# Portfolio Rubric Masters Certification\*

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

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

#### **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.

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

## **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.