

**Portfolio Rubric  
EdS Certification\***

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

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