

**Portfolio Rubric
Masters Certification***

InTASC Standard	Advanced	Target	Developing	Unacceptable
The Learner and Learning (1 & 2)	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	Designs and implements informed learning experiences that recognize human diversity and address the needs and strengths of all learners	Does not demonstrate the ability to design and implement informed learning experiences that recognize human diversity and address the needs and strengths of all learners
Learning Environments (3)	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	Creates environments that support individual and collaborative learning through motivation and engagement using informed practices	Does not demonstrate the ability to create environments that support individual and collaborative learning through motivation and engagement using informed practices
Content Knowledge (4 & 5)	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	Creates learning experiences that make the content meaningful to learners by integrating critical perspectives using informed disciplinary practices	Does not demonstrate the ability to 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)	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	Plans and implements informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals	Does not demonstrate the ability to plan and implement informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals
Professional Learning and Ethical Practice (9)	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	Employs critical reflection to evaluate one’s own professional/ethical practices	Does not demonstrate the ability to employ critical reflection to evaluate one’s own professional/ethical practices
Leadership and Collaboration (10)	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	Engages collaboratively with learners, families, colleagues, other school professionals, and community members to take responsibility for student learning	Does not demonstrate the ability to 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).

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.