clear, specific short- and long-term career goals • Well stated, specific and compelling personal beliefs about exemplary professional conduct, clearly identifying leadership responsibilities to school community • Well stated, specific and compelling vision of a good school and school leadership • Well stated, specific and compelling personal principles/values and commitments to leadership actions

Section II-V - Demonstration of Understanding of the Knowledge in Bilingual Education

Rating	0 - Does not meet requirements	1-Needs improvement	2-Meets requirements	3 - Exemplary
	<ul style="list-style-type: none"> • Submission of 2 or fewer artifacts for examples. • No use of theory, research and current literature • Missing examples of how domains are enacted in practice • Missing description of artifacts or relationship of artifacts to leadership framework, leadership actions & growth as a leader • Irrelevant artifacts 	<ul style="list-style-type: none"> • Submission of 3 artifacts for examples. • Vague, unclear descriptions of the domains or missing 1-2 domains • Little use of theory, research and current literature • Vague or inconsistent examples of how domains are enacted in practice • Vague description of artifacts and inconsistent description of relationship of artifacts to leadership framework, leadership actions and growth as a leader 	<ul style="list-style-type: none"> • Submission of 4 artifacts for examples. • Clear but general descriptions of the domains, using theory, research and current literature • Clear but general examples of how domains are enacted in practice • Clear description of artifacts and their relationship to leadership framework, leadership actions & growth as a leader • Well-balanced selection of artifacts from course work and practice 	<ul style="list-style-type: none"> • Submission of 5 or more artifacts for examples. • Clear, specific, well- articulated descriptions of the domains, using theory, research and current literature • Clear, specific, well-articulated examples of how domains are enacted in practice • Clear, well-articulated description of artifacts and their relationship to leadership framework, leadership actions and growth as a leader • Well-balanced selection of artifacts from course work and practice