

TEACHER PORTFOLIO RUBRIC

PROFESSIONAL PORTFOLIO EVALUATION	RATINGS			
NAME OF CANDIDATE: SCHOOL: DISTRICT:				
<i>Note: Preparing this portfolio provides you with the opportunity to demonstrate that your practices are in line with the provisions of the NTS. All narratives (except where indicated otherwise) should be between 200-300 words</i>	Target	Acceptable	Unacceptable	Not rated
Evidence of Teaching	3	2	1	NR
1. Evidence of at least 600 mins a term of teaching, confirmed through a letter by your Headteacher or lead mentor. (NTS, 3a)				
Comments				
Personal Teaching Philosophy	3	2	1	NR
2. Personal Teaching Philosophy and its application in a teaching and learning context				
Comments				
Scheme of learning:	3	2	1	NR
3. A scheme of learning that you have used for planning your weekly lessons. (Include all the three termly scheme of learning prepared for the academic year)				
Learning plans				
4a. Fifteen (15) Learning plans of lessons you have taught within the year (five (5) for each term)				
Comments				
4b. Indicates self-evaluation of each lesson				
Comments				
4c. Uses these lessons to describe the ways in which feedbacks from learners were used in subsequent Learning planning and teaching				
Comments				
Teaching Methods				
5. A description of at least two teaching methods you have used in your lessons based on specific learning theories.				

Comments				
Teaching Learning Resources				
6. A description of teaching and learning materials including ICT that you have used to enhance learning.				
Comments				
Formative and Summative methods of assessment.				
7a. A report on one formative method and one summative method of assessment you have used in any lesson(s). (NTS, 3k)				
Comments:				
7b. Describe the nature of the learning you assessed (e.g. knowledge, understanding, skill)				
Comments:				
7c. Indicate how the methods promoted learning.				
Comments:				
Identification of learners Learning needs:				
8. Describe how you identified the learning needs of a learner in your class and explain how you addressed the learning needs (Action Research) 600 words				
Comments:				
Professional Development				
9. An action plan in which you have identified a specific area for your professional development. (NTS, 1b)				
Comments:				
10. A brief report covering at least 2 co-curricular activities you have taken part in. PROVIDE A WHOLE LIST OF THE ACTIVITIES PTA, SMC, ETC				
Comments:				
11. A brief report on the core competences in Appendix A that you can use/have used in your lessons and those that you need support to help you to use in subsequent lessons. (e.g. NTS, 1c, e, g; 2d, f; 3a, e, h, n)				
<i>Note: Rating scale (5-6=Target, 3-4=Acceptable, 1-2=Unacceptable, 0=Not rated)</i>				
Comments:				

Samples of Learners work Assessed				
12. Ten samples of learners' work you have marked and graded, showing your comments. (NTS, 3h)				
Comments:				
Formal meetings with mentor				
13. Minutes of 3 formal meetings with your mentor or lead mentor or any other education officer (e.g. Headteacher, Circuit Supervisor) (NTS, 1b) artefacts				
Comments:				
Evidence of In-service Training workshop/CPD				
14. Provide evidence of at least three In-service training workshop/CPD you've attended. Certificates/photographs could be shown				
Comments:				
15. Your mentor's comments on your work (e.g. in a brief report or a formal letter).				
Comments:				
16. Your headteacher's final recommendation and sign off letter.				
Comments:				

Appendix A: Core competences (NaCCA, 2018. *Pre-tertiary curriculum*. Accra: Ministry of Education Framework)

The six competences are:

1. Critical thinking and problem solving
2. Creativity and innovation
3. Communication and collaboration
4. Cultural identity and global citizenship
5. Personal development and leadership
6. Digital literacy

PORTFOLIO RUBRIC

1. Evidence of at least 600 mins a term of teaching, confirmed through a letter by your Headteacher or lead mentor

	3	2	1	
Dimension	Target	Acceptable	Unacceptable	Not Rated
2. Rubric for Scoring Statements of Personal Philosophy				
<p>Learning Goals: What got you interested in your discipline? What does your discipline mean to you? What do you most hope students will appreciate about your discipline? What knowledge, skills, and attitudes are important for student success in your discipline? How are these disciplinary knowledge, skills, and attitudes related to students' academic, personal, and professional success?</p>	Learning goals are specific to the context of the discipline.	Learning goals are usually specific to the discipline but they can sometimes be stated too broadly.	Learning goals are often unfocused or incomplete.	States learning goals so broadly that they could apply to any discipline.
<p>Teaching Methods: What do you see as the relationship between the student and the teacher? What do you see are the respective responsibilities of the student and the teacher? How are these relationships and responsibilities reflected in your teaching methods? How do these methods contribute to your learning goals for students? Why are these teaching methods appropriate for use in your discipline? How are your teaching methods attentive to student expectations and needs? How do your personal characteristics and values impact your</p>	Incorporates descriptions of specific learning activities (e.g., lectures, discussions, group work).	Incorporates descriptions of specific learning activities, although more details or activities may be needed.	Descriptions of learning activities are usually stated too broadly or generally.	Does not specifically describe any learning activities.
	Connects learning activities to disciplinary, academic, personal, and professional learning goals.	Usually connects learning activities to learning goals, although the connection is sometimes not well developed.	Articulation of learning activities is often basic and unreflective, with few connections to learning goals.	Does not connect learning activities to learning goals.

choice and implementation of your teaching methods?				
Assessment of student learning: How do you know your learning goals are being achieved using your teaching methods? What sorts of learning assessment tools do you use (e.g. tests, papers, portfolios, journals) and why? What do the learning assessments say about your teaching?	Incorporates descriptions of specific formal and informal assignments (e.g., tests, papers, portfolios).	Incorporates descriptions of specific assignments, although more details or assignments may be needed.	Descriptions of assignments are usually stated too broadly or generally.	Does not specifically describe any assignments.
	Assesses accomplishment of teaching and learning goals (e.g., student/teacher relationship, student learning) using teaching evaluation data; analysis is well-developed and reflective.	Assesses accomplishment of teaching and learning goals using teaching evaluation data, although the analysis may be not well developed.	Assessment of teaching and learning goals using teaching evaluation data is often basic and unreflective.	Does not assess accomplishment of teaching and learning goals using teaching evaluation data.

3. SCHEME OF LEARNING

Demonstrates knowledge of the Key parts of a scheme of learning. The key parts of a "scheme of learning" include: <ul style="list-style-type: none"> • Content • Indicators or outcome • Methods of delivery (student and teacher activity) • Assessment strategy • Resources • Remarks 	The candidate provides evidence of all the key parts of the scheme of learning.	The candidate provides evidence of most of the key parts of the scheme of learning.	The candidate does not provide evidence the essential parts of the scheme of learning.	No evidence of scheme of learning is provided by candidate
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(CANDIDATE TO PRESENT COPIES OF SCHEME OF LEARNING)				
4. LEARNING PLAN: PREPARING FOR LEARNING				
LEARNING INDICATORS	Measurable learning indicators are identified.	Learning indicators are identified, but one or two indicators are not measurable or are not clearly written; or some relevant learning indicators are missing.	Learning indicators are not identified or are not measurable.	This category was not applicable to the completion of this specific Learning planning assignment.
ALIGNMENTS TO CORE COMPETENCIES	All learning indicators are well aligned with the national standard(s)/core competencies identified for the lesson	Appropriate materials, resources, and tools are identified and their management is planned for, but the plan lacks detail or is missing important components.	Appropriate materials, resources, and tools are not identified and/or their management is not planned for. Or the management plan contains major or consistent problems	Appropriate materials, resources, and tools are not identified and/or their management is not planned for. Or the management plan contains major or consistent problems.
RESOURCE PLANNING	Appropriate materials, resources, and tools are identified and their management is carefully planned for.	Appropriate materials, resources, and tools are identified and their management is planned for, but the plan lacks detail or is missing important components.	Appropriate materials, resources, and tools are not identified and/or their management is not planned for. Or the management plan contains major or consistent problems.	Appropriate materials, resources, and tools are not identified and/or their management is not planned for. Or the management plan contains major or consistent problems.
SEQUENCING OF LEARNING	Sequence of procedures and transitions is clear and logical.	Sequence of procedures and transitions is presented, but lacks clarity or needs some revision in sequence.	Sequence of procedures and transitions is not presented or contains major or consistent problems.	This category was not applicable to the completion of this specific Learning planning assignment.
TIMING	Time allotted for each component of the lesson is identified and achievable.	Time allotted for each component of the lesson is identified, but over- or under-estimates the time	Time allotted for each component of the lesson is not identified.	This category was not applicable to the completion of this specific Learning planning assignment.

		requirements for one or more components		
GRAMMAR	Lesson has been edited for proper grammar, spelling, and punctuation.	Lesson contains a few misspellings or grammatical errors.	Lesson contains several misspellings or grammatical errors.	This category was not applicable to the completion of this specific Learning planning assignment.

5. TEACHING METHODS

<p>Teaching Methods What is your repertoire of teaching methods? How do these methods contribute to your learning goals for students in that class and learning module? Why are these methods appropriate for use in your discipline? [2-3 sample activities]</p>	Presents examples of learning activities (e.g. sample lectures, discussion topics, classroom activities, group projects) representing different learning goals and learning environments.	Presents examples of learning activities representing different learning goals and learning environments, although the examples are sometimes similar in learning goal or environment applied.	Examples of learning activities are generally similar in learning goal or environment applied.	Provides no examples of learning activities.
<p>Assessment of student learning How do you know your goals for students are being met? How does your feedback to students enhance their learning or progress in the course? [2-3 examples of student work; 2-3 samples of graded work]</p>	Presents examples of formal and informal assignments (e.g. tests, papers, portfolios, journals) representing different learning goals and learning environments.	Presents examples of assignments representing different learning goals and learning environments, although the examples are sometimes similar in learning goal or environment applied	Examples of assignments are generally similar in learning goal or environment applied.	Provides no examples of assignments.
<p>Assessment of teaching: What are your strengths as a teacher? What are your areas needing improvement? [student course evaluations, peer/supervisor observation]</p>	Presents multiple forms of teaching evaluation data (student, peer supervisor comments and student ratings).	Presents multiple forms of teaching evaluation data, although more details, examples, or balance may be needed.	Forms of teaching evaluation are significantly limited or unbalanced.	Provides no teaching evaluation data.
TEACHING DEVELOPMENT				

Reflection on teaching: What is your teaching success trajectory (consistency, success with particular teaching environment, improvement over time)? How will you improve or enhance your students' achievement of these learning goals? What aspects of your teaching are you working on now? How are you making your teaching public?	Identifies a specific teaching aspect for development (e.g. incorporating technology, improving discussion leadership).	Identifies a teaching aspect for development, although the aspect may be stated somewhat vaguely or generally.	<i>Teaching aspect for development is stated too broadly or generally</i>	Does not identify a teaching aspect for development.
	DEVELOPMENT INTEGRATION			
	Connects teaching development plan to teaching and learning goals.	Connects teaching development plan to teaching and learning goals, although the connection may be not well developed	Description of teaching development plan is often basic and unreflective, with few connections to teaching and learning goals.	Does not relate teaching development plan to teaching and learning goals.
6. TEACHING LEARNING RESOURCES				
Knowledge of Content-Related Pedagogy	TLMs articulates advanced knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to standards across disciplines. Teacher demonstrates knowledge of the progression of the content standards within and across multiple grade levels and disciplines.	TLMs articulates knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to the standards. Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.	TLMs articulates a basic knowledge of the grade level concepts in the discipline. Teacher demonstrates limited connections across grade levels.	TLMs makes content errors or the teacher's plan does not articulate sufficient knowledge of the content standards.
Awareness of Students' Skills, Knowledge, and Language Proficiency	Teacher's plan tracks individuals' skills, knowledge, and language proficiency. Teacher articulates knowledge of the class/group as a whole and disaggregates data	Teacher's plan tracks learners' skills, knowledge, and language proficiency. Teacher articulates knowledge of the class/group as a whole and disaggregates data for subgroups of learners or individuals	Teacher's plan articulates the value of tracking learners' skills, knowledge, and language proficiency, but applies this knowledge in planning only for the class/group as a whole.	Teacher's plan articulates little or no awareness of learners' skills, knowledge, and language proficiency, and/or does not indicate that such knowledge is valuable.

	for learner subgroups and individuals in order to determine progress for each learner and to plan instruction and intervention.	in order to determine progress and to plan instruction and intervention.		
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7. FORMATIVE AND SUMMATIVE ASSESSMENT METHODS

ALIGNMENT WITH INDICATORS	Assessments are aligned with learning indicators.	Assessments are somewhat aligned with learning indicators, but the assessments should be revised to improve this alignment	Assessments are not identified or are not aligned with learning indicators.	This category was not applicable to the completion of this specific Learning planning assignment.
FORMATIVE ASSESSMENT Formative assessment or Assessment for learning and Assessment as learning can take many forms. See Appendix A for some possible types of formative assessment that can be used in the classroom	Lesson design includes opportunities for formative assessment (Assessment for learning, Assessment as Learning) and feedback.	Lesson design includes opportunities for formative assessment (Assessment for learning, Assessment as Learning) and feedback, however these assessments need to be strengthened.	Lesson design does not include opportunities for formative assessment and feedback.	This category was not applicable to the completion of this specific Learning planning assignment
SUMMATIVE ASSESSMENT Summative assessment, or assessment of learning, can take many forms. See Appendix B for some possible types of summative assessment that can be used in the language classroom	Teacher provides opportunities for formative assessment (Assessment of learning)	Teacher includes opportunities for summative assessment, however these assessments need to be strengthened	Teacher does not include opportunities for summative assessment	This category was not applicable to the completion of this specific planning assignment

8. Identification of learners Learning needs:
Describes how you identified the learning needs of a learner in your class and explain how you addressed the learning needs (Action Research)

9. PROFESSIONAL DEVELOPMENT

AREAS OF PROFESSIONAL DEVELOPMENT:-				
1. Collaboration	At least two of the following conditions are true: (1) A joint effort of a team of teachers of varied specialized subject areas, locations among others (2) Students work in teams for most of the project. (3) Classes depend on gathering data or input from geographically distant partners.	One of the following conditions is true: (1) A team of teachers who are at the same or different school sites. (2) Students work in teams for most of the project. (3) Classes depend on gathering data or input from geographically distant partners.	One of the following conditions is true: (1) A team of teachers shares some responsibility for the design and implementation of the project. (2) Teams of students worked together on at least part of the lesson.	Neither students nor teachers worked as teams or partners in this unit.
2. Use of the Web Medium	Use of the Internet to help students achieve their learning indicators by involving them actively in: (1) searching for information, or (2) communicating with peers and/or experts, AND synthesizing their information and/or data into a presentation that is published online.	Use of the Internet to help students achieve their learning indicators by involving them actively in at least one of the following ways: (1) searching for information, or (2) communicating with peers and/or experts.	Use of the Internet to focus, and may originate from a teacher-designed web site.	The use of the Internet treats students as passive recipients of information, is not well-defined, or is a trivial use of the medium.

Other professional development areas may include: Mastery of the Curriculum and standards; Student centeredness; Instructional designs; Assessment among others

10. CO-CURRICULAR ACTIVITIES

A brief report covering at least 2 co-curricular activities you have taken part in
See Appendix C for examples of Co-curricular activities

11. CORE COMPETENCIES

A brief report on any of the core competencies in Appendix A that you can use/have used in your lessons and those that you need support to help you to use in subsequent lessons.

The Curriculum Framework identifies six core competences and these have been used to guide the development of the Assessment Framework. The six competences are:

- Critical thinking and problem solving
- Creativity and innovation
- Communication and collaboration
- Cultural identity and global citizenship
- Personal development and citizen leadership

- Digital literacy

SAMPLES OF LEARNERS' WORK YOU HAVE MARKED AND GRADED.

12. Ten samples of learners' work you have marked and graded, showing your comments.

13. FORMAL MEETINGS WITH MENTOR

Minutes of 3 formal meetings with your mentor or lead mentor or any other education officer (e.g. Headteacher, Circuit Supervisor)

14. Evidence of In-service Training workshop/CPD

Provide evidence of at least three In-service training workshop/CPD you've attended. Certificates/photographs could be shown

15. MENTOR'S COMMENT

Your mentor's comments on your work (e.g. in a brief report or a formal letter).

16. HEADTEACHER'S FINAL RECOMMENDATION

Your headteacher's final recommendation and sign off letter. (LETTER MUST BE SIGNED, STAMPED AND PRESENTED)