

Portfolio Directions – Student

Artifacts and rubrics are needed from three (3) courses for the 316 license in four (4) courses for the 17 license portfolio see specific directions below.

1. Reading 764 – Turn in philosophy as indicated by the instructor and the instructor will give it back to you with the appropriate program rubric (see the 764 rubric below) attached. Print a copy of the philosophy and the rubric and place in a three ring binder.
2. Reading 766 - The instructor will identify a course requirement/assignment as a portfolio artifact. When the assignment is returned to you with the program rubric (see the 766 rubric below), put a copy of the assignment and the rubric in your three ring binder.
3. Reading 767 -The instructor will identify a course requirement/assignment as a portfolio artifact. When the assignment is returned to you with the program rubric (see the 767 rubric below), put a copy of the assignment and the rubric in your three ring binder.

Reading Teacher 316 Certification– When you have completed the three courses above (and Reading 772 for which there is no artifact or rubric) turn the binder in with the three artifacts and rubrics to the Reading Coordinator (check with the Curriculum and Instruction Office for contact information). It is the student’s responsibility to keep the binder in good form until they have completed all the required classes for the license. The Coordinator will then bring all your scores together on a final cumulative rubric (see below) and return the portfolio to the student. However there may be cases where the Coordinator asks to keep the portfolio as an example so always make

duplicate copies of your materials. An overall score of 2.5 or higher is required to pass the portfolio

4. **Reading 771** - The instructor will identify a course requirement/assignment as a portfolio artifact. When the assignment is returned to you with the program rubric (see the 771 rubric below), put a copy of the assignment and the rubric in your three ring binder.

MSE PD – 17 License- When you have completed all courses in the degree program turn the binder in with the four artifacts and rubrics to the Reading Coordinator (check with the Curriculum and Instruction Office for contact information). It is the student’s responsibility to keep the binder in good form until they have completed all the required classes for the license. The Coordinator will then bring all your scores together on a final cumulative rubric (see below) and return the portfolio to the student. However there may be cases where the Coordinator asks to keep the portfolio as an example so always make duplicate copies of your materials. An overall score of 2.5 or higher is required to pass the portfolio

You will also need a cover page for the first page of the portfolio and it should look something like what is below.

University of Wisconsin- Whitewater
Whitewater, Wisconsin
Graduate School

Reading Teacher License 316 Certificate Program or Reading Specialist 17 License

Name
Month Year

Checklist
(Optional)

Course	Artifact	Date Turned In	Artifact Returned with Program Rubric
Reading 764			
Reading 766			
Reading 767			
Reading 771 (for 17 License Only)			

Reading 764 – FOUNDATIONS OF READING

Philosophy

1. Students must include a personal statement of philosophy of teaching literacy (316) and administrating literacy programs (316/17). Things to consider in your philosophy are:

Why you want to be a reading (literacy) professional?

Why literacy is important

What you believe are the best ways to teach the language arts (Think about some of your best lessons. What did you do to make them work? How did you structure the lesson? Why?)

The teaching approaches you favor and why you use these approaches (Give examples from classes that you have taught.)

How you create a classroom environment that enables all students to learn (Think about classroom management and individualized instruction/meeting the needs of all students.)

Overall goals for your students

What it means to be a professional and a good colleague

How you plan to continue to grow as a reading (literacy) professional

As you identify the elements that are key to your philosophy, cite research that has influenced you in your understanding and your insights.

Rubric that is to be attached to the Philosophy Statement by the course instructor is as follows. The instructor should also keep a copy of the assignment with the rubric if documentation is needed in the future for continuous review, etc.:

Philosophy Rubric:

	Minimal -1	Basic-2	Proficient -3	Advance-4
Philosophy Statement – Reading 764 *Score = /4	Elements of the philosophy statement are missing; little or no concern for students is evident.	All elements of the philosophy statement are present, several not well articulated. Concern for students is weak.	All elements of the philosophy statement are present, most well-articulated. Concern for students is evident.	All elements of the philosophy statement are fully articulated and developed. Concern for students is strong.
Writing Proficiency- (Done for each artifact/class and then averaged on final portfolio/master rubric) *Score= /4	Writing skills are inadequate because of numerous errors.	Writing skills are only fair due to spelling or usage errors.	Writing skills are good with few spelling or usage errors.	Writing skills are strong with no spelling or usage errors.

Student Name _____

Instructor Reading 764 _____ Date _____

*Make sure to fill in scores. Anything under a 2.5 must be rewritten and submitted to the instructor again at a later date

Reading 766 - CLINICAL DIAGNOSIS & LITERACY INSTRUCTION (K-12)

1. Grade and score (if you use one) the assignment to be used for the artifact for the course grade (this is separate of the portfolio rubric)
2. On the assignment then place the rubric below. All the instructor has to do is fill in the rubric below; they do not have to rubric a separate artifact narrative. If the instructor wishes the students to add a narrative to the artifact to specifically address the standards that is fine but the narrative does not have to be assessed separately from the rubric below.

Reading 766 Rubric:

	Minimal -1	Basic-2	Proficient -3	Advance-4
<p>WTS/INTASC (#1/4; 6/5; 7/7; 8/6; 10/10) – Reading 766 *Score = /4</p>	<p>Not all the required teaching standards are addressed or connected to artifacts.</p>	<p>All required teaching standards are addressed but artifact connection is tenuous or unclear.</p>	<p>All required teaching standards are addressed and most are clearly tied to the artifacts.</p>	<p>All required teaching standards are addressed and clearly and correctly tied to the artifacts.</p>
<p>Clinical Experience – Reading 766 **Score = /4</p>	<p>Clinical experience description and/or explanation is missing or incomprehensible.</p>	<p>Clinical experience is described with little explanation.</p>	<p>Clinical experience is described with adequate explanation</p>	<p>Clinical experience is clearly described and explained.</p>
<p>Writing Proficiency- (Done for each artifact/class and then averaged on final portfolio/master rubric) **Score= /4</p>	<p>Writing skills are inadequate because of numerous errors.</p>	<p>Writing skills are only fair due to spelling or usage errors.</p>	<p>Writing skills are good with few spelling or usage errors.</p>	<p>Writing skills are strong with no spelling or usage errors.</p>

*Individual Assessment for each standard below/overall assessment above

**Make sure to fill in scores

Assignment Explanation:

Each standard applicable to this course/rubric is individually assessed below

Minimal -1	Basic -2	Proficient -3	Advanced -4
Standard is not connected to artifacts.	Standard is addressed but artifact connection is tenuous or unclear.	Standard is addressed are clearly tied to the artifact.	Standard is addressed and clearly and correctly tied to the artifact.

WTS/INTASC #1/4 ____/4 WTS/INTASC #6/5 ____/4 WTS/INTASC #7/7 ____/4 WTS/INTASC #8/6 ____/4

WTS/INTASC #10/10 ____/4

Student Name _____

Instructor Reading 766 _____ Date _____

Reading 767 -CLASSROOM LITERACY ASSESSMENT & INTERVENTION (K-12)

1. Grade and score (if you use one) the assignment to be used for the artifact for the course grade (this is separate of the portfolio rubric)
2. On the assignment then place the rubric below. All the instructor has to do is fill in the rubric below; they do not have to rubric a separate artifact narrative. If the instructor wishes the students to add a narrative to the artifact to specifically address the standards that is fine but the narrative does not have to be assessed separately from the rubric below.

	Minimal -1	Basic-2	Proficient -3	Advance-4
<p>WTS/INTASC(#2/1; 3/2; 4/8; 5/3; 9/9)– Reading 767</p> <p>*Score = /4</p>	<p>Not all the required teaching standards are addressed or connected to artifacts.</p>	<p>All required teaching standards are addressed but artifact connection is tenuous or unclear.</p>	<p>All required teaching standards are addressed and most are clearly tied to the artifacts.</p>	<p>All required teaching standards are addressed and clearly and correctly tied to the artifacts.</p>
<p>Classroom Assessment Experience – Reading 767</p> <p>**Score = /4</p>	<p>Classroom experience description and/or explanation is missing or incomprehensible.</p>	<p>Classroom experience is described with little explanation.</p>	<p>Classroom experience is described with adequate explanation.</p>	<p>Classroom experience is clearly described and explained.</p>
<p>Writing Proficiency – (Done for each artifact/class and then averaged on final portfolio/master rubric)</p> <p>**Score= /4</p>	<p>Writing skills are inadequate because of numerous errors.</p>	<p>Writing skills are only fair due to spelling or usage errors.</p>	<p>Writing skills are good with few spelling or usage errors.</p>	<p>Writing skills are strong with no spelling or usage errors.</p>

*Individual Assessment for each standard below/overall assessment above

**Makes sure to fill in scores

Assignment Explanation:

Each standard applicable to this course/rubric is individually assessed below

Minimal -1	Basic -2	Proficient -3	Advanced -4
Standards is not addressed or connected to artifact.	Standard is addressed but artifact connection is tenuous or unclear.	Standard is addressed and is clearly tied to the artifact.	Standards is addressed and clearly and correctly tied to the artifact.

WTS/INTASC #2/1 _____/4

WTS/INTASC #3/2 _____/4

WTS/INTASC #4/8 _____/4

WTS/INTASC #5/3 _____/4

WTS/INTASC #9/9 _____/4

Student Name _____

Instructor Reading 767 _____ Date _____

Reading 771 - PLANNING AND IMPLEMENTING READING PROGRAMS – 17 License Only

1. Grade and score (if you use one) the assignment to be used for the artifact for the course grade (this is separate of the portfolio rubric)
2. On the assignment then place the rubric below. All the instructor had to do is fill in the rubric below; they do not have to rubric a separate artifact narrative. If the instructor wishes the students to add a narrative to the artifact to specifically address the administrative standards that is fine but the narrative does not have to be assessed separately from the rubric below.

	Minimal -1	Basic-2	Proficient -3	Advance-4
Wisconsin Administrator Standards (for 17 Reading Specialist only) – Reading 771* **Score = /4 Will be N/A for 316 License	Administrator standards are addressed or connected to artifacts.	Administrator standards are addressed but artifact connection is tenuous or unclear.	Administrator standards are addressed and most are clearly tied to the artifacts.	Administrator standards are addressed and clearly and correctly tied to the artifacts.
Writing Proficiency- (Done for each artifact/class and then averaged on final portfolio/master rubric) **Score= /4	Writing skills are inadequate because of numerous errors.	Writing skills are only fair due to spelling or usage errors.	Writing skills are good with few spelling or usage errors.	Writing skills are strong with no spelling or usage errors.

*Individual Assessment for each standard below/ overall assessment above

**Makes sure to fill in scores

Assignment Explanation:

Each standard applicable to this course/rubric is individually assessed below (otherwise marked N/A)

Minimal -1	Basic -2	Proficient -3	Advanced -4
The administrator standard is not addressed or not connected to artifact.	The administrator standard is addressed but artifact connection is tenuous or unclear.	The administrator standard is addressed and is clearly tied to the artifact.	The administrator standard is addressed and clearly and correctly tied to the artifact.

Wisconsin Administrator Standards

#1(See 766 and 767)/4; #2___/4; #3___/4; #4___/4; #5___/4; #6___/4; #7___/4

Student Name_____

Instructor Reading 771_____ Date_____

Master Portfolio Rubric

I. Master Rubric: This rubric serves as a Master Rubric in which individual assessments of proficiency from different experiences are recorded.

	Minimal -1	Basic-2	Proficient -3	Advance-4
Philosophy Statement – Reading 764 Score = /4	Elements of the philosophy statement are missing; little or no concern for students is evident.	All elements of the philosophy statement are present, several not well articulated. Concern for students is weak.	All elements of the philosophy statement are present, most well articulated. Concern for students is evident.	All elements of the philosophy statement are fully articulated and developed. Concern for students is strong.
WTS/INTASC (#1/4; 6/5; 7/7; 8/6; 10/10) – Reading 766 Score = /4	Not all the required teaching standards are addressed or connected to artifacts.	All required teaching standards are addressed but artifact connection is tenuous or unclear.	All required teaching standards are addressed and most are clearly tied to the artifacts.	All required teaching standards are addressed and clearly and correctly tied to the artifacts.
Clinical Experience – Reading 766 Score = /4	Clinical experience description and/or explanation is missing or incomprehensible	Clinical experience is described with little explanation	Clinical experience is described with adequate explanation.	Clinical experience is clearly described and explained.
WTS/INTASC(#2/1; 3/2; 4/8; 5/3; 9/9) – _Reading 767 Score = /4	Not all the required teaching standards are addressed or connected to artifacts.	All required teaching standards are addressed but artifact connection is tenuous or unclear.	All required teaching standards are addressed and most are clearly tied to the artifacts.	All required teaching standards are addressed and clearly and correctly tied to the artifacts.

Classroom Assessment Experience – Reading 767 Score = /4	Classroom experience description and/or explanation is missing or incomprehensible; no consultation is evident.	Classroom experience is described with little explanation; consultation is noted.	Classroom experience is described with adequate explanation; consultation with educator is evident	Classroom experience is clearly described and explained; consultation with an educator is strong.
Wisconsin Administrator Standards (for 17 Reading Specialist only) – Reading 771 Score = /4 Will be N/A for 316 License	Not all seven administrator standards are addressed or connected to artifacts.	All seven administrator standards are addressed but artifact connection is tenuous or unclear.	All seven administrator standards are addressed and most are clearly tied to the artifacts.	All seven administrator standards are addressed and clearly and correctly tied to the artifacts.
Writing Proficiency-(All assessments see below – Averaged on final) Av Score= /4	Writing skills are inadequate because of numerous errors.	Writing skills are only fair due to spelling or usage errors.	Writing skills are good with few spelling or usage errors.	Writing skills are strong with no spelling or usage errors.

STANDARDS:

1. WTS/INTASC – Individual WTS/INTASC scores collected from Reading 766 and 767 rubrics:

#1/4 ___; #2/1 ___; #3/2 ___; #4/8 ___; #5/3 ___; #6/5 ___ #7/7 ___; #8/6 ___; #9/9 ___; #10/10 ___

2. WAS – Wisconsin Administrative Standards scores collected from Reading 771 rubric (some marked with NA).

WAS#1 (See 766 and 767); WAS#2 ___; WAS#3 ___; WAS#4 ___; WAS#5 ___; WAS#6 ___; WAS#7 ___

Student Name _____ Average* _____ Pass _____ Fail _____

Portfolio Assessor _____ Date _____

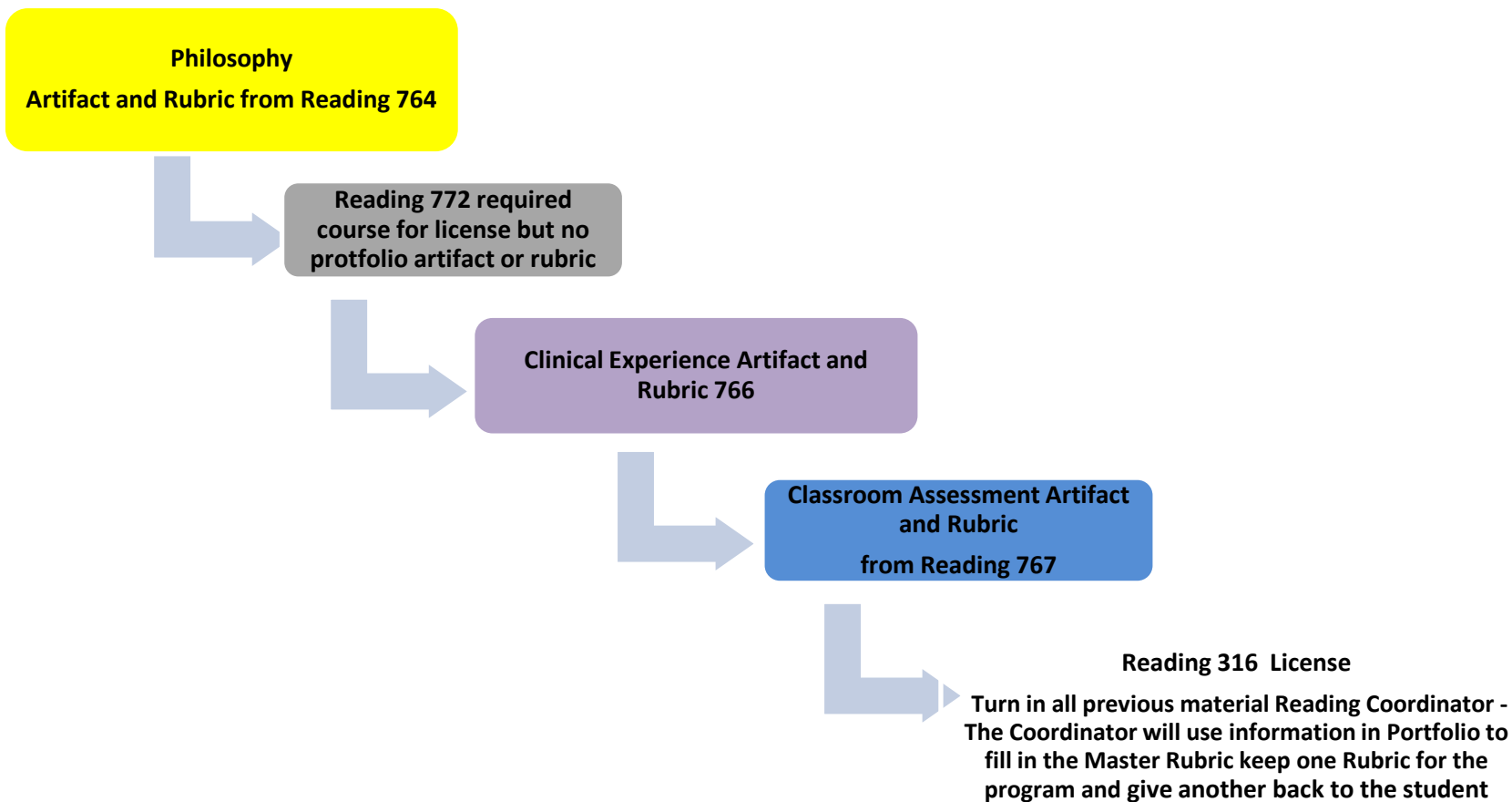


Figure 1. Reading 316 Licensure Portfolio

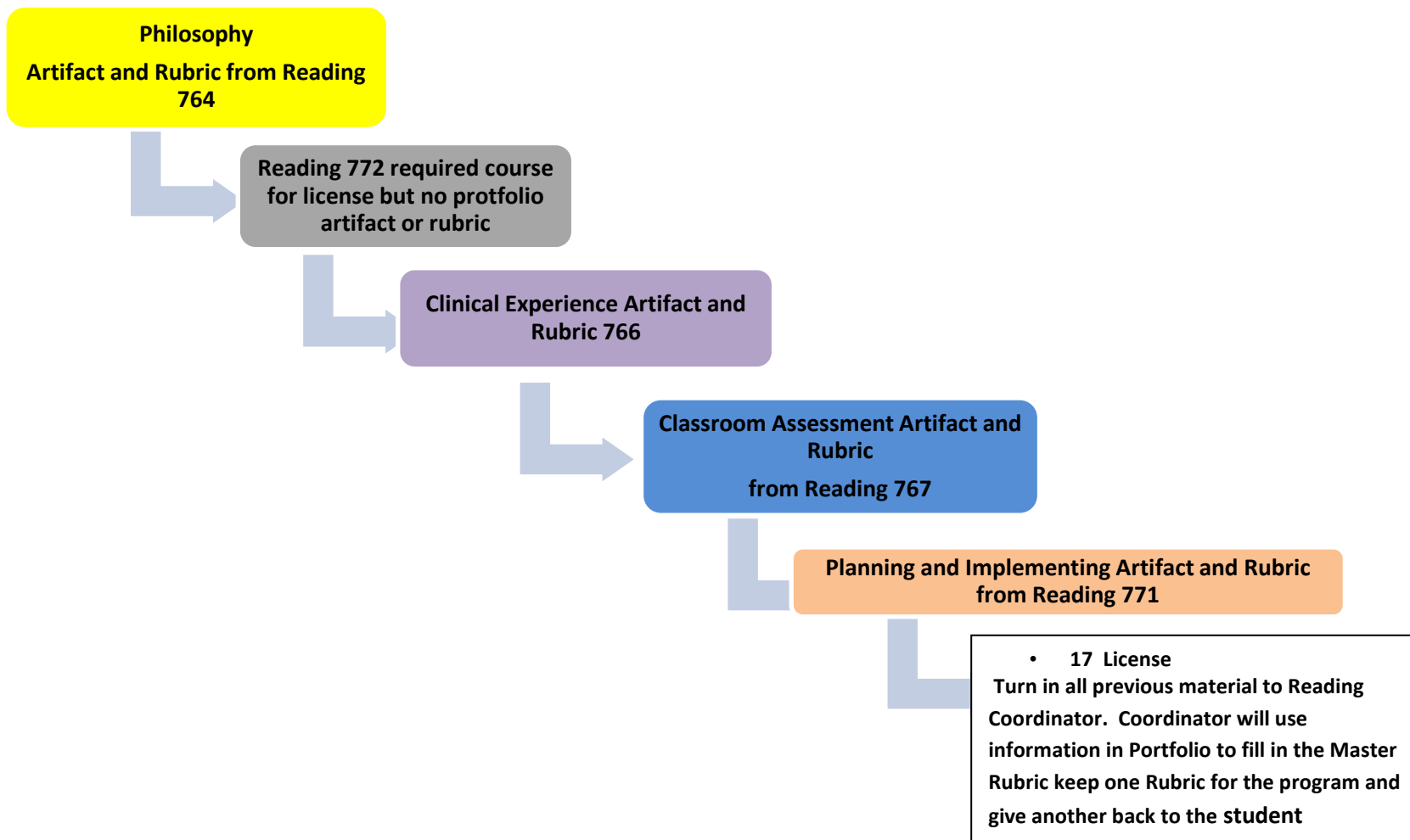


Figure 2. 17 Licensure Portfolio

WTS/INTASC Standards

WTS Standard	INTASC
#1- Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.	#4 - Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
#2 - Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.	#1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
#3 - Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.	#2 - Learning Differences. The teacher uses understanding of individual differences and inclusive learning environments that enable each learner to meet high standards
#4 - Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.	#8 - Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
#5 - Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	#3 - Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
#6 - Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	#5 - Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

<p>#7 - Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.</p>	<p>#7 - Planning for instruction. the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>#8 - Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.</p>	<p>#6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>
<p>#9 - Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.</p>	<p>#9 - Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>
<p>#10 - Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.</p>	<p>#10 - Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

Wisconsin Administrator Standards

The seven administrator standards for administrator development and licensure are:

1. The administrator has an understanding of and demonstrates competence in the [Ten Teacher Standards](#).
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.