

## PEK Final Portfolio Review

Name \_\_\_\_\_

Category	Exceeds Expectations (3-4)	Meets Expectations (1-2)	Below Expectation (0)	Points Earned
Home Page	<ul style="list-style-type: none"> <li>• Professional picture (head shot not glamour shot or party pics),</li> <li>• Full name, e-mail contact information,</li> <li>• Well written introductory statement that articulates unique personality related to teaching.</li> <li>• working links.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional picture,</li> <li>• Full name, E-mail contact information,</li> <li>• Introductory statement,</li> <li>• All links work (no dead links)</li> </ul>	<ul style="list-style-type: none"> <li>• Picture not professional</li> <li>• Full name or e-mail contact not complete</li> <li>• Poorly written introductory statement</li> <li>• Some links not working</li> </ul>	
Philosophy	<ul style="list-style-type: none"> <li>• Clearly and concisely communicates thoughts on why they want to teach</li> <li>• Interesting personal philosophy describing your classroom with a focus on               <ul style="list-style-type: none"> <li>○ Discipline, classroom environment, learning strategies, diversity incorporating theory</li> </ul> </li> <li>• Persuasive presentation of content area philosophy (Why PE, or Health Education is important)</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate why they want to teach</li> <li>• Includes personal educational philosophy, incorporating               <ul style="list-style-type: none"> <li>○ Discipline, classroom environment, learning strategies, diversity</li> </ul> </li> <li>• Content area philosophy (Goals Paper)</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear and/or poorly written statement on why they want to teach. Grammatical errors.</li> <li>• Personal educational philosophy lacks               <ul style="list-style-type: none"> <li>○ Discipline, classroom environment, learning strategies.</li> </ul> </li> <li>• Content area philosophy not convincing.</li> </ul>	
Documentation	<ul style="list-style-type: none"> <li>• Provides documented evidence on form provided in KNFB 322, including contact names, e-mails, phone numbers, and signatures for each field experience</li> <li>• Exceeds required hours in one or more categories</li> </ul>	<ul style="list-style-type: none"> <li>• Provides documented evidence including contact names, e-mails, phone numbers, and signatures for each field experience</li> <li>• 60 hrs documented with at least 20 in each category, and 5 or more in elementary or secondary.               <ul style="list-style-type: none"> <li>○ Community</li> <li>○ School</li> <li>○ Coaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Poorly documented, information and/or signatures missing</li> <li>• Incomplete hours.</li> </ul>	

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

STANDARDS/OUTCOMES

<b>Category</b>	<b>Exceeds Expectations (3-4)</b>	<b>Meets Expectations (1-2)</b>	<b>Below Expectation (0)</b>	
The beginning Physical Education teacher	<i>Students should identify the titles of the representative artifacts in the space provided.</i>	<i>Students should identify the title of the representative artifact in the space provided.</i>		
<b>1.</b> 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	
<b>2.</b> 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><b>3. a</b> 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><b>3. b.</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><b>4</b> 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><b>5.</b> 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><b>6 a.</b>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><b>6. b.</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</p>	<p>Provides 2 or more representative artifacts Titles:</p>	<p>Provides 1 representative artifacts Title:</p>	<p>No artifacts</p>	

scenarios, promoting problem solving, critical thinking and application).				
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