

**Portfolio Rubric
EdS Certification***

InTASC Standard	Advanced	Target	Developing	Unacceptable
The Learner and Learning (1 & 2)	Evaluates, redesigns, and implements informed learning experiences that recognize human diversity and address the needs and strengths of all learners.	Researches, redesigns and implements informed learning experiences that recognize human diversity and address the needs and strengths of all learners.	Researches, designs and implements informed learning experiences that recognize human diversity and address the needs and strengths of all learners.	Does not design or implement informed learning experiences that recognize human diversity and address the needs and strengths of all learners.
Learning Environments (3)	Evaluates the effectiveness of environments that were created through the use of informed practices to support individual and collaborative learning through motivation and engagement and redesigns these environments based on the results	Determines the effectiveness of environments that were created through the use of informed practices to support individual and collaborative learning through motivation and engagement	Researches and creates environments that support individual and collaborative learning through motivation and engagement using informed practices	Does not create environments that support individual and collaborative learning through motivation and engagement
Content Knowledge (4 & 5)	Evaluates the effectiveness of and redesigns experiences created to make the content meaningful to learners and to improve the learning experiences based on informed practices	Determines the effectiveness of informed experiences created to make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices	Researches and creates learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices	Does not create learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices

InTASC Standard	Advanced	Target	Developing	Unacceptable
Instructional Practice (6,7 & 8)	Evaluates, redesigns, and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals	Researches, redesigns and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals	Researches, plans and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals	Does not plan or implement informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals
Professional Learning and Ethical Practice (9)	Evaluates the outcomes of changes made in one’s own professional/ethical practices identified through critical reflection and creates professional learning communities/groups	Determines the outcomes of changes made in one’s own professional/ethical practices identified through critical reflection	Researches, designs and implements changes in one’s own professional/ethical practices identified through critical reflection	Does not employ critical reflection to evaluate one’s own professional/ethical practices
Leadership and Collaboration (10)	Demonstrates by mentoring others in a leadership role in creating and implementing goals and plans made in collaboration with learners, families, colleagues, other school professionals, and community members to improve student learning	Demonstrates a leadership role in creating goals and plans made in collaboration with learners, families, colleagues, other school professionals, and community members to improve student learning	Researches and creates goals and plans in collaboration with learners, families, colleagues, other school professionals, and community members to improve student learning	Does not engage collaboratively with learners, families, colleagues, other school professionals, and community members to take responsibility for student learning

***Definitions:**

Critical Reflection

The process of thinking deeply about how and why individual thinking and why individual thinking achieved certain ends or failed to achieve other and acquiring a renewed understanding of individual or group goals, beliefs, and practices that will affect future action (Roberts & Pruitt, 2009; Shulman, 2004)

Determines the effectiveness

The candidate employs researched-based measures to assess the success of their practices in achieving desired outcomes.

Diversity

Includes “(1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background” (InTASC Model Core Teaching Standards, 2011, p. 21).

Amended on 1/7/2021 to include/revise definitions

Evaluates the effectiveness

The candidate employs research-based measure to reflect on the degree to which their practices help achieve desired outcomes.

Informed Practices

The experiences that will allow students to adapt their professional decisions and actions by consulting and citing the scholarly knowledge in the field.

Professional Practices

The practices expected of a teacher. Professional should (1) act on the most current knowledge that define their; (2) be student centered and adapt to meet the needs of individual students; (3) be results oriented; and (4) uphold the standards of the professional in their own practice and through peer review (Wiggins & McTighe, 2006).

Redesigns

The candidate adapts their practices to promote desired outcomes.

Researches

The candidate explores scholarly works in search of practices that promote desired outcomes.