

## SPRINT 4 RUBRIC: Portfolio Compilation

Learner's Name:

Coach:

Date:

|                                                 | 20- Outstanding and meets the highest quality for this component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15 - Good but could be extended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10 - Satisfactory. Some elements need further refinement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5 - Poor. Learner needs to revisit this portion and revise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 0 - Not evident                      |
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| Resume & Arts Integration Specialist Philosophy | <p><i>The resume includes <b>all</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching/Instructional Experience</li> <li><input type="checkbox"/> Educational Background</li> <li><input type="checkbox"/> Arts Integration Experience</li> <li><input type="checkbox"/> Concrete attributes of an arts integration specialist</li> </ul> <p><i>Arts integration Specialist Philosophy includes <b>all</b> of the following:</i></p> <p><i>Goals focus on all of the following areas:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intended goals of an arts integrations specialist</li> <li><input type="checkbox"/> Description of how goals can effect change</li> </ul> <p><i>Explanation of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What you look for when observing arts integration in action</li> <li><input type="checkbox"/> What expectations you have for a school/classroom that integrates the arts</li> <li><input type="checkbox"/> What concrete behaviors can be seen when a school/class integrates the arts</li> </ul> <p><i>What makes you unique:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Synthesis of how you as a specialist showcase the above goals and intended outcomes</li> <li><input type="checkbox"/> How you can effect change based on the expectations and behaviors above</li> </ul> | <p><i>The resume includes <b>3</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching/Instructional Experience</li> <li><input type="checkbox"/> Educational Background</li> <li><input type="checkbox"/> Arts Integration Experience</li> <li><input type="checkbox"/> Concrete attributes of an arts integration specialist</li> </ul> <p><i>Arts integration Specialist Philosophy includes <b>6</b> of the following:</i></p> <p><i>Goals focus on the following areas:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intended goals of an arts integrations specialist</li> <li><input type="checkbox"/> Description of how goals can effect change</li> </ul> <p><i>Explanation of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What you look for when observing arts integration in action</li> <li><input type="checkbox"/> What expectations you have for a school/classroom that integrates the arts</li> <li><input type="checkbox"/> What concrete behaviors can be seen when a school/class integrates the arts</li> </ul> <p><i>What makes you unique:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Synthesis of how you as a specialist showcase the above goals and intended outcomes</li> <li><input type="checkbox"/> How you can effect change based on the expectations and behaviors above</li> </ul> | <p><i>The resume includes <b>2</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching/Instructional Experience</li> <li><input type="checkbox"/> Educational Background</li> <li><input type="checkbox"/> Arts Integration Experience</li> <li><input type="checkbox"/> Concrete attributes of an arts integration specialist</li> </ul> <p><i>Arts integration Specialist Philosophy includes <b>6</b> of the following:</i></p> <p><i>Goals focus on the following areas:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intended goals of an arts integrations specialist</li> <li><input type="checkbox"/> Description of how goals can effect change</li> </ul> <p><i>Explanation of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What you look for when observing arts integration in action</li> <li><input type="checkbox"/> What expectations you have for a school/classroom that integrates the arts</li> <li><input type="checkbox"/> What concrete behaviors can be seen when a school/class integrates the arts</li> </ul> <p><i>What makes you unique:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Synthesis of how you as a specialist showcase the above goals and intended outcomes</li> <li><input type="checkbox"/> How you can effect change based on the expectations and behaviors above</li> </ul> | <p><i>The resume includes <b>1</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching/Instructional Experience</li> <li><input type="checkbox"/> Educational Background</li> <li><input type="checkbox"/> Arts Integration Experience</li> <li><input type="checkbox"/> Concrete attributes of an arts integration specialist</li> </ul> <p><i>Arts integration Specialist Philosophy includes <b>4</b> of the following:</i></p> <p><i>Goals focus on the following areas:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intended goals of an arts integrations specialist</li> <li><input type="checkbox"/> Description of how goals can effect change</li> </ul> <p><i>Explanation of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What you look for when observing arts integration in action</li> <li><input type="checkbox"/> What expectations you have for a school/classroom that integrates the arts</li> <li><input type="checkbox"/> What concrete behaviors can be seen when a school/class integrates the arts</li> </ul> <p><i>What makes you unique:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Synthesis of how you as a specialist showcase the above goals and intended outcomes</li> <li><input type="checkbox"/> How you can effect change based on the expectations and behaviors above</li> </ul> | Resume and philosophy are incomplete |

Coach Comments & Feedback

|                           | 20- Outstanding and meets the highest quality for this component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15 - Good but could be extended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10 - Satisfactory. Some elements need further refinement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5 - Poor. Learner needs to revisit this portion and revise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 0 - Not evident                         |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Standards Alignment Guide | <p><i>Standards Alignment Guide includes all of the following:</i></p> <p><input type="checkbox"/> Introduction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Step-by-Step guide</li> <li><input type="checkbox"/> Purpose</li> </ul> <p><input type="checkbox"/> Connection to all art forms</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual/Media Arts</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Theatre</li> <li><input type="checkbox"/> Dance</li> </ul> <p><input type="checkbox"/> More than 10 aligned standards covering at least 3 of the following content areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> ELA</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> Engineering</li> </ul> <p><input type="checkbox"/> Clear and natural alignment of standards</p> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 1 project</p> | <p><i>Standards Alignment Guide includes a majority of the following:</i></p> <p><input type="checkbox"/> Introduction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Step-by-Step guide</li> <li><input type="checkbox"/> Purpose</li> </ul> <p><input type="checkbox"/> Connection to all art forms</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual/Media Arts</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Theatre</li> <li><input type="checkbox"/> Dance</li> </ul> <p><input type="checkbox"/> More than 8-10 aligned standards covering at least 2 of the following content areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> ELA</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> Engineering</li> </ul> <p><input type="checkbox"/> Clear and natural alignment of standards</p> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 1 project</p> | <p><i>Standards Alignment Guide includes some of the following:</i></p> <p><input type="checkbox"/> Introduction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Step-by-Step guide</li> <li><input type="checkbox"/> Purpose</li> </ul> <p><input type="checkbox"/> Connection to all art forms</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual/Media Arts</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Theatre</li> <li><input type="checkbox"/> Dance</li> </ul> <p><input type="checkbox"/> More than 6-8 aligned standards covering at least 1 of the following content areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> ELA</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> Engineering</li> </ul> <p><input type="checkbox"/> Clear and natural alignment of standards</p> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 1 project</p> | <p><i>Standards Alignment Guide includes few of the following:</i></p> <p><input type="checkbox"/> Introduction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Step-by-Step guide</li> <li><input type="checkbox"/> Purpose</li> </ul> <p><input type="checkbox"/> Connection to all art forms</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual/Media Arts</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Theatre</li> <li><input type="checkbox"/> Dance</li> </ul> <p><input type="checkbox"/> More than 4-6 aligned standards covering at least 1 of the following content areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> ELA</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> Engineering</li> </ul> <p><input type="checkbox"/> Clear and natural alignment of standards</p> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 1 project</p> | Standards Alignment Guide is Incomplete |

## Coach Comments & Feedback

|                          | 20- Outstanding and meets the highest quality for this component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 - Good but could be extended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10 - Satisfactory. Some elements need further refinement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 5 - Poor. Learner needs to revisit this portion and revise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0 - Not evident                               |
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| Arts Integration Samples | <p><i>Arts Integration Samples include all of the following:</i></p> <p><input type="checkbox"/> 3 fully developed original AI lessons with <b>all</b> of the following components</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 Content Standard</li> <li><input type="checkbox"/> 1 Art Standard</li> <li><input type="checkbox"/> Materials</li> <li><input type="checkbox"/> Engagement</li> <li><input type="checkbox"/> Lesson Sequence</li> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Extension</li> <li><input type="checkbox"/> Differentiation</li> <li><input type="checkbox"/> 3 Assessments</li> <li><input type="checkbox"/> Before/During/After Section</li> </ul> <p><input type="checkbox"/> 9 corresponding assessments (at least one of each)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic</li> <li><input type="checkbox"/> Formative</li> <li><input type="checkbox"/> Summative</li> </ul> <p><input type="checkbox"/> Clear alignment of standards</p> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 2 project</p> | <p><i>Arts Integration Samples include the following:</i></p> <p><input type="checkbox"/> 3 fully developed original AI lessons with <b>9</b> of the following components</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 Content Standard</li> <li><input type="checkbox"/> 1 Art Standard</li> <li><input type="checkbox"/> Materials</li> <li><input type="checkbox"/> Engagement</li> <li><input type="checkbox"/> Lesson Sequence</li> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Extension</li> <li><input type="checkbox"/> Differentiation</li> <li><input type="checkbox"/> 3 Assessments</li> <li><input type="checkbox"/> Before/During/After Section</li> </ul> <p><input type="checkbox"/> 6 corresponding assessments (at least one of each)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic</li> <li><input type="checkbox"/> Formative</li> <li><input type="checkbox"/> Summative</li> </ul> <p><input type="checkbox"/> Clear alignment of standards</p> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 2 project</p> | <p><i>Arts Integration Samples include the following:</i></p> <p><input type="checkbox"/> 3 fully developed original AI lessons with <b>8</b> the following components</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 Content Standard</li> <li><input type="checkbox"/> 1 Art Standard</li> <li><input type="checkbox"/> Materials</li> <li><input type="checkbox"/> Engagement</li> <li><input type="checkbox"/> Lesson Sequence</li> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Extension</li> <li><input type="checkbox"/> Differentiation</li> <li><input type="checkbox"/> 3 Assessments</li> <li><input type="checkbox"/> Before/During/After Section</li> </ul> <p><input type="checkbox"/> 3 corresponding assessments (at least one of each)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic</li> <li><input type="checkbox"/> Formative</li> <li><input type="checkbox"/> Summative</li> </ul> <p><input type="checkbox"/> Clear alignment of standards</p> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 2 project</p> | <p><i>Arts Integration Samples include the following:</i></p> <p><input type="checkbox"/> 3 fully developed original AI lessons with <b>7</b> the following components</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 Content Standard</li> <li><input type="checkbox"/> 1 Art Standard</li> <li><input type="checkbox"/> Materials</li> <li><input type="checkbox"/> Engagement</li> <li><input type="checkbox"/> Lesson Sequence</li> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Extension</li> <li><input type="checkbox"/> Differentiation</li> <li><input type="checkbox"/> 3 Assessments</li> <li><input type="checkbox"/> Before/During/After Section</li> </ul> <p><input type="checkbox"/> 3 corresponding assessments (at least one of each)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic</li> <li><input type="checkbox"/> Formative</li> <li><input type="checkbox"/> Summative</li> </ul> <p><input type="checkbox"/> Clear alignment of standards</p> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 2 project</p> | Lesson Samples and Assessments are Incomplete |

## Coach Comments & Feedback

|                                  | 20- Outstanding and meets the highest quality for this component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15 - Good but could be extended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10 - Satisfactory. Some elements need further refinement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5 - Poor. Learner needs to revisit this portion and revise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 0 - Not evident       |
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| Professional Development Session | <p><i>The session satisfies <b>all</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actionable (upbeat, fast paced, has a clear purpose and path)</li> <li><input type="checkbox"/> Engaging (encourages participation through individual activities or questions posed to be answered in the chat room)</li> <li><input type="checkbox"/> Relatable (connects participants to presented material, relevant to class-room needs)</li> <li><input type="checkbox"/> Provides the learner with concrete information that is not just theory or data-based.</li> <li><input type="checkbox"/> Usable one-page resource</li> <li><input type="checkbox"/> Resource is presented professionally in terms of layout, design, and content.</li> <li><input type="checkbox"/> Resource is referenced during the presentation including explanation of how best to use.</li> <li><input type="checkbox"/> Provides a clear framework with <i>Intro, Strategy/Action, Core Content, Steps, and Process to take home</i> Outline</li> <li><input type="checkbox"/> Provides a <b>combination</b> of face-to-face, virtual slides, activity in a class-room, still images, and/or student work examples</li> </ul> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 3 project</p> | <p><i>The session satisfies <b>8</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actionable (upbeat, fast paced, has a clear purpose and path)</li> <li><input type="checkbox"/> Engaging (encourages participation through individual activities or questions posed to be answered in the chat room)</li> <li><input type="checkbox"/> Relatable (connects participants to presented material, relevant to class-room needs)</li> <li><input type="checkbox"/> Provides the learner with concrete information that is not just theory or data-based.</li> <li><input type="checkbox"/> Usable one-page resource</li> <li><input type="checkbox"/> Resource is presented professionally in terms of layout, design, and content.</li> <li><input type="checkbox"/> Resource is referenced during the presentation including explanation of how best to use.</li> <li><input type="checkbox"/> Provides a clear framework with <i>Intro, Strategy/Action, Core Content, Steps, and Process to take home</i> Outline</li> <li><input type="checkbox"/> Provides a <b>combination</b> of face-to-face, virtual slides, activity in a class-room, still images, and/or student work examples</li> </ul> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 3 project</p> | <p><i>The session satisfies <b>6</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actionable (upbeat, fast paced, has a clear purpose and path)</li> <li><input type="checkbox"/> Engaging (encourages participation through individual activities or questions posed to be answered in the chat room)</li> <li><input type="checkbox"/> Relatable (connects participants to presented material, relevant to class-room needs)</li> <li><input type="checkbox"/> Provides the learner with concrete information that is not just theory or data-based.</li> <li><input type="checkbox"/> Usable one-page resource</li> <li><input type="checkbox"/> Resource is presented professionally in terms of layout, design, and content.</li> <li><input type="checkbox"/> Resource is referenced during the presentation including explanation of how best to use.</li> <li><input type="checkbox"/> Provides a clear framework with <i>Intro, Strategy/Action, Core Content, Steps, and Process to take home</i> Outline</li> <li><input type="checkbox"/> Provides a <b>combination</b> of face-to-face, virtual slides, activity in a class-room, still images, and/or student work examples</li> </ul> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 3 project</p> | <p><i>The session satisfies <b>4</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actionable (upbeat, fast paced, has a clear purpose and path)</li> <li><input type="checkbox"/> Engaging (encourages participation through individual activities or questions posed to be answered in the chat room)</li> <li><input type="checkbox"/> Relatable (connects participants to presented material, relevant to class-room needs)</li> <li><input type="checkbox"/> Provides the learner with concrete information that is not just theory or data-based.</li> <li><input type="checkbox"/> Usable one-page resource</li> <li><input type="checkbox"/> Resource is presented professionally in terms of layout, design, and content.</li> <li><input type="checkbox"/> Resource is referenced during the presentation including explanation of how best to use.</li> <li><input type="checkbox"/> Provides a clear framework with <i>Intro, Strategy/Action, Core Content, Steps, and Process to take home</i> Outline</li> <li><input type="checkbox"/> Provides a <b>combination</b> of face-to-face, virtual slides, activity in a class-room, still images, and/or student work examples</li> </ul> <p><input type="checkbox"/> Evidence of revisions based on feedback from the Sprint 3 project</p> | Session is incomplete |

## Coach Comments & Feedback

|                           | 20- Outstanding and meets the highest quality for this component                                                                                                                                                                                                                                                                                                                                                                                                                 | 15 - Good but could be extended                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10 - Satisfactory. Some elements need further refinement                                                                                                                                                                                                                                                                                                                                                                                                                | 5 - Poor. Learner needs to revisit this portion and revise                                                                                                                                                                                                                                                                                                                                                                                                              | 0 - Not evident          |
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| Portfolio Professionalism | <p><i>Portfolio is presented in a professional way with regards to the following expectations:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organized</li> <li><input type="checkbox"/> User friendly</li> <li><input type="checkbox"/> Professional grammar/spelling</li> <li><input type="checkbox"/> Materials and Resources used within the lessons are appropriately cited.</li> <li><input type="checkbox"/> Aesthetically appealing</li> </ul> | <p><i>Portfolio is presented in a professional way and adheres to 4 of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organized</li> <li><input type="checkbox"/> User friendly</li> <li><input type="checkbox"/> Professional grammar/spelling</li> <li><input type="checkbox"/> Materials and Resources used within the lessons are appropriately cited.</li> <li><input type="checkbox"/> Aesthetically appealing</li> </ul> | <p><i>Portfolio is presented in a professional way and adheres to 3 of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organized</li> <li><input type="checkbox"/> User friendly</li> <li><input type="checkbox"/> Professional grammar/spelling</li> <li><input type="checkbox"/> Materials and Resources used within the lessons are appropriately cited.</li> <li><input type="checkbox"/> Aesthetically appealing</li> </ul> | <p><i>Portfolio is presented in a professional way and adheres to 2 of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organized</li> <li><input type="checkbox"/> User friendly</li> <li><input type="checkbox"/> Professional grammar/spelling</li> <li><input type="checkbox"/> Materials and Resources used within the lessons are appropriately cited.</li> <li><input type="checkbox"/> Aesthetically appealing</li> </ul> | Portfolio was incomplete |

## Coach Comments & Feedback