

**Portfolio Rubric  
Initial Certification (BSE & ALTMA)\***

<b>InTASC Standard</b>	<b>Advanced</b>	<b>Target</b>	<b>Developing</b>	<b>Unacceptable</b>
The Learner and Learning (1 & 2)	<b>Researches, designs and implements</b> informed learning experiences that recognize human diversity and address the needs and strengths of all learners	<b>Designs and implements</b> informed learning experiences that recognize human diversity and address the needs and strengths of all learners	<b>Demonstrates</b> knowledge of learning experiences that recognize human diversity and address the needs and strengths of all learners	<b>Does not demonstrate</b> knowledge of learning experiences that recognize human diversity and address the needs and strengths of all learners
Learning Environments (3)	<b>Researches and creates</b> environments that support individual and collaborative learning through motivation and engagement using informed practices	<b>Creates</b> environments that support individual and collaborative learning through motivation and engagement using informed practices	<b>Recognizes</b> environments that support individual and collaborative learning through motivation and engagement	<b>Does not recognize</b> environments that support individual and collaborative learning through motivation and engagement
Content Knowledge (4 & 5)	<b>Researches and creates</b> learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices	<b>Creates</b> learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices	<b>Recognizes</b> learning experiences that make the content meaningful to learners	<b>Does not recognize</b> learning experiences that make the content meaningful to learners

<b>InTASC Standard</b>	<b>Advanced</b>	<b>Target</b>	<b>Developing</b>	<b>Unacceptable</b>
Instructional Practice (6,7 & 8)	<b>Researches, plans and implements</b> informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals	<b>Plans and implements</b> informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals	<b>Demonstrates</b> knowledge of disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals	<b>Does not demonstrate</b> knowledge of disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals
Professional Learning and Ethical Practice (9)	<b>Researches, designs and implements</b> changes in one's own professional/ethical practices identified through critical reflection	<b>Employs</b> critical reflection to evaluate one's own professional/ethical practices	<b>Analyzes</b> one's own professional/ethical practices through reflection	<b>Does not analyze</b> one's own professional/ethical practices
Leadership and Collaboration (10)	<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>Engages</b> collaboratively with learners, families, colleagues, other school professionals, and community members to take responsibility for student learning	<b>Identifies</b> the need to <b>collaborate</b> with learners, families, colleagues, other school professionals, and community members to improve student learning	<b>Does not identify</b> the need to collaborate with learners, families, colleagues, other school professionals, and community members to improve 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).

**Evaluates the effectiveness**

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

**Informed Practices**

**Amended on 1/13/2021** to include/revise definitions

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.