

# Phase 3 College of Education Portfolio Portfolio Evaluator Guide

Effective September, 2005



Prepared by the  
Ongoing Improvement of the Portfolio Committee  
of the  
Department of Curriculum and Instruction  
with the cooperation of the  
Department of Educational Foundations

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## **To the Portfolio Evaluator,**

The implementation of the teacher development and licensure portion of the 2000 PI-34 legislation made significant changes in the teacher development and licensure process experience of pre-service teachers. One of the changes this law introduced was the requirement that students maintain a portfolio that would document their development and progress in achieving the Wisconsin Standards for Teacher Development and Licensure (WTS) at an acceptable level for initial licensure. Two years ago, the Ongoing Improvement of the Portfolio Committee initiated review and modification of the College of Education Portfolio (COEP) structure and organization. During this review process, the committee members became aware of the problem of keeping supervisors and portfolio evaluators, particularly faculty and staff who do not attend department meetings informed of changes, modifications, and interpretations of the portfolio development process.

The purpose of this guide is to describe the portfolio process developed by this committee and approved for implementation in the fall, 2005. The committee members hope that the revised structure for the Phase 3 COEP will help support the students as they complete this final stage preceding their full semester of Directed Teaching. Before the pre-service teachers enter the field classroom for the full semester of Directed Teaching, they must present scores of *acceptable (2)* or better on all aspects of their Phase 3 (COEP) and passing scores on the appropriate Praxis II content knowledge test(s).

The majority of the artifacts in the Phase 3 COEP are likely to come from work students prepared for methods courses, although work from the Field Study and/or Alternate Directed Teaching experience may be used. Most of the artifacts that come from methods courses will have been scored by the instructor of the course for which the student prepared the assignment; however, if a student has included an artifact in the reflective narrative and their appendix that has not been scored using the Phase 3 WTS, as the evaluator, you assign and record an artifact score. While the student has the responsibility for obtaining the WTS scores for their artifacts, there may be some cases in which the student is unable to obtain these scores from the instructor of the course. In these cases, use your professional judgment in assigning an artifact score based on the Phase 3 WTS rubric on pages 13-18 of this guide.

This guide provides you with a reference to help you 1) understand the expectations and structure of the Phase 3 COEP, 2) assign artifact scores if necessary, and 3) maintain the Phase 3 COEP Record Sheet. After you complete your review and evaluation, return the student's portfolio and submit the COEP Phase 3 Scoring Report Sheet to the Department of Curriculum

and Instruction, 3032 Winther Hall. As a portfolio reviewer and evaluator, you score the following items in the Phase 3 COEP:

1. Any artifacts without Phase 3 WTS scores referenced by the student in the reflective narrative,
2. The Philosophy of Teaching,
3. The Reflective Narrative, and
4. The Wisconsin Teaching Standard (WTS) 9 (see WTS, p. X of this guide) if the student does not submit and reference a separate artifact for this standard.

### **Evaluation Directions**

For your reference, this guide includes copies of the writing instructions for students and the appropriate scoring rubrics for both the philosophy of teaching statement and the Reflective Narrative statement. Use these instructions and rubrics to guide you as you review and assign scores to these two written documents. The last set of rubrics, the Phase 3 WTS Artifact Scoring Rubrics is for your reference if you find it necessary to score an artifact.

### **Brief Description of the Parts of the College of Education Portfolio** (From Student Guide)

#### **Personal Philosophy/Pedagogy Statement**

Write a personal teaching philosophy statement to be evaluated during the Phase 3 COEP review (see p. 6 & 7 of this guide). If the portfolio reviewer assigns your personal philosophy/pedagogy statement a score of 3 or 4, it *will not be* re-evaluated during Phase 4 review. If the portfolio reviewer evaluates your personal philosophy/pedagogy statement as *Basic or lower* ( $\leq 2$ ), your statement *will be* re-evaluated during Phase 4. If the personal philosophy/pedagogy statement is *Unacceptable* ( $< 2$ ), you are not required to, but may take CIGENRL 498 for remediation and additional assistance. If *all* other parts of the Phase 3 portfolio are at or above *Basic* ( $\geq 2$ ), you will be allowed to student teach.

#### **Reflective Narrative**

Write one reflective narrative relating to any 7 of the WTS 1-10 (see p. 8 & 9 of this guide). Subdivide the narrative into sections, one section for each of the WTS addressed in the narrative. Within this narrative, refer to the artifact(s) that you use as evidence of your progress and development. The narrative should refer to the specific aspect of the artifact relating to the WTS identified. Arrange the sections in sequential order, i.e., WTS 1, 2, 3, 4, etc.

#### **Artifacts**

As you progress through the courses in the licensure sequence, instructors of some courses will score certain assignments using a Phase 3 rubric for the Wisconsin Teaching Standards (WTS). These will be the assignments on which the complexity or scope of the tasks involved could be scored at or above the *Basic* level ( $\geq 2$ ). Some instructors will provide scored WTS rubrics when they return the assignment to you. Other instructors may indicate that the assignment could be scored at or above the *Basic* level and request that you provide a copy of the Phase 3 WTS rubric if you wish to have them score it. Mark the WTS standards you wish scored on the rubric.

Sometime close to the time when you prepared the assignment, take time to write yourself a few informal notes about the assignment in case you decide to use as an artifact in your Phase 3 portfolio. These notes will help you at the time you write your formal reflective narrative (See p. 8 of this guide and WTS reflective narrative rubric). These notes might address the following questions:

- a. What is the artifact or performance?
- b. In what ways does the artifact or performance provide evidence of progress in achieving one or more WTS? Be specific; list the standard(s).
- c. What did you learn by creating this artifact or implementing it or giving a performance?
- d. What evidence of professional growth for you does the artifact or performance provide?
- e. If the artifact represents a time when you were able to implement some of your own work with K-12 students, what evidence does it provide that the learners derived benefit from the implementation?

Select no more than seven artifacts or documents of performance to use in your reflective narrative. Clearly label and place these artifacts or documents of performance in the Artifact Appendix of the Phase 3 section of your COEP.

*Tips for tracking artifacts:*

1. Keep all WTS scored assignments or documents of performance in a file for possible use in your Phase 3 COEP.
2. Keep informal reflective notes on these assignments or documents of performance for yourself in a journal or computer file.
3. Keep a check sheet for yourself to track the levels you have achieved on the WTS as described on the Phase 3 WTS scoring rubric.
4. Select artifacts or documents of performance that provide the strongest evidence of your progress on a minimum of seven WTS.
5. A single artifact or document of performance may have acceptable scores for more than one WTS.

### **Courses Serving as a Source of Artifacts Scored Using the WTS Phase 3 Scoring Rubric (From Student Guide)**

The courses listed below will have at least one assignment that is in sufficient depth and/or complexity to provide evidence of your progress in fulfilling the indicated WTS at or above the Basic level on the Phase 3 Artifact Rubric (See pages 11-18 of this guide).

Artifact for WTS 1 (Subject Matter Competency):	Methods <u>courses</u>
Artifact for WTS 2 (Growth and Development):	SECNDED 466 <sup>1</sup> or READING 460
Artifact for WTS 3 (Diverse Learners):	SECNDED 466 <sup>1</sup> or READING 460
Artifact for WTS 4 (Instructional Strategies):	Methods <u>courses</u>
Artifact for WTS 5 (Classroom Management & Climate):	Methods <u>courses</u>
Artifact for WTS 6 (Communication):	SECNDED 466 <sup>1</sup> or READING 460
Artifact for WTS 7 (Instructional Planning):	Methods <u>courses</u>
Artifact for WTS 8 (Assessment Strategies):	EDFOUND 424/425 <sup>1</sup>

These and other courses may address additional standards. For each standard, you must identify *one* artifact to serve as evidence of your progress. You may include artifacts from courses or field experiences other than the ones listed here so long as (a) you can demonstrate their relationship to the designated standard and (b) you obtain scores on the appropriate Phase 3 Artifact Rubric from your instructor or supervisor.

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<sup>1</sup>If a student has not completed SECNDED 466 (where WTS 2, 3 and 6 are addressed) as part of the methods block, then the student will not turn in a portfolio for the Phase 3 review during the methods block. The student may submit a phase 3 portfolio during the semester when he or she expects to have completed this course, which is a prerequisite for student teaching. If a student has not completed EDFOUND 424/425 (where WTS 8 is addressed) by the time the methods block is completed, then the student should choose standards other than WTS 8 to discuss in the Phase 3 portfolio.

The score the reviewer gives you on your Reflection on Learning criterion on the Reflective Narrative Rubric will be your score for WTS 9 for the Phase 3 review. This score may be counted as one of the 7 artifact scores needed for the Phase 3 review. If you do not receive an evaluation at or above the *Basic* ( $\geq 2$ ) level on at least 7 of the artifacts and an acceptable narrative score at or above the *Basic* ( $\geq 2$ ) level for the Phase 3 portfolio review, you must take the portfolio remediation course, CIGENRL 498.

### **Directions for Preparation of the Portfolio** (From Student Guide)

Place all of the Phase 4 College of Education Portfolio (COEP) materials *immediately after the Phase 3 section of your COEP*. Insert a divider that clearly marks the beginning of the Phase 4 section. Immediately after the divider, place a completed copy of the cover sheet (see page 5 of this guide) for the Phase 4 COEP and then insert the expected documents #1-6 in the order listed. *Do not use plastic sheet protectors in the portfolio.*

### **Organization of the Phase 3 College of Education Portfolio** (From Student Guide)

Place items 1-5 in your COEP in the following order:

1. Personal Philosophy/Pedagogy Statement
2. Reflective Narrative: Arrange sections in the sequential order of the WTS
3. Artifact Appendix: In an organized fashion, include each artifact mentioned in the Reflective Narrative for the Phase 3 Portfolio. Clearly identify each artifact placed in the Artifact Appendix
4. Field Study Observation Report(s) completed by university supervisor (if available)
5. Field Study Evaluation(s) completed by cooperating teacher (if available)

**Copies of the following evaluation forms may be accessed at**

<http://academics.uww.edu/cni/forms.html>

### **Phase 3 Portfolio Guides and Rubrics**

Phase 3 Student Guide  
Philosophical Statement Directions and Rubric  
Phase 3 Reflective Narrative Directions and Rubric

*This page is provided to inform you of a similar page that your student teacher will ask you to sign when he or she has completed the Phase 4 Portfolio.*

**COVER SHEET FOR THE PHASE 3 PORTFOLIO  
Curriculum and Instruction**

**Name:**

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**Student ID Number:**

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**Major:**

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**Minor (if applicable):**

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## Student Directions for Writing the Teaching Philosophy Statement

Begin this section of your portfolio with a philosophical statement that will give the reader a good idea of who you are and what you value as a professional. The statement should reveal how you think about teaching and help the reader envision how you will teach. In a unified composition of about 1000 words *from your personal perspective*,

1. identify the 2-3 most important purposes of teaching;
2. explain what it means for someone truly to learn something; and
3. give specific examples from your teaching experience discussing the most important principles that will guide your actions as a teacher.

### Suggestions:

- Introduce your statement with a single image, incident, quotation, or metaphor that encapsulates your philosophy and that can serve to unify your essay.
- While using an appropriate academic style, write in a way that reflects your own voice and personality.
- Emphasize principles that you can refer to elsewhere in the portfolio in discussing examples of your skills, knowledge, and dispositions.
- Include examples from your experience to illustrate and support your ideas.
- Read the rubric before you write your philosophy statement. After you have written your philosophy statement use the rubric to score the draft as if you were an evaluator.

### Criteria for evaluating the statements:

1. Statement is logical, elaborated, and internally consistent
2. Illustrative examples are detailed, pertinent, and memorable
3. Writing
  - a. Clear
  - b. Organized
  - c. Unified
  - d. Free from errors of mechanics and usage
  - e. Written in appropriate academic style
  - f. Suggests author's voice

## Teaching Philosophy Statement Scoring Rubric

Criterion	<b>Undocumented 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>	Score
<b>Idea Development</b>	The statement is incoherent or extremely brief or contains major logical inconsistencies	Statement expresses several ideas about teaching that are ambiguous or not connected	Statement meets one of the following criteria: logical, elaborated, consistent	Statement meets two of the following criteria: logical, elaborated, consistent.	Statement is logical, elaborated, and internally consistent	<b>Score:</b> _____
<b>Illustrative Examples</b>	No illustrative examples are included	The statement includes at least one example, but the relationship to teaching experience or plans is unclear	Examples from the writer's experience show only one of ○ detail ○ clear relevance, ○ vividness or memorability	Examples from the writer's experience or plans are ○ detailed and pertinent, ○ but not memorable	Illustrative examples from the writer's experience or plans are detailed, pertinent, and memorable	<b>Score:</b> _____
<b>Quality of Writing</b>	The statement is very difficult to read because of its style, usage, mechanics, or organization	Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Writing is clear, well organized, unified, free from errors of mechanics and usage, an appropriate academic style, with a strong suggestion of the author's individual voice	<b>Score:</b> _____

**Total:** \_\_\_\_\_

**Mean:** \_\_\_\_\_

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

### Phase 3 Reflective Narrative Directions

(From student guide)

Divide the Reflective Narrative into a series of subsections. In each subsection, address one WTS and answer three general sets of questions. These sets of questions correspond directly to the assessment criteria in the rubric and are intended to prompt your thinking, not to structure your narrative. Write the Reflective Narrative in paragraph form, not as a list of answers to questions or replies to sub-prompts.

1. *What is the relationship of the Artifact or Performance to the Standards?*  
Identify and describe the artifact or performance and the context in which it was used or observed.  
State the connection between the artifact or performance and specific WTS(s).  
Discuss evidence this artifact or performance provides that you have made progress in fulfilling this/these WTS(s).
2. *What did you learn about your teaching and learning as well as the students' learning via this artifact or performance?*  
Discuss what you learned by creating or implementing this artifact or performance.  
Present and discuss evidence of a connection between the artifact or performance and student learning or achievement.
3. *What professional goals have you set for yourself? What actions might you take to fulfill these goals?*  
State personal goals related to this/these WTS(s) you have set for yourself.  
Provide rationale for selecting specific means of reaching these goals.

#### *Tips that may help you organize your Reflective Narrative*

- Before writing the Reflective Narrative, refer to the Reflective Narrative Rubric and to the Phase 3 Artifact or Performance Rubric.
- Describe each artifact or performance in an educational context, for example as part of a lesson, unit, or curriculum. Consider the “W” questions journalists use as mental prompts: who, what, when, where, and why.
- It may be helpful to think of the artifact or performance as a case or aspect of something larger and broader.
- Share your thoughts on any larger educational issues that you have encountered relevant to each standard.
- Keep in mind the mark of a good teacher is the ability to think deeply and honestly about his/her practice in order to become an even more effective educator. The reflection section should demonstrate your ability to engage in that kind of thinking.
- For each artifact or performance, consider using the following or similar format:  
This <name the artifact or performance> shows that  
I have at least partially demonstrated WTS(s) <name the WTS(s)>  
by <creating, doing, implementing, planning, etc.> . . . .

### Reflective Narrative Rubric

Areas Assessed	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
<b>Relationship of the Artifact or Performance to the Standards</b>	No discussion of how the artifact relates to the WTS standards or specialty organization Standards.	The discussion is inadequate to clearly understand (or the discussion misjudges) how the artifact/ or performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact or performance. Discusses in general, impersonal terms how the artifact or performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact or performance and its context of use. Discusses in specific, personal terms how the artifact or performance relates to the WTS and/or specialty organization standards.	Briefly, yet perceptively describes the artifact or performance and its context of use. Discusses how the artifact or performance offers a personal and original insight into the WTS and/or specialty organization standards.	<b>Score:</b>  _____
<b>Reflection on Learning</b>	Provides no self assessment of one's learning or impact of one's teaching on student achievement.	Provides very limited or confusing assessment of one's learning and the impact of one's teaching on student achievement.	Provides vague or incomplete assessment of one's learning with only a limited statement of the impact of one's teaching on student achievement.	Provides assessment of one's learning with some statement of impact of one's teaching on student achievement.	Provides a careful and detailed assessment of one's learning and the impact of one's teaching on student achievement.	<b>Score:</b>  _____
<b>Reflection on Professional Goals</b>	Provides no reflection about future goals.	The discussion is inadequate to clearly understand what general or specific goals have resulted from the experience and how they can be reached.	Discusses general directions for future growth in the WTS in general impersonal terms OR gives specific goals out of context.	Discusses general directions OR specific goals for future growth in the WTS with examples of how they can be reached.	Discusses general directions AND specific goals for future growth in the WTS. Explains reasons for choosing specific means of reaching these goals. Recognition of the interconnectedness of the WTS evident.	<b>Score:</b>  _____
<b>Quality of Writing</b>	The narrative is very difficult to read because of its style, usage, mechanics, or organization	Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Writing is clear, well organized, unified, free from errors of mechanics and usage, an appropriate academic style, with a strong suggestion of the author's individual voice	<b>Score:</b>  _____

**Mean:** \_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

## Wisconsin Teaching Standards (WTS)

**1. Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the subject matters she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

**2. Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**4. Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

**5. Teachers know how to manage a classroom.**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**7. Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**8. Teachers know how to test for student progress.**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

**9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

**10. Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

**WTS Scoring Rubric for Artifacts  
Phase 3 Portfolio Review**

<b>Standard</b>	<b>Incomplete 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>
<p><b>WTS 1</b> Subject matter competency</p> <p>Score: _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Materials indicate only a rudimentary grasp of the subject matter as an accumulation of facts, standard procedures, and assigned tasks. <input type="checkbox"/> Materials rely on only a single method of representation. <input type="checkbox"/> No rationale for selection of resources and curriculum; opinion used as basis for making decisions.</p>	<p><input type="checkbox"/> Materials suggest a concept of the subject matter as an additive accumulation of facts, standard arguments, central generalizations, and study procedures. <input type="checkbox"/> Materials rely on only two or three methods of representation. <input type="checkbox"/> Thin rationale for the selection of resources and curriculum, typically reference authority or tradition as a basis for making decisions.</p>	<p><input type="checkbox"/> Materials exhibit a solid grasp of the subject matter and its complexity and study or inquiry methods. <input type="checkbox"/> Materials incorporate multiple representations, and inquiry methods; little concern for core assumptions of the subject matter or impact that representation method(s) has (have) on the subject matter. <input type="checkbox"/> Strong, careful rationale for the selection of resources and curriculum.</p>	<p><input type="checkbox"/> Materials exhibit a solid grasp of the culture and complexity of the subject matter and the core assumptions and study or inquiry methods associated with the subject matter. <input type="checkbox"/> Materials show recognition of the impact on the subject matter of the representation methods, core assumptions, and inquiry methods. <input type="checkbox"/> Insightful, carefully argued rationale for the selection of resources and curriculum.</p>

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**WTS Scoring Rubric for Artifacts  
Phase 3 Portfolio Review**

<b>Standard</b>	<b>Incomplete 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>
<p style="text-align: center;"><b>WTS 2</b> Growth and Development</p> <p style="text-align: center;">Score:  _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Materials show only a rudimentary concept of developmental domains and the impact on student learning or students' progression across them.</p> <p><input type="checkbox"/> Materials show an exclusive concern for content coverage.</p>	<p><input type="checkbox"/> Materials indicate that instructional decisions are based on limited consideration of the influence on learning of students' progression across the cognitive domain.</p> <p><input type="checkbox"/> Materials show a greater concern for content coverage than for how students construct knowledge, make meaningful connections, and acquire skill.</p>	<p><input type="checkbox"/> Materials show that instructional decisions are based on a careful consideration of the influence on learning of students' progression across the cognitive domain.</p> <p><input type="checkbox"/> Materials show a functional understanding of how students construct knowledge, make meaningful connections, and acquire skills.</p>	<p><input type="checkbox"/> Materials indicate that instructional decisions are based on careful consideration of the influence on learning of students' progression across multiple developmental domains.</p> <p><input type="checkbox"/> Materials show a clear understanding of how students construct knowledge, make meaningful connections, acquire skills, and develop habits of mind.</p>

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**WTS Scoring Rubric for Artifacts  
Phase 3 Portfolio**

<b>Standard</b>	<b>Incomplete 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>
<p><b>WTS 3</b> Diverse Learners</p> <p>Score:  _____</p>	<input type="checkbox"/> No evidence or materials are incomplete	<input type="checkbox"/> Materials show an exclusive concern for content coverage and <input type="checkbox"/> General disregard for learner differences evident. <input type="checkbox"/> Little evidence of flexibility in materials.	<input type="checkbox"/> Materials show recognition of the need to adapt instruction to students' needs. <input type="checkbox"/> A restricted concept of student needs is evident. <input type="checkbox"/> Materials appear to be flexible enough to be adapted to student needs, but few specific adaptations suggested.	<input type="checkbox"/> Materials show recognition of the need to adapt instruction to address students' needs and strengths. <input type="checkbox"/> A wide range of student needs and strengths considered. <input type="checkbox"/> Materials show careful consideration of adaptations to specific aspects of student diversity and needs.	<input type="checkbox"/> Materials show specific adaptation of instruction to address students' needs and strengths. <input type="checkbox"/> A wide range of student needs, strengths, and cultural backgrounds considered. <input type="checkbox"/> Materials show creativity in preparing to address student needs.

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**WTS Scoring Rubric for Artifacts  
Phase 3 Portfolio**

<b>Standard</b>	<b>Incomplete 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>
<p align="center"><b>WTS 4</b> Instructional Strategies</p> <p align="center">Score:  _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Materials typically show a singular, expository approach to content coverage.</p> <p><input type="checkbox"/> Few instructional resources other than print resources used.</p> <p><input type="checkbox"/> Plans emphasize the presentation of knowledge with little concern for student thinking</p>	<p><input type="checkbox"/> Materials give evidence of knowledge of different instructional models and strategies as well as their advantages and limitations.</p> <p><input type="checkbox"/> A narrow selection of instructional materials and resources including print and electronically accessed resources used.</p> <p><input type="checkbox"/> Materials tend to emphasize acquisition of knowledge rather than development of students' problem solving and critical thinking capabilities.</p>	<p><input type="checkbox"/> Materials show development of coherent plans incorporating different instructional models and strategies with a vague appreciation of their advantages and limitations.</p> <p><input type="checkbox"/> A variety of instructional materials and resources including human, print, and electronically accessed resources used.</p> <p><input type="checkbox"/> Plans show a concern for student acquisition of content and skills, but a limited concern for development of students' problem solving and critical thinking capabilities.</p>	<p><input type="checkbox"/> Materials present well developed plans incorporating different instructional models and strategies with clear recognition of their advantages and limitations</p> <p><input type="checkbox"/> Materials integrate a variety of instructional materials and human, print, and electronically accessed resources.</p> <p><input type="checkbox"/> Plans show a concern for student acquisition of content and skills and encourage development of students' problem solving and critical thinking capabilities</p>

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**WTS Scoring Rubric for Artifacts  
Phase 3 Portfolio Review**

<b>Standard</b>	<b>Incomplete 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>
<p style="text-align: center;"><b>WTS 5</b> Classroom Management and Climate</p> <p style="text-align: center;">Score:  _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Material show superficial knowledge of the difference between extrinsic and intrinsic motivation.</p> <p><input type="checkbox"/> Materials do not show recognition of the role planning for the management of time, space, materials, and student organization and movement plays in maintaining a positive classroom climate.</p>	<p><input type="checkbox"/> Materials show knowledge of the difference between extrinsic and intrinsic motivation.</p> <p><input type="checkbox"/> Materials suggest recognition of the role that planning for the management of time, space, materials, and student organization and movement plays in providing a positive classroom climate.</p>	<p><input type="checkbox"/> Materials show comprehension of the difference between extrinsic and intrinsic motivation.</p> <p><input type="checkbox"/> Plans document a reasoned approach for the management of time, space, materials, and student organization and movement intended to provide a positive climate for learning in the classroom.</p>	<p><input type="checkbox"/> Materials show clear, functional understanding of the difference between extrinsic and intrinsic motivation.</p> <p><input type="checkbox"/> Plans document a reasoned, practical approach to the management of time, space, materials, and student organization and movement providing a positive climate likely to foster a high level of student engagement, self-reliance, and responsibility in the classroom.</p>

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**WTS Scoring Rubric for Artifacts  
Phase 3 Portfolio Review**

<b>Standard</b>	<b>Incomplete 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>
<p style="text-align: center;"><b>WTS 6</b> Communication</p> <p style="text-align: center;">Score:  _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Materials show knowledge of the role of verbal language in learning.</p> <p><input type="checkbox"/> Plans tend to be limited to spoken language or reading written text.</p> <p><input type="checkbox"/> Materials present a limited knowledge of different question classification schemes, question structures, and question purposes.</p> <p><input type="checkbox"/> No appreciation evident of the possibility that language use in the classroom may carry embedded cultural messages in addition to subject matter-specific content being considered.</p>	<p><input type="checkbox"/> Materials show knowledge of the role of verbal and non-verbal language in learning.</p> <p><input type="checkbox"/> Materials give limited evidence of knowledge of how to use visual and media communication to support student learning.</p> <p><input type="checkbox"/> Materials also show knowledge of different question classification schemes, question structures, and question purposes.</p> <p><input type="checkbox"/> Little appreciation evident of the possibility that language use in the classroom may carry embedded cultural messages in addition to subject matter-specific content being considered.</p>	<p><input type="checkbox"/> Materials exhibit comprehension of the role of verbal and non-verbal language in learning.</p> <p><input type="checkbox"/> Plans incorporate visual imagery and tools and electronic media in addition to spoken language and written text to support learning, interaction, and collaboration.</p> <p><input type="checkbox"/> Materials show knowledge of different question types serving different purposes.</p> <p><input type="checkbox"/> Some appreciation evident of the possibility that while language is used for different purposes in the classroom, its usage may carry cultural messages in addition to the subject matter-specific content being considered.</p>	<p><input type="checkbox"/> Materials present a dynamic understanding of the role of verbal and non-verbal language in learning.</p> <p><input type="checkbox"/> Plans incorporate creative, varied, practical use of the language, visual imagery, and electronic media to support learning, interaction, and collaboration.</p> <p><input type="checkbox"/> Materials show clear knowledge and keen selection of different question types serving different purposes.</p> <p><input type="checkbox"/> Generally, the materials show a keen understanding that while language is used for different purposes in the classroom, its usage style may carry cultural messages in addition to the subject matter-specific content being considered.</p>

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

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<b>Standard</b>	<b>Incomplete 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>
<p align="center"><b>WTS 7</b> Instructional Planning</p> <p>Score:  _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Plans addresses the needs of only one ability level.  <input type="checkbox"/> Plans are unrelated to the curriculum goals or students' prior knowledge, or  <input type="checkbox"/> Plans do not encourage student engagement, problem solving, or critical thinking.  <input type="checkbox"/> Evidence of contingency thinking absent</p>	<p><input type="checkbox"/> Lesson plan(s) address the needs of students either at more than one level or with more than one learning style.  <input type="checkbox"/> The content considered has a general connection to the curriculum goals, but little connection to students' prior knowledge.  <input type="checkbox"/> Limited opportunities for student engagement, problem solving, or critical thinking present. <input type="checkbox"/> Little evidence of contingency thinking present.</p>	<p><input type="checkbox"/> Lesson plan(s) addresses the needs of students at more than one ability level who also present more than one learning style.  <input type="checkbox"/> The content focus has a direct connection to the curriculum goals and a deliberate connection to students' prior knowledge.  <input type="checkbox"/> Plan provide for student engagement and involves students in problem solving and/or critical thinking.  <input type="checkbox"/> Some evidence of contingency thinking present.</p>	<p><input type="checkbox"/> Plans address the needs of students at multiple ability levels who also present multiple learning styles, and represent multiple cultural and language backgrounds. Creativity evident in the plan.  <input type="checkbox"/> Plans target and extend the curriculum goals, and activate students' prior knowledge.  <input type="checkbox"/> Plans encourage a high level of student engagement and involve students in problem solving and/or critical thinking.  <input type="checkbox"/> Plans build in some flexibility and contingency thinking.</p>

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

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<b>Standard</b>	<b>Incomplete 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>
<p><b>WTS 8</b> Assessment Strategies</p> <p>Score:  _____</p>	<p><input type="checkbox"/> No evidence or incomplete or materials are incomplete</p>	<p><input type="checkbox"/> Materials give little evidence of knowledge and use of the differences among types of formal and informal assessment strategies.</p> <p><input type="checkbox"/> Assessment materials thin or vague, may only propose a single assessment method.</p> <p><input type="checkbox"/> No evidence of a concern for adaptations.</p> <p><input type="checkbox"/> Materials give little evidence of understanding of measurement theory and assessment-related issues.</p>	<p><input type="checkbox"/> Materials provide evidence of basic knowledge and use of formal and informal assessment</p> <p><input type="checkbox"/> While assessment(s) are developed, generally a variety of methods are not included.</p> <p><input type="checkbox"/> Limited evidence of a concern for adaptations (developmental, linguistic, and cultural differences among students)</p> <p><input type="checkbox"/> Evidence provided indicates student has some understanding of measurement theory and assessment-related issues (validity, reliability, bias, etc.)</p>	<p><input type="checkbox"/> Materials provide evidence of a variety of formal and informal assessment methods.</p> <p><input type="checkbox"/> Evidence of a variety of assessments included.</p> <p><input type="checkbox"/> Adaptations are included (developmental, linguistic, and cultural differences among students).</p> <p><input type="checkbox"/> Demonstrates understanding of measurement theory and assessment-related issues (validity, reliability, bias, etc.).</p>	<p><input type="checkbox"/> Materials provide evidence of flexible and independent use of various formal and informal assessment strategies.</p> <p><input type="checkbox"/> A variety of assessment methods are included, justified and evaluated.</p> <p><input type="checkbox"/> Adaptations are included (developmental, linguistic, and cultural differences among students), justified and evaluated.</p> <p><input type="checkbox"/> Theoretical aspects of measurement and evaluation are represented directly and clearly throughout materials included.</p>

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

### Phase 3 Artifact and/or Performance Rubric DRAFT

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;"><b>WTS 10</b> Positive Relationships</p> <p style="text-align: center;">Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No consideration of the need for planning in order to provide a safe, organized classroom environment.</li> <li><input type="checkbox"/> Avoids collaborative relationships with peers in the teacher-education program and /or mentors on school staff.</li> <li><input type="checkbox"/> Does not participate in collegial activities. Makes comments or takes actions that hinder effective communication among peers or with colleagues in field placements.</li> <li><input type="checkbox"/> Makes no effort to learn about students in field placements.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Materials show only rudimentary recognition of the need for planning in providing a safe, organized classroom environment.</li> <li><input type="checkbox"/> Tends to be a solitary worker who may occasionally respond to suggestions, offers of support, or feedback from peers or mentors on school staff.</li> <li><input type="checkbox"/> Occasionally seeks help from colleagues, supervisors, or counselors in field placements when working with students who are having or causing problems in class.</li> <li><input type="checkbox"/> Shows little effort to learn about backgrounds and/or families of students in the field placement; little concern for student rights.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Materials show a clear acknowledgement of the need for practical plans for providing a safe, organized classroom environment.</li> <li><input type="checkbox"/> When initiated by others, willingly participates in collaborative professional relationships with peers or mentors on school staff to improve the learning environment.</li> <li><input type="checkbox"/> Participates in one collegial education-related community activity.</li> <li><input type="checkbox"/> Interacts with students in field placements in accordance with assigned responsibilities; shows a concern for students, their backgrounds, families, and rights.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Materials show specific, basic plans for providing a safe, organized classroom environment.</li> <li><input type="checkbox"/> Initiates collaborative relationships with peers in teacher-education program and/or mentors on school staff in order to differentiate instruction and/or improve the learning environment.</li> <li><input type="checkbox"/> Participates in collegial activities at the university or in field place-ments, such as workshops, seminars, education-related community service</li> <li><input type="checkbox"/> Actively cultivates a positive relationship with students and their families in field placements. Recognizes the teacher’s role as an advocate for students and their rights.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Materials include thorough, practical plans for providing and maintaining a safe, organized classroom environment.</li> <li><input type="checkbox"/> Serves as a mentor, reviewer or editor, or critical observer for peers in the teacher-education program in order to differentiate instruction and improve the learning environment.</li> <li><input type="checkbox"/> Participates in collegial activities beyond the university and field placement, such as workshops and conferences such as education-related community service, advocacy for students, political education, or outreach to families.</li> <li><input type="checkbox"/> Takes a leadership role in collegial activities at the university or in a field placement, advocating for improvement of the learning environment and fulfillment of student rights.</li> </ul>

Comments:

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Major: \_\_\_\_\_

Phase 3 \_\_\_\_\_ Phase 4 \_\_\_\_\_ College of Education Portfolio Evaluation Record Sheet

PHILOSOPHY STATEMENT	Scores											
Idea Development		<b>Evaluator:</b> _____ (Please print name clearly)										
Illustrative Examples		<b>Evaluator:</b> _____ <b>Date:</b> _____ (Signature)										
Quality of Writing		<b>Student:</b> _____ <b>Date:</b> _____ (Signature: I have read and understood the evaluation)										
Final Philosophy Score (Mean)		<b>C&amp;I Office:</b> _____ <b>Date:</b> _____ (Initials: I have received the scoring sheet)										
NARRATIVE STATEMENTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	Narrative Subscores
Relationship of the Artifact or Performance to the Standards												
Reflection on Learning*												
Reflection on Professional Goals												
Quality of Writing												
												<b>Final Narrative Score</b>
Composite Reflective Narrative Scores												
ARTIFACTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	
Artifact Final Scores												

\*Student's Narrative Subscore for Reflection on Learning may be used as Artifact Final Score for WTS 9.

Summative evaluation (check one): \_\_\_\_\_ Acceptable \_\_\_\_\_ Unacceptable

Comments: (Optional):

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Major: \_\_\_\_\_

Phase 3 \_\_\_\_\_ Phase 4 \_\_\_\_\_

**College of Education Portfolio Evaluation Record Sheet**  
with complete narrative submitted all at once.

PHILOSOPHY STATEMENT		Scores
Idea Development		
Illustrative Examples		
Quality of Writing		
Final Philosophy Score (Mean)		

**Evaluator:** \_\_\_\_\_  
(Please print name clearly)

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature)

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature: I have read and understood the evaluation)

**C&I Office:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Initials: I have received the scoring sheet)

NARRATIVE STATEMENTS		Narrative Subscores
Relationship of the Artifact or Performance to the Standards		
Reflection on Learning*		
Reflection on Professional Goals		
Quality of Writing		
	<b>Final Narrative Score</b>	

ARTIFACTS	WTS 1	WTS 2	WTS 3	WTS 4	WTS 5	WTS 6	WTS 7	WTS 8	WTS 9*	WTS 10
Artifact Final Scores										

\*Student's Narrative Subscore for Reflection on Learning may be used as Artifact Final Score for WTS 9.

**Summative evaluation (check one):** \_\_\_\_\_ **Acceptable** \_\_\_\_\_ **Unacceptable**

**Comments: (Optional):**