

PEK Final Portfolio Review

Name _____

Category	Exceeds Expectations (3-4)	Meets Expectations (1-2)	Below Expectation (0)	Comments
Home Page	<ul style="list-style-type: none"> • Professional picture (head shot not glamour shot or party pics) • Full name, e-mail contact information • Well written introductory statement that articulates unique personality related to teaching. • Working links 	<ul style="list-style-type: none"> • Professional picture • Full name, E-mail contact information • Introductory statement • All links work (no dead links) 	<ul style="list-style-type: none"> • Picture not professional • Full name or e-mail contact not complete • Poorly written introductory statement • Some links not working 	
Philosophy	<ul style="list-style-type: none"> • Clearly and concisely communicates thoughts on why they want to teach • Interesting personal philosophy describing your classroom with a focus on <ul style="list-style-type: none"> ○ Discipline, classroom environment, learning strategies, diversity incorporating theory • Persuasive presentation of content area philosophy (Why PE, or Health Education is important) 	<ul style="list-style-type: none"> • Articulate why they want to teach • Includes personal educational philosophy, incorporating <ul style="list-style-type: none"> ○ Discipline, classroom environment, learning strategies, diversity • Content area philosophy (Goals Paper from KNFB 416) 	<ul style="list-style-type: none"> • Unclear and/or poorly written statement on why they want to teach. • Grammatical errors • Personal educational philosophy lacks <ul style="list-style-type: none"> ○ Discipline, classroom environment, learning strategies • Content area philosophy not convincing 	
Documentation	<ul style="list-style-type: none"> • Provides documented evidence on form provided in KNFB 222, including contact names, e-mails, phone numbers, and signatures for each field experience • Exceeds required hours in one or more categories 	<ul style="list-style-type: none"> • Provides documented evidence including contact names, e-mails, phone numbers, and signatures for each field experience • 100 hrs documented with at least 25 in each category, and 5 or more in elementary or secondary. <ul style="list-style-type: none"> ○ Community ○ School ○ Coaching 	<ul style="list-style-type: none"> • Poorly documented, information and/or signatures missing • Incomplete hours 	

Self-Assessment (Based on a total of 100 hrs of field based experiences you have independently completed in coaching, community, and school categories as well as coursework)	<ul style="list-style-type: none"> • Articulates what they have learned: <ul style="list-style-type: none"> ○ About themselves as a teacher ○ About students ○ About learning • Identifies strategies to address what they still need to learn to become an effective teacher 	<ul style="list-style-type: none"> • Articulates what they have learned: <ul style="list-style-type: none"> ○ About themselves as a teacher ○ About students ○ About learning • Identifies what they still need to learn to be an effective teacher 	<ul style="list-style-type: none"> • Incomplete reflection due to missing elements • Poorly written with grammatical errors 	
Resume	<ul style="list-style-type: none"> • Attractive professional layout easy to follow including all expected elements 	<ul style="list-style-type: none"> • Current e-mail contact information • Identifies professional objective <ul style="list-style-type: none"> ○ lists teaching fields ○ lists certifications/licenses • Educational background • Appropriate professional experiences • Collegiate and community honors • References with complete contact information 	<ul style="list-style-type: none"> • Unprofessional looking, missing elements, or adds irrelevant elements 	

STANDARDS/OUTCOMES

Category The beginning Physical Education teacher	Exceeds Expectations (3-4) <i>Students should identify the titles of the representative artifacts in the space provided</i>	Meets Expectations (1-2) <i>Students should identify the title of the representative artifact in the space provided</i>	Below Expectation (0)	
1. Communicate effectively in written, oral and technological formats appropriate to content, learners, and environment	Provides 2 or more representative artifacts Titles:	Provides 1 representative artifacts Title:	No artifacts provided	
2. Prepare and implement plans that meet the needs and enhance learning for students from different backgrounds (i.e., socioeconomic status, family situations), ethnicities, and ability levels	Provides 2 or more representative artifacts Titles:	Provides 1 representative artifacts Title:	No artifacts	

<p>3 a. Access, critique, analyze, interpret, and synthesize pertinent information from the literature</p>	<p>Provides 2 or more representative artifacts Titles:</p>	<p>Provides 1 representative artifacts Title:</p>	<p>No artifacts</p>	
<p>3 b. Uses a reflective cycle (e.g. descriptions, rationales, critiques, assessments of performance, and implementation of changes) to determine the effects of and improve instruction for all students</p>	<p>Provides 2 or more representative artifacts Titles:</p>	<p>Provides 1 representative artifacts Title:</p>	<p>No artifacts</p>	
<p>4. Display behaviors considered professional, legally responsible and ethical</p>	<p>Provides 2 or more representative artifacts Titles:</p>	<p>Provides 1 representative artifacts Title:</p>	<p>No artifacts</p>	
<p>5. Create plans for developing productive relationships with parents/guardians, school colleagues, and the community to advocate for physical education in the school and community supporting student growth and well being</p>	<p>Provides 2 or more representative artifacts Titles:</p>	<p>Provides 1 representative artifacts Title:</p>	<p>No artifacts</p>	
<p>6 a. Demonstrate competency in core physical education content (eg. Fundamental skills, sport and specialized movement skills, health-related fitness, physiological and biomechanical processes, and motor development)</p>	<p>Provides 2 or more representative artifacts Titles:</p>	<p>Provides 1 representative artifacts Title:</p>	<p>No artifacts</p>	
<p>6 b. Plan developmentally appropriate assessment strategies and learning experiences that motivate and include a repertoire of direct and indirect instructional formats to facilitate higher order thinking (e.g., asking questions, posing scenarios, promoting problem solving, critical thinking and application)</p>	<p>Provides 2 or more representative artifacts Titles:</p>	<p>Provides 1 representative artifacts Title:</p>	<p>No artifacts</p>	