Phase 3 Student Guide

for the College of Education Portfolio

Department of Curriculum and Instruction
Effective August, 2010
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Phase 3 Portfolio at a Glance

- Consists of work completed since acceptance of Phase 2 portfolio
- Includes Philosophical Statement, Reflective Narrative, and 1 to 7 artifacts of your professional growth, in that order
- Covers at least seven of the ten Wisconsin Standards for Teacher Development and Licensure
- Artifacts must be scored on a College of Education rubric before they can be included in the portfolio
- Students can choose which artifacts to submit
- Can consist exclusively of work completed in designated College of Education methods block courses, or can include artifacts scored by your supervisor created during field study
- Submitted in a three-ring binder with identification outside, or in an approved e-portfolio format
- Must be pass the Phase 3 Portfolio prior to student teaching
- Detailed instructions available at http://academics.uww.edu/cni/portfolio.html
Brief Description of the Parts of the College of Education Portfolio

Personal Philosophy/Pedagogy Statement
Write a personal teaching philosophy statement to be evaluated during the Phase 3 COEP review (see p. 5 & 6 of this guide). If the portfolio reviewer assigns your personal philosophy/pedagogy statement a score of 3 or 4, it will not be re-evaluated during Phase 4 review. If the portfolio reviewer evaluates your personal philosophy/pedagogy statement as Basic or lower (≤ 2), your statement will be re-evaluated during Phase 4. If the personal philosophy/pedagogy statement is Unacceptable (< 2), you are not required to, but may take CIGENRL 498 for remediation and additional assistance. If all other parts of the Phase 3 portfolio are at or above Basic (≥ 2), you will be allowed to student teach.

Reflective Narrative
Write one reflective narrative relating to any seven of the WTS 1-10 (see p. 9 & 10 of this guide). Subdivide the narrative into sections, one section for each of the WTS addressed in the narrative. Within this narrative, refer to the artifact(s) that you use as evidence of your progress and development. The narrative should refer to the specific aspect of the artifact relating to the WTS identified. Arrange the sections in sequential order, i.e., WTS 1, 2, 3, 4, etc.

Artifacts
As you progress through the courses in the licensure sequence, instructors of some courses will score certain assignments using a Phase 3 rubric for the Wisconsin Teaching Standards (WTS). These will be the assignments on which the complexity or scope of the tasks involved could be scored at or above the Basic level (≥ 2). Some instructors will provide scored WTS rubrics when they return the assignment to you. Other instructors may indicate that the assignment could be scored at or above the Basic level and request that you provide a copy of the Phase 3 WTS rubric if you wish to have them score it. Mark the WTS standards you wish scored on the rubric.

Sometime close to the time when you prepared the assignment, take time to write yourself a few informal notes about the assignment in case you decide to use as an artifact in your Phase 3 portfolio. These notes will help you at the time you write your formal reflective narrative (See p. 9 of this guide and WTS reflective narrative rubric). These notes might address the following questions:

a. What is the artifact or performance?
b. In what ways does the artifact or performance provide evidence of progress in achieving one or more WTS? Be specific; list the standard(s).
c. What did you learn by creating this artifact or implementing it or giving a performance?
d. What evidence of professional growth for you does the artifact or performance provide?
e. If the artifact represents a time when you were able to implement some of your own work with K-12 students, what evidence does it provide that the learners derived benefit from the implementation?

Select no more than seven artifacts or documents of performance to use in your reflective narrative. Clearly label and place these artifacts or documents of performance in the Artifact Appendix of the Phase 3 section of your COEP.

Tips for tracking artifacts:
1. Keep all WTS scored assignments or documents of performance in a file for possible use in your Phase 3 COEP.
2. Keep informal reflective notes on these assignments or documents of performance for yourself in a journal or computer file.
3. Keep a check sheet for yourself to track the levels you have achieved on the WTS as described on the Phase 3 WTS scoring rubric.
4. Select artifacts or documents of performance that provide the strongest evidence of your progress on a minimum of seven WTS.
5. A single artifact or document of performance may have acceptable scores for more than one WTS.
Directions for Preparation of the Portfolio

Place all of the Phase 3 College of Education Portfolio (COEP) materials immediately after the Phase 2 section of your COEP. Insert a divider that clearly marks the beginning of the Phase 3 section. Immediately after the divider, place a completed copy of the cover sheet (see page 6 of this guide) for the Phase 3 COEP. Later, the Phase 4 COEP materials will go immediately after the Phase 3 COEP section. **Do not use plastic sheet protectors in the portfolio.**

Organization of the Phase 3 College of Education Portfolio

Place items 1-5 in your Phase 3 COEP in the following order:

1. Personal Philosophy/Pedagogy Statement
2. Reflective Narrative: Arrange sections in the sequential order of the WTS
3. Artifact Appendix: In an organized fashion, include each artifact mentioned in the Reflective Narrative for the Phase 3 Portfolio. Clearly identify each artifact placed in the Artifact Appendix
   - Along with each artifact, include the scored Phase 3 WTS Rubric(s) (See pages 12-20 of this guide).
4. Field Study Observation Report(s) completed by university supervisor (if available)
5. Field Study Evaluation(s) completed by cooperating teacher (if available)

Courses Serving as Sources of Artifacts Scoring At or Above the Basic Level on WTS Phase 3 Rubric

The courses listed below will have at least one assignment that is in sufficient depth and/or complexity to provide evidence of your progress in fulfilling the indicated WTS at or above the Basic level on the Phase 3 Artifact Rubric (See pp. 12 – 20 of this guide).

- Artifact for WTS 1 (Subject Matter Competency): Methods courses
- Artifact for WTS 2 (Growth and Development): SECNDED 466 or READING 460
- Artifact for WTS 3 (Diverse Learners): SECNDED 466 or READING 460
- Artifact for WTS 4 (Instructional Strategies): Methods courses
- Artifact for WTS 5 (Classroom Management & Climate): Methods courses
- Artifact for WTS 6 (Communication): SECNDED 466 or READING 460
- Artifact for WTS 7 (Instructional Planning): Methods courses
- Artifact for WTS 8 (Assessment Strategies): EDFOUND 424/425

These and other courses may address additional standards. For each standard, you must identify one artifact to serve as evidence of your progress. You may include artifacts from courses or field experiences other than the ones listed here so long as (a) you can demonstrate their relationship to the designated standard and (b) you obtain scores on the appropriate Phase 3 Artifact Rubric from your instructor or supervisor.

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1If a student has not completed SECNDED 466 (where WTS 2, 3 and 6 are addressed) as part of the methods block, then the student will not turn in a portfolio for the Phase 3 review during the methods block. The student may submit a phase 3 portfolio during the semester when he or she expects to have completed this course, which is a prerequisite for student teaching. If a student has not completed EDFOUND 424/425 (where WTS 8 is addressed) by the time the methods block is completed, then the student should choose standards other than WTS 8 to discuss in the Phase 3 portfolio.
The score the reviewer gives you on your Reflection on Learning criterion on the Reflective Narrative Rubric will be your score for WTS 9 for the Phase 3 review. This score may be counted as one of the 7 artifact scores needed for the Phase 3 review. If you do not receive an evaluation at or above the Basic (≥ 2) level on at least 7 of the artifacts and an acceptable narrative score at or above the Basic (≥ 2) level for the Phase 3 portfolio review, you must take the portfolio remediation course, CIGENRL 498.

Copies of the following evaluation forms may be accessed at

http://academics.uww.edu/cni/portfolio.html

1. Field Study Evaluation—Teacher

   For cooperating teachers to complete. Submit a copy to the Office of Field Experiences.

2. For EC/MC students only: Interim evaluation—Teacher

   For cooperating teachers in the EC/MC program (student teachers completing their placement in a community preschool or daycare setting, CIFLD 415) to fill out and share with the student teacher midway through the semester. Submit a copy of the completed form to the Office of Field Experiences.

3. For EC/MC students only: Interim Evaluation—Student

   For student teachers in the EC/MC program (student teachers completing their placement in a community preschool or daycare setting, CIFLD 415) to fill out and share with their cooperating teacher midway through the semester.

4. For EC/MC students only: Final Evaluation—Teacher

   For cooperating teachers in the EC/MC program (student teachers completing their placement in a community preschool or daycare setting, CIFLD 415) to fill out and share with the student teacher at the end of the semester. Submit a copy of the completed form to the Office of Field Experiences.

5. Phase 3 Portfolio Guides and Rubrics

   Phase 3 Student Guide
   Phase 3 Evaluator’s Guide
   Philosophical Statement Directions and Rubric
   Phase 3 Reflective Narrative Directions and Rubric
COVER SHEET FOR THE PHASE 3 PORTFOLIO
Curriculum and Instruction

Name:

_____________________________________________________

Student ID Number:

______________

Major:

_____________________________________________________

Minor (if applicable):

_____________________________________________________
Student Directions for Writing the Teaching Philosophy Statement

Begin this section of your portfolio with a philosophical statement that will give the reader a good idea of who you are and what you value as a professional. The statement should reveal how you think about teaching and help the reader envision how you will teach.

In a unified composition of about 1,000-1,250 words:
1. identify the 2-3 most important purposes of teaching:
2. address the educational principles that guide you as an educator;
3. explain what it means for someone truly to learn something; and
4. based on these purposes, guiding principles, and understanding of learning, describe what you think are the most appropriate strategies for teaching.

Suggestions:
- Introduce your statement with a single image, incident, quotation, or metaphor that encapsulates your philosophy and that can serve to unify your essay.
- While using an appropriate academic style, write in a way that reflects your own voice and personality.
- Seek to inspire the reader. Identify what you believe are the primary purposes of education, and explain your mission as an educator.
- Discuss the most important principles that will guide your actions as a teacher. Emphasize principles as well as knowledge, skills, and dispositions that are referred to elsewhere in the portfolio.
- Include specific examples from your experience to illustrate and support your ideas.
- Logically develop your ideas. While being careful to provide specific examples, relate ideas and examples to sound ethical or psychological arguments.
- Read the rubric before you write your philosophy statement. After you have written your philosophy statement use the rubric to score the draft as if you were an evaluator.

Criteria for evaluating Teaching Philosophy Statements
1. **Idea Development:**
   - Relies on sound assumptions.
   - Logically develop views about the purposes of education.
   - Clarifies guiding educational principles.
   - Discusses what it means to learn.
   - Explains the best strategies for teaching and describes why these are the most appropriate ways to teach.
   - Employs both practical arguments and ethical or psychological arguments.

2. **Illustrative Examples:**
   - Provides specific examples from experience, academic work, or field experience.
   - Illustrates points in a vivid or memorable way.

3. **Quality of Writing:**
   - Clear
   - Organized
   - Free from errors of mechanics and usage
   - Written in appropriate academic style
   - Unifying theme
   - Suggestive of the writer’s voice
## Philosophical Statement Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Undocumented 0 Unacceptable</th>
<th>Minimal 1 Unacceptable</th>
<th>Basic 2 Acceptable</th>
<th>Proficient 3 Acceptable</th>
<th>Advanced 4 Acceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idea Development</strong></td>
<td>The statement does not address the author’s views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching. The statement is incoherent or extremely brief or contains major logical inconsistencies.</td>
<td>Statement expresses the author’s views about the purpose of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching, but is ambiguous or not connected.</td>
<td>Using generally sound assumptions and arguments, based in practical experience, the statement logically develops the author’s views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching. However, the statement is not always consistent and/or convincing.</td>
<td>Using sound assumptions and arguments, the statement logically develops the author’s views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching.</td>
<td>Score: _____</td>
<td></td>
</tr>
<tr>
<td><strong>Illustrative Examples</strong></td>
<td>No illustrative examples are included.</td>
<td>Supporting examples are inadequate or of unclear relevance.</td>
<td>Examples in support of points are relevant but general or not based in experience.</td>
<td>Supporting examples from the writer’s experience are specific and pertinent.</td>
<td>Specific examples from the writer’s personal experience, academic work, or field experience illustrate points in a vivid or memorable way.</td>
<td>Score: _____</td>
</tr>
<tr>
<td><strong>Quality of Writing</strong></td>
<td>The statement is very difficult to read because of its style, usage, mechanics, or organization.</td>
<td>The statement, though comprehensible, has obvious problems in two of the following areas: style, usage and mechanics, or organization.</td>
<td>The statement is understandable plus two of the following: 1) organized, 2) free from errors of mechanics and usage, 3) in an appropriate academic style.</td>
<td>The statement is clear, well organized, free from errors of mechanics and usage, and written in an appropriate academic style.</td>
<td>In addition to being clear, well organized, free from errors of mechanics and usage, and written in an appropriate academic style, the statement 1) has a single, unifying theme and 2) is strongly suggestive of the writer’s voice.</td>
<td>Score: _____</td>
</tr>
</tbody>
</table>

**Comments:**

**Total:** _____

**Mean:** _____

Evaluator: ___________________________  Date: __________
Phase 3 Reflective Narrative Directions

Divide the Reflective Narrative into a series of subsections. In each subsection, address one WTS and answer three general sets of questions. These sets of questions correspond directly to the assessment criteria in the rubric and are intended to prompt your thinking, not to structure your narrative. Write the Reflective Narrative in paragraph form, not as a list of answers to questions or replies to sub-prompts.

1. **What is the relationship of the Artifact or Performance to the Standards?**
   - Identify and describe the artifact or performance and the context in which it was used or observed.
   - State the connection between the artifact or performance and specific WTS(s).
   - Discuss evidence this artifact or performance provides that you have made progress in fulfilling this/these WTS(s).

2. **What did you learn about your teaching and learning as well as the students’ learning via this artifact or performance?**
   - Discuss what you learned by creating or implementing this artifact or performance.
   - Present and discuss evidence of a connection between the artifact or performance and student learning or achievement.

3. **What professional goals have you set for yourself? What actions might you take to fulfill these goals?**
   - State personal goals related to this/these WTS(s) you have set for yourself.
   - Provide rationale for selecting specific means of reaching these goals.

**Tips that may help you organize your Reflective Narrative**
- Before writing the Reflective Narrative, refer to the Narrative Rubric and to the Phase 3 Artifact or Performance Rubric.
- Describe each artifact or performance in an educational context, for example as part of a lesson, unit, or curriculum. Consider the “W” questions journalists use as mental prompts: who, what, when, where, and why.
- It may be helpful to think of the artifact or performance as a case or aspect of something larger and broader.
- Share your thoughts on any larger educational issues that you have encountered relevant to each standard.
- Keep in mind the mark of a good teacher is the ability to think deeply and honestly about his/her practice in order to become an even more effective educator. The reflection section should demonstrate your ability to engage in that kind of thinking.
- For each artifact or performance, consider using the following or similar format:
  - This <name the artifact or performance> shows that
  - I have at least partially demonstrated WTS(s) <name the WTS(s)>
  - by <creating, doing, implementing, planning, etc.> . . . .
<table>
<thead>
<tr>
<th>Areas Assessed</th>
<th>Undocumented 0 Unacceptable</th>
<th>Minimal 1 Unacceptable</th>
<th>Basic 2 Acceptable</th>
<th>Proficient 3 Acceptable</th>
<th>Advanced 4 Acceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship of the Artifact or Performance to the Standards</td>
<td>No discussion of how the artifact relates to the WTS standards or specialty organization Standards.</td>
<td>The discussion is inadequate to clearly understand (or the discussion misjudges) how the artifact or performance relates to the WTS and/or specialty organization standards.</td>
<td>Briefly describes the artifact or performance. Discusses in general, impersonal terms how the artifact or performance relates to the WTS and/or specialty organization standards.</td>
<td>Briefly describes the artifact or performance and its context of use. Discusses in specific, personal terms how the artifact or performance relates to the WTS and/or specialty organization standards.</td>
<td>Briefly, yet perceptively describes the artifact or performance and its context of use. Discusses how the artifact or performance offers a personal and original insight into the WTS and/or specialty organization standards.</td>
<td>Score:</td>
</tr>
<tr>
<td>Reflection on Learning</td>
<td>Provides no self assessment of one's learning or impact of one's teaching on student achievement.</td>
<td>Provides very limited or confusing assessment of one's learning and the impact of one's teaching on student achievement.</td>
<td>Provides vague or incomplete assessment of one's learning with only a limited statement of the impact of one's teaching on student achievement.</td>
<td>Provides assessment of one's learning with some statement of impact of one's teaching on student achievement.</td>
<td>Provides a careful and detailed assessment of one's learning and the impact of one's teaching on student achievement.</td>
<td>Score:</td>
</tr>
<tr>
<td>Reflection on Professional Goals</td>
<td>Provides no reflection about future goals.</td>
<td>The discussion is inadequate to clearly understand what general or specific goals have resulted from the experience and how they can be reached.</td>
<td>Discusses general directions for future growth in the WTS in general impersonal terms OR gives specific goals out of context.</td>
<td>Discusses general directions OR specific goals for future growth in the WTS with examples of how they can be reached.</td>
<td>Discusses general directions AND specific goals for future growth in the WTS. Explains reasons for choosing specific means of reaching these goals. Recognition of the interconnectedness of the WTS evident.</td>
<td>Score:</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>The narrative is very difficult to read because of its style, usage, mechanics, or organization</td>
<td>Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice</td>
<td>Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice</td>
<td>Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice</td>
<td>Writing is clear, well organized, unified, free from errors of mechanics and usage, an appropriate academic style, with a strong suggestion of the author’s individual voice</td>
<td>Score:</td>
</tr>
</tbody>
</table>

Mean: ____

Evaluator’s Signature ___________________________ Date ___________
Wisconsin Teaching Standards

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.
### WTS Scoring Rubric for Artifacts

#### Phase 3 Portfolio Review

<table>
<thead>
<tr>
<th>Standard</th>
<th>Incomplete 0 Unacceptable</th>
<th>Minimal 1 Unacceptable</th>
<th>Basic 2 Acceptable</th>
<th>Proficient 3 Acceptable</th>
<th>Advanced 4 Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WTS 1</strong> Subject matter competency</td>
<td>□ No evidence or materials are incomplete</td>
<td>□ Materials indicate only a rudimentary grasp of the subject matter as an accumulation of facts, standard procedures, and assigned tasks.</td>
<td>□ Materials suggest a concept of the subject matter as an additive accumulation of facts, standard arguments, central generalizations, and study procedures.</td>
<td>□ Materials exhibit a solid grasp of the subject matter and its complexity and study or inquiry methods.</td>
<td>□ Materials exhibit a solid grasp of the culture and complexity of the subject matter and the core assumptions and study or inquiry methods associated with the subject matter.</td>
</tr>
<tr>
<td>Score:</td>
<td>□ No rationale for selection of resources and curriculum; opinion used as basis for making decisions.</td>
<td>□ Materials rely on only a single method of representation.</td>
<td>□ Thin rationale for the selection of resources and curriculum, typically reference authority or tradition as a basis for making decisions.</td>
<td>□ Materials rely on only two or three methods of representation.</td>
<td>□ Materials show recognition of the impact on the subject matter of the representation methods, core assumptions, and inquiry methods.</td>
</tr>
<tr>
<td></td>
<td>□ No rationale for the selection of resources and curriculum; opinion used as basis for making decisions.</td>
<td>□ Thin rationale for the selection of resources and curriculum, typically reference authority or tradition as a basis for making decisions.</td>
<td>□ Strong, careful rationale for the selection of resources and curriculum.</td>
<td>□ Insightful, carefully argued rationale for the selection of resources and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Evaluator: ___________________  Date: ____________
# WTS Scoring Rubric for Artifacts
## Phase 3 Portfolio Review

<table>
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<tr>
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<th>Advanced 4 Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>WTS 2 Growth and Development Score:</td>
<td>☐ No evidence or materials are incomplete</td>
<td>☐ Materials show only a rudimentary concept of developmental domains and the impact on student learning or students’ progression across them. ☐ Materials show an exclusive concern for content coverage.</td>
<td>☐ Materials indicate that instructional decisions are based on limited consideration of the influence on learning of students’ progression across the cognitive domain. ☐ Materials show a greater concern for content coverage than for how students construct knowledge, make meaningful connections, and acquire skill.</td>
<td>☐ Materials show that instructional decisions are based on a careful consideration of the influence on learning of students’ progression across the cognitive domain. ☐ Materials show a functional understanding of how students construct knowledge, make meaningful connections, and acquire skills.</td>
<td>☐ Materials indicate that instructional decisions are based on careful consideration of the influence on learning of students’ progression across multiple developmental domains. ☐ Materials show a clear understanding of how students construct knowledge, make meaningful connections, acquire skills, and develop habits of mind.</td>
</tr>
</tbody>
</table>

Comments:

Evaluator: ___________________ Date: ____________
# WTS Scoring Rubric for Artifacts

## Phase 3 Portfolio

<table>
<thead>
<tr>
<th>Standard</th>
<th>Incomplete 0 Unacceptable</th>
<th>Minimal 1 Unacceptable</th>
<th>Basic 2 Acceptable</th>
<th>Proficient 3 Acceptable</th>
<th>Advanced 4 Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WTS 3</strong> Diverse Learners</td>
<td>□ No evidence or materials are incomplete</td>
<td>□ Materials show an exclusive concern for content coverage and General disregard for learner differences evident.</td>
<td>□ Materials show recognition of the need to adapt instruction to students’ needs. □ A restricted concept of student needs is evident.</td>
<td>□ Materials show recognition of the need to adapt instruction to address students’ needs and strengths. □ A wide range of student needs and strengths considered.</td>
<td>□ Materials show specific adaptation of instruction to address students’ needs and strengths. □ A wide range of student needs, strengths, and cultural backgrounds considered.</td>
</tr>
</tbody>
</table>

Score: [__]  

Comments:

Evaluator: __________________________  Date: __________
WTS Scoring Rubric for Artifacts
Phase 3 Portfolio

<table>
<thead>
<tr>
<th>Standard</th>
<th>Incomplete 0 Unacceptable</th>
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<th>Advanced 4 Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>WTS 4 Instructional Strategies</td>
<td>□ No evidence or materials are incomplete</td>
<td>□ Materials typically show a singular, expository approach to content coverage.</td>
<td>□ Materials give evidence of knowledge of different instructional models and strategies as well as their advantages and limitations.</td>
<td>□ Materials show development of coherent plans incorporating different instructional models and strategies with a vague appreciation of their advantages and limitations.</td>
<td>□ Materials present well developed plans incorporating different instructional models and strategies with clear recognition of their advantages and limitations.</td>
</tr>
<tr>
<td>Score:</td>
<td>□ Few instructional resources other than print resources used.</td>
<td>□ Plans emphasize the presentation of knowledge with little concern for student thinking</td>
<td>□ A narrow selection of instructional materials and resources including print and electronically accessed resources used.</td>
<td>□ A variety of instructional materials and resources including human, print, and electronically accessed resources used.</td>
<td>□ Materials integrate a variety of instructional materials and human, print, and electronically accessed resources.</td>
</tr>
<tr>
<td></td>
<td>□ Plans emphasize the presentation of knowledge with little concern for student thinking</td>
<td></td>
<td>□ Materials tend to emphasize acquisition of knowledge rather than development of students’ problem solving and critical thinking capabilities.</td>
<td>□ Plans show a concern for student acquisition of content and skills, but a limited concern for development of students’ problem solving and critical thinking capabilities.</td>
<td>□ Plans show a concern for student acquisition of content and skills and encourage development of students’ problem solving and critical thinking capabilities.</td>
</tr>
</tbody>
</table>

Comments:

Evaluator: ____________________ Date: ____________
### WTS Scoring Rubric for Artifacts
#### Phase 3 Portfolio Review

<table>
<thead>
<tr>
<th>Standard</th>
<th>Incomplete 0 Unacceptable</th>
<th>Minimal 1 Unacceptable</th>
<th>Basic 2 Acceptable</th>
<th>Proficient 3 Acceptable</th>
<th>Advanced 4 Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>WTS 5 Classroom Management and Climate</td>
<td>☐ No evidence or materials are incomplete</td>
<td>☐ Material show superficial knowledge of the difference between extrinsic and intrinsic motivation.</td>
<td>☐ Materials show knowledge of the difference between extrinsic and intrinsic motivation.</td>
<td>☐ Materials show comprehension of the difference between extrinsic and intrinsic motivation.</td>
<td>☐ Materials show clear, functional understanding of the difference between extrinsic and intrinsic motivation.</td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td>☐ Materials do not show recognition of the role planning for the management of time, space, materials, and student organization and movement plays in maintaining a positive classroom climate.</td>
<td>☐ Materials suggest recognition of the role that planning for the management of time, space, materials, and student organization and movement plays in providing a positive classroom climate.</td>
<td>☐ Plans document a reasoned approach for the management of time, space, materials, and student organization and movement intended to provide a positive climate for learning in the classroom.</td>
<td>☐ Plans document a reasoned, practical approach to the management of time, space, materials, and student organization and movement providing a positive climate likely to foster a high level of student engagement, self-reliance, and responsibility in the classroom.</td>
</tr>
</tbody>
</table>

Comments: 

Evaluator: ____________________  Date: ____________
## WTS Scoring Rubric for Artifacts
### Phase 3 Portfolio Review

<table>
<thead>
<tr>
<th>Standard</th>
<th>Incomplete 0 Unacceptable</th>
<th>Minimal 1 Unacceptable</th>
<th>Basic 2 Acceptable</th>
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<th>Advanced 4 Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>WTS 6 Communication</td>
<td>□ No evidence or materials are incomplete</td>
<td>□ Materials show knowledge of the role of verbal language in learning. □ Plans tend to be limited to spoken language or reading written text. □ Materials present a limited knowledge of different question classification schemes, question structures, and question purposes. □ No appreciation evident of the possibility that language use in the classroom may carry embedded cultural messages in addition to subject matter-specific content being considered.</td>
<td>□ Materials show knowledge of the role of verbal and non-verbal language in learning. □ Materials give limited evidence of knowledge of how to use visual and media communication to support student learning. □ Materials also show knowledge of different question classification schemes, question structures, and question purposes. □ Little appreciation evident of the possibility that language use in the classroom may carry embedded cultural messages in addition to subject matter-specific content being considered.</td>
<td>□ Materials exhibit comprehension of the role of verbal and non-verbal language in learning. □ Plans incorporate visual imagery and tools and electronic media in addition to spoken language and written text to support learning, interaction, and collaboration. □ Materials show knowledge of different question types serving different purposes. □ Some appreciation evident of the possibility that while language is used for different purposes in the classroom, its use may carry cultural messages in addition to the subject matter-specific content being considered.</td>
<td>□ Materials present a dynamic understanding of the role of verbal and non-verbal language in learning. □ Plans incorporate creative, varied, practical use of the language, visual imagery, and electronic media to support learning, interaction, and collaboration. □ Materials show clear knowledge and keen selection of different question types serving different purposes. □ Generally, the materials show a keen understanding that while language is used for different purposes in the classroom, its usage style may carry cultural messages in addition to the subject matter-specific content being considered.</td>
</tr>
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# WTS Scoring Rubric for Artifacts
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<tbody>
<tr>
<td>WTS 7 Instructional Planning</td>
<td>□ No evidence or materials are incomplete</td>
<td>□ Plans addresses the needs of only one ability level. □ Plans are unrelated to the curriculum goals or students’ prior knowledge, or □ Plans do not encourage student engagement, problem solving, or critical thinking. □ Evidence of contingency thinking absent</td>
<td>□ Lesson plan(s) address the needs of students either at more than one level or with more than one learning style. □ The content considered has a general connection to the curriculum goals, but little connection to students’ prior knowledge. □ Limited opportunities for student engagement, problem solving, or critical thinking present. □ Little evidence of contingency thinking present.</td>
<td>□ Lesson plan(s) addresses the needs of students at more than one ability level who also present more than one learning style. □ The content focus has a direct connection to the curriculum goals and a deliberate connection to students’ prior knowledge. □ Plan provide for student engagement and involves students in problem solving and/or critical thinking. □ Some evidence of contingency thinking present.</td>
<td>□ Plans address the needs of students at multiple ability levels who also present multiple learning styles, and represent multiple cultural and language backgrounds. Creativity evident in the plan. □ Plans target and extend the curriculum goals, and activate students’ prior knowledge. □ Plans encourage a high level of student engagement and involve students in problem solving and/or critical thinking. □ Plans build in some flexibility and contingency thinking.</td>
</tr>
</tbody>
</table>

**Score:**

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**Comments:**

Evaluator: ___________________  Date: ____________

Rev. 8/16/2010 3:39 PM
# WTS Scoring Rubric for Artifacts
## Phase 3 Portfolio Review

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ No evidence or incomplete or materials are incomplete</td>
<td>□ Materials give little evidence of knowledge and use of the differences among types of formal and informal assessment strategies.</td>
<td>□ Materials provide evidence of basic knowledge and use of formal and informal assessment</td>
<td>□ Materials provide evidence of a variety of formal and informal assessment methods.</td>
<td>□ Materials provide evidence of flexible and independent use of various formal and informal assessment strategies.</td>
</tr>
<tr>
<td>WTS 8 Assessment Strategies</td>
<td>□ Assessment materials thin or vague, may only propose a single assessment method.</td>
<td>□ No evidence of a concern for adaptations.</td>
<td>□ Materials provide evidence of basic knowledge and use of formal and informal assessment</td>
<td>□ Evidence of a variety of assessments included.</td>
<td>□ A variety of assessment methods are included, justified and evaluated.</td>
</tr>
<tr>
<td></td>
<td>□ No evidence of evidence of understanding of measurement theory and assessment-related issues.</td>
<td>□ Materials give little evidence of understanding of measurement theory and assessment-related issues.</td>
<td>□ Materials provide evidence of basic knowledge and use of formal and informal assessment</td>
<td>□ Adaptations are included (developmental, linguistic, and cultural differences among students).</td>
<td>□ Adaptations are included (developmental, linguistic, and cultural differences among students), justified and evaluated.</td>
</tr>
<tr>
<td></td>
<td>□ Assessment materials thin or vague, may only propose a single assessment method.</td>
<td>□ Materials give little evidence of evidence of understanding of measurement theory and assessment-related issues.</td>
<td>□ Materials provide evidence of basic knowledge and use of formal and informal assessment</td>
<td>□ Demonstrates understanding of measurement theory and assessment-related issues (validity, reliability, bias, etc.).</td>
<td>□ Theoretical aspects of measurement and evaluation are represented directly and clearly throughout materials included.</td>
</tr>
</tbody>
</table>

Comments:

Evaluator: __________________ Date: ____________
# Phase 3 Artifact and/or Performance Rubric DRAFT

## WTS 10 Positive Relationships

<table>
<thead>
<tr>
<th>Standard</th>
<th>Incomplete 0 Unacceptable</th>
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<tbody>
<tr>
<td></td>
<td>☐ No consideration of the need for planning in order to provide a safe, organized classroom environment.</td>
<td>☐ Materials show only rudimentary recognition of the need for planning in providing a safe, organized classroom environment.</td>
<td>☐ Materials show a clear acknowledgement of the need for practical plans for providing a safe, organized classroom environment.</td>
<td>☐ Materials show specific, basic plans for providing a safe, organized classroom environment.</td>
<td>☐ Materials include thorough, practical plans for providing and maintaining a safe, organized classroom environment.</td>
</tr>
<tr>
<td>Score:</td>
<td>☐ Avoids collaborative relationships with peers in the teacher-education program and/or mentors on school staff.</td>
<td>☐ Tends to be a solitary worker who may occasionally respond to suggestions, offers of support, or feedback from peers or mentors on school staff.</td>
<td>☐ When initiated by others, willingly participates in collaborative professional relationships with peers or mentors on school staff to improve the learning environment.</td>
<td>☐ Initiates collaborative relationships with peers in teacher-education program and/or mentors on school staff in order to differentiate instruction and/or improve the learning environment.</td>
<td>☐ Serves as a mentor, reviewer or editor, or critical observer for peers in the teacher-education program in order to differentiate instruction and improve the learning environment.</td>
</tr>
<tr>
<td></td>
<td>☐ Does not participate in collegial activities. Makes comments or takes actions that hinder effective communication among peers or with colleagues in field placements.</td>
<td>☐ Occasionally seeks help from colleagues, supervisors, or counselors in field placements when working with students who are having or causing problems in class.</td>
<td>☐ Participates in one collegial education-related community activity.</td>
<td>☐ Participates in collegial activities at the university or in field placements, such as workshops, seminars, education-related community service</td>
<td>☐ Participates in collegial activities beyond the university and field placement, such as workshops and conferences such as education-related community service, advocacy for students, political education, or outreach to families.</td>
</tr>
<tr>
<td></td>
<td>☐ Makes no effort to learn about students in field placements.</td>
<td>☐ Shows little effort to learn about backgrounds and/or families of students in the field placement; little concern for student rights.</td>
<td>☐ Interacts with students in field placements in accordance with assigned responsibilities; shows a concern for students, their backgrounds, families, and rights.</td>
<td>☐ Actively cultivates a positive relationship with students and their families in field placements. Recognizes the teacher’s role as an advocate for students and their rights.</td>
<td>☐ Takes a leadership role in collegial activities at the university or in a field placement, advocating for improvement of the learning environment and fulfillment of student rights.</td>
</tr>
</tbody>
</table>

Comments:

Evaluator ___________________ Date ___________________
Student Name: ________________________ ID#: __________________ Major: __________________

Phase 3 _____ Phase 4 _____

College of Education Portfolio Evaluation Record Sheet

**PHILOSOPHY STATEMENT**

<table>
<thead>
<tr>
<th>Idea Development</th>
<th>Scores</th>
<th>Evaluator:</th>
<th>________________________________</th>
<th>Date: ______________</th>
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<tr>
<td>Illustrative Examples</td>
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<td>Evaluator:</td>
<td>________________________________</td>
<td>Date: ______________</td>
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<td>Quality of Writing</td>
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<td>Student:</td>
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<tr>
<td>Final Philosophy Score (Mean)</td>
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<td>C&amp;I Office:</td>
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<td>Date: ______________</td>
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<tr>
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<td></td>
<td>(Signature: I have read and understood the evaluation)</td>
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**NARRATIVE STATEMENTS**

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<tr>
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<th>WTS 6</th>
<th>WTS 7</th>
<th>WTS 8</th>
<th>WTS 9*</th>
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*Student's Narrative Subscore for Reflection on Learning may be used as Artifact Final Score for WTS 9.

**Summative evaluation (check one): ____ Acceptable ____ Unacceptable**

**Comments: (Optional):**
**College of Education Portfolio Evaluation Record Sheet**

*with complete narrative submitted all at once.*

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**Summative evaluation (check one):**

- Acceptable
- Unacceptable

**Comments: (Optional):**