

Phase 4 University Supervisor Guide

for the College of Education Portfolio



Department of Curriculum and Instruction

Effective August, 2010

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Phase 4 Portfolio at a Glance

- Consist exclusively of work completed during student teaching
- Includes Philosophical Statement, Reflective Narrative, and 3 to 10 artifacts of your professional growth, in that order
- Covers all ten Wisconsin Standards for Teacher Development and Licensure
- Artifacts must be scored on a College of Education rubric
- Students can choose which artifacts to submit
- Submitted in a three-ring binder with identification outside, or in an approved e-portfolio format
- Must pass the Phase 4 Portfolio before applying for teaching licensure
- Detailed instructions available at <http://academics.uww.edu/cni/portfolio.html>

To the University Supervisor:

In 2003, the Ongoing Improvement of the Portfolio Committee initiated review and modification of the College of Education Portfolio (COEP). During the review process, the committee members became aware of the problem of keeping supervisors, particularly faculty and staff who do not attend Curriculum and Instruction Department meetings informed of changes, modifications, and interpretations of the portfolio development process. The purpose of this guide is to describe the portfolio process developed by this committee and approved for implementing beginning in the fall, 2005. The committee members hope that this structure for the Phase 4 College of Education Portfolio will help support the students in maximizing their development as professionals while in their field placements. As a university supervisor, you oversee what is probably one of the most vital experiences pre-service teachers will have in their professional lives. The Phase 4 portfolio is intended to support and provide documentation of this experience.

The implementation of the 2000 PI-34 legislation made significant changes in the development process and licensure. Before the pre-service teachers enter the field classroom for student teaching, they have earned passing scores on the appropriate Praxis II content knowledge test and received acceptable scores on their Phase 3 College of Education Portfolios (COEP).

As part of this final phase of their professional induction process prior to receiving their initial license, these pre-service teachers prepare a Phase 4 COEP. The student teacher you supervise will base his or her Phase 4 COEP on materials prepared for, and implemented with, the students, parents, community resources and supports, as well as interactions with professional colleagues in the field placement. To qualify for a recommendation for an initial teacher license, the pre-service teacher must present scores of acceptable (2) or better on all aspects of their Phase 4 COEP.

This guide provides you with a reference so that you may 1) understand what the student teacher is trying to do as he or she prepares the Phase 4 COEP, 2) have a basis for answering the student teacher's and cooperating teacher's questions, 3) identify additional experiences the student teacher may need to seek, 4) advise the student on the selection of artifacts and/or performances that are representative of his or her overall performance, 5) guide you in the assignment of artifact and/or performance scores if the cooperating teacher does not feel comfortable assigning them, and 6) maintain the COEP Evaluation Record Sheet. If the cooperating teacher does not feel comfortable assigning artifact scores, to the extent possible consult with the cooperating teacher when assigning the artifact and/or performance scores. University supervisors score the following items in the Phase 4 COEP:

1. Any (or all) artifacts that the cooperating teacher has not felt comfortable scoring;
2. The Teaching Philosophy Statement if the student did not receive a 3 or better score in the Phase 3 COEP;
3. The Clinical Reflection/Narrative; and
4. The Wisconsin Teaching Standard (WTS) 9 if the student does not submit and reference a separate artifact for this standard.

With input from the cooperating teacher, complete the portfolio review. When you have completed the College of Education Portfolio Evaluation Record Sheet, print 3 copies – one for the student, one for the C&I office and one for your records.

Evaluation Directions

For an interactive version of the College of Education Portfolio Evaluation Record Sheets (“the long form” and “the short form”) please go to: <http://academics.uww.edu/cni/portfolio.html>. In addition, copies of the Phase 4 Forms can be downloaded at this same website. These Phase 4 documents include:

- Philosophy: Directions/Rubric
- Narrative: Directions/Rubric
- Composite Artifact/Rubric
- Cover Sheet
- Student Guide
- Cooperating Teacher Guide
- University Supervisor Guide
- Score Sheet (“the short form”)
- Score Sheet with Sub-Narratives (“the long form”)
- Artifact Rubrics (WTS 1-10)

For your reference, this guide (on pages 4-7, and 9) includes copies of the writing instructions for students and the appropriate scoring rubrics for both the philosophy of teaching statement and the Reflective Narrative statement. These instructions are provided to help you answer student questions about these documents. Also, use these instructions and rubrics to guide you as you review and assign scores to these two written documents. The last set of rubrics, the Phase 4 WTS Artifact Scoring Rubrics is for your reference if you find it necessary to score an artifact.

Brief Description of the Parts of the College of Education Portfolio

(From the *Phase 4 Student Guide for the College of Education Portfolio*, pp. 3-6, and 8)

Directions for Preparation of the Portfolio

Place all of the Phase 4 College of Education Portfolio (COEP) materials *immediately after the Phase 3 section of your COEP*. Insert a divider that clearly marks the beginning of the Phase 4 section. Immediately after the divider, place a completed copy of the cover sheet (see page 5 of the Phase 4 Student Guide) for the Phase 4 COEP. **Do not use plastic sheet protectors in the portfolio.**

Organization of the Phase 4 College of Education Portfolio

After the cover sheet (see page 5 of the Phase 4 Student Guide), the pre-service teacher will use the following organization for the Phase 4 COEP.

1. Teaching Philosophy Statement – If the student’s teaching philosophy statement scored a 3 or higher in the Phase 3 portfolio review, be sure to include a copy of the Phase 3 Teaching Philosophy Statement and a copy of the scored Phase 3 Philosophical Statement Rubric.
2. Clinical Reflection/Narrative comprised of the following subsections:
 - WTS 1 (Subject Matter Competency)
 - WTS 2 (Growth and Development)
 - WTS 3 (Diverse Learners)
 - WTS 4 (Instructional Strategies)
 - WTS 5 (Classroom Management and Climate)
 - WTS 6 (Communication)
 - WTS 7 (Instructional Planning)
 - WTS 8 (Assessment Strategies)
 - WTS 9 (Reflective Practitioner)
 - WTS 10 (Positive Relationships)
3. Artifact Appendix - In an organized fashion, include each of the three to ten artifacts discussed in the Phase 4 Clinical Reflection/Narrative.
 - a. Along with each artifact, include the Phase 4 WTS Rubric (see pages 11-20 of the Phase 4 Student Guide) on which either the cooperating teacher or the university supervisor has scored the artifact.
 - b. For some standards, particularly standards which lend themselves to a performance demonstration, e.g., WTS 1 (Subject Matter Competency), WTS 5 (Classroom Management and Climate), instead of scoring an artifact, the University Supervisor may use the Phase 4 WTS Rubric to score your performance directly, as observed during a visit to your classroom. This evaluation, along with optional comments the supervisor may provide about the performance, would serve as an artifact in your portfolio. The evaluation should signify a consistent attitude, disposition, or long-term quality of your performance.

- c. For Standard 9 (Reflective Practitioner), at the supervisor/program coordinator's discretion, you may either:
- insert a page indicating that you would like to have the score you anticipate receiving on the Assessment/Reflection on Learning dimension of the Phase 4: Reflective Narrative Rubric (see page 9 of the Phase 4 Student Guide) counted as your score to represent an artifact for WTS 9, or
 - use another artifact or performance you choose which you think directly addresses WTS 9, and include the Phase 4 WTS Rubric on which either your cooperating teacher or university supervisor scored the artifact.

In either case, the score should refer to a consistent attitude, disposition, or long-term quality of your performance.

4. University Supervisor's Observation Reports
5. Copy(ies) of the Cooperating Teacher's evaluation(s) submitted to the Office of Field Experiences
6. Letters of recommendation, if these are available.

Copies of the following evaluation forms may be accessed at
<http://academics.uww.edu/cni/portfolio.html>

- 1. Interim Cooperating Teacher Evaluation—Teacher**
For cooperating teachers to fill out and share with their student teachers at the mid point in the semester. After completing a consultation on the two forms, one form should be sent to the Office of Field Experiences.
- 2. Interim Student Teaching Evaluation—Student**
For student teachers to fill out and share with their cooperating teachers at the mid point in the semester.
- 3. Final Cooperating Teacher Evaluation—Teacher**
For cooperating teachers to fill out and share with their student teachers at the end of the semester. One copy of this form should be sent to the Office of Field Experiences.
- 4. Final Student Teaching Evaluation—Student (Optional)**
For student teachers to fill out and share with their cooperating teachers at the end of the semester.
- 5. Phase 4 Portfolio Guides and Rubrics**
 - Phase 4 Student Guide
 - Phase 4 Cooperating Teacher's Guide
 - Phase 4 Supervisor's Guide
 - Philosophical Statement Directions and Rubric
 - Phase 4 Clinical Reflective Narrative Directions and Rubric

PHASE 4 COLLEGE OF EDUCATION PORTFOLIO

Department of Curriculum and Instruction

Name:

Student ID Number:

Major:

Minor:

I have reviewed the material in this portfolio and it is consistent with the student teacher's performance this semester. (Your signature reflecting your review of this portfolio is valuable but not the only factor used in determining the final evaluation of the Phase 4 Portfolio. If you have reservations about signing this form or do not wish to participate in scoring the student teacher's artifacts, please be certain the student teacher's University Supervisor is aware of your intent.)

Cooperating Teacher Signature

Date

Student Directions for Writing the Teaching Philosophy Statement

(From the Phase 4 Student Guide, p. 6)

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

Criterion	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
Idea Development	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.	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.	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.	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.	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. Statement includes sound ethical or psychological arguments and not just practical ones.	Score: _____
Illustrative Examples	No illustrative examples are included .	Supporting examples are inadequate or of unclear relevance.	Examples in support of points are relevant but general or not based in experience.	Supporting examples from the writer's experience are specific and pertinent.	Specific examples from the writer's personal experience, academic work, or field experience illustrate points in a vivid or memorable way.	Score: _____
Quality of Writing	The statement is very difficult to read because of its style, usage, mechanics, or organization.	The statement, though comprehensible, has obvious problems in two of the following areas: style, usage and mechanics, or organization.	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.	The statement is clear, well organized, free from errors of mechanics and usage, and written in an appropriate academic style.	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.	Score: _____

Comments:

Total: _____

Mean: _____

Evaluator: _____ Date: _____

Phase 4 Clinical Reflection/Narrative (WTS 1-10) Directions

(From the Phase 4 Student Guide, p.8)

Divide the Clinical Reflection/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 Clinical Reflection/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 Clinical Reflection/Narrative

Before writing the Reflective Narrative, refer to the Narrative Rubric and to the Phase 4 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.>

Clinical Reflection/Narrative Rubric

Areas Assessed	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
Relationship of the Artifact or Performance to the Standards	No discussion of how the artifact relates to the WTS standards or specialty organization Standards.	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.	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.	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.	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.	Score: _____
Reflection on Learning	Provides no self assessment of one's learning or impact of one's teaching on student achievement.	Provides very limited or confusing assessment of one's learning and the impact of one's teaching on student achievement.	Provides vague or incomplete assessment of one's learning with only a limited statement of the impact of one's teaching on student achievement.	Provides assessment of one's learning with some statement of impact of one's teaching on student achievement.	Provides a careful and detailed assessment of one's learning and the impact of one's teaching on student achievement.	Score: _____
Reflection on Professional Goals	Provides no reflection about future goals.	The discussion is inadequate to clearly understand what general or specific goals have resulted from the experience and how they can be reached.	Discusses general directions for future growth in the WTS in general impersonal terms OR gives specific goals out of context.	Discusses general directions OR specific goals for future growth in the WTS with examples of how they can be reached.	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.	Score: _____
Quality of Writing	The narrative is very difficult to read because of its style, usage, mechanics, or organization	Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	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	Score: _____

Mean: _____

Evaluator's Signature

Date

Artifact and/or Performance Scoring Directions for the University Supervisor

If the cooperating teacher does not score an artifact, then consult with the cooperating teacher to help provide you with a basis for assigning the artifact score. When you make one of your observational visits to the field site, the student may wish to have you score an artifact or performance on one or more of the standards while you are present. In such a case, the student teacher should indicate which WTS(s) he or she thinks the artifact or performance represents well and wishes you to discuss and/or evaluate and score. The student teacher also should provide you with a copy of the Phase 4 WTS Artifact Scoring Rubric (see pages 13-22 of this guide) on which he or she has marked the WTS to be scored. After consulting with the cooperating teacher and the student teacher, record the artifact score on a copy of the WTS Artifact Scoring Rubric that the student teacher supplies to you and on a copy of the COEP Record Sheet. If the cooperating teacher provides the artifact score, have him or her record and initial the appropriate box on the scoring rubric supplied by the student and the COEP Record Sheet. Keep this record sheet in your file for the student teacher. By the end of the Directed Teaching semester, the student needs to have acceptable scores for all of the WTS. (You may want to make this a bit more open for supervisors who would rather score artifacts via an assignment, as opposed to doing so during the observation visit)

When you think that a student teacher's overall performance in relation to one of the WTS does not approach the expectations for the basic level, i.e., a score of 2, review the standard and rubric with the student teacher. In consultation with the cooperating teacher, ask the student teacher to design a remediation plan. If the student teacher's remediation plan appears to be sound, the cooperating teacher will assist the student with the plan's implementation and re-evaluation of the WTS. You should remain in close contact with the cooperating teacher to monitor the student teacher's progress on his/her remediation plan.

If you find it necessary to score an artifact, the Phase 4 WTS Artifact Scoring Rubrics is provided on pages 13-22 for your reference. Ultimately, it is the University Supervisor's responsibility to enter a score for each of the ten Wisconsin Teacher Standards.

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.

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 1 Subject matter Competency</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent content errors or mistakes compromise instruction. <input type="checkbox"/> Serious gaps in knowledge of core ideas and procedures of the discipline. <input type="checkbox"/> Instruction depends on a single method of representation and viewpoint or perspective; however, there is little indication of knowledge of the existence of alternative perspectives. <input type="checkbox"/> Appears to assume that students have no prior knowledge in the discipline. <input type="checkbox"/> Opinion or convenience used as a basis for curriculum evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent content errors or mistakes; textbook used as only resource. <input type="checkbox"/> Appears to conceive of the discipline as an additive accumulation of facts, standard procedures, and tasks to be performed. <input type="checkbox"/> Most instruction depends on a single method of representation and viewpoint or perspective. <input type="checkbox"/> Little apparent concern for students' prior knowledge or questioning. <input type="checkbox"/> Opinion or convenience used as a basis for curriculum evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasional content errors; limited use of resources beyond textbook. <input type="checkbox"/> Instruction suggests a concept of the discipline as an additive accumulation of facts; standard arguments, study, and inquiry procedures; and central concepts. <input type="checkbox"/> Instruction restricted to two or three representation methods. <input type="checkbox"/> Occasionally engages students in consideration of different viewpoints and perspectives associated with the discipline(s). <input type="checkbox"/> Tends to reference authority as a basis for curriculum evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction exhibits careful study of content and use of resources <input type="checkbox"/> Engages students in consideration of the complexity, core assumptions, and inquiry methods associated with the discipline(s). <input type="checkbox"/> Instruction fosters student questioning of viewpoints, theories, and interpretation of inquiries. <input type="checkbox"/> Instruction occasionally shows creativity. <input type="checkbox"/> Reason used as a basis for curriculum evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction exhibits a solid understanding of the content, culture, resources, and complexity of the discipline(s). <input type="checkbox"/> Instruction shows recognition of the impact on the discipline(s) of the representation methods, core assumptions, and inquiry methods. <input type="checkbox"/> Instruction engages students in considering, questioning, and interpreting inquiries, viewpoints, and theories related to their learning and the discipline(s). <input type="checkbox"/> Instruction often shows and supports creativity. <input type="checkbox"/> Reason used as a basis for curriculum evaluation.

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 2 Growth and Development</p> <p>Score: _____</p>	<p><input type="checkbox"/> Instruction shows little if any concern for the developmental needs of students.</p> <p><input type="checkbox"/> Appears that students have no prior knowledge.</p> <p><input type="checkbox"/> Tends to implement curricular materials as given with no opportunities for students to influence the direction of their learning even when the curricular materials grant such an opportunity.</p> <p><input type="checkbox"/> No concern for student thinking, growth, and experiences.</p>	<p><input type="checkbox"/> Instruction shows only superficial effort to address the developmental needs of students and</p> <p><input type="checkbox"/> little apparent concern for students' prior knowledge.</p> <p><input type="checkbox"/> Tends to implement curricular materials exactly giving students the opportunity to influence the direction of their learning only when materials explicitly grant such an opportunity.</p> <p><input type="checkbox"/> Devotes little attention to accessing student thinking, growth, and experiences.</p>	<p><input type="checkbox"/> Instruction occasionally shows a concern for the students' developmental needs, but</p> <p><input type="checkbox"/> makes only vague connections with students' prior knowledge.</p> <p><input type="checkbox"/> Students given minimal opportunities to decide the direction or nature of their study.</p> <p><input type="checkbox"/> Instruction provides some opportunities for accessing student thinking, growth, and experiences.</p>	<p><input type="checkbox"/> Instruction consistently shows attention to student developmental needs and</p> <p><input type="checkbox"/> makes connections with students' prior knowledge.</p> <p><input type="checkbox"/> Students given occasional opportunities to influence the scope and direction of their study and to assume responsibility for designing and implementing their learning alternatives.</p> <p><input type="checkbox"/> Instruction provides multiple opportunities for accessing student thinking, growth, and experiences</p>	<p><input type="checkbox"/> Instruction shows deliberate, well-grounded attention to students' developmental needs and</p> <p><input type="checkbox"/> engages students in making connections with their prior knowledge.</p> <p><input type="checkbox"/> Students given multiple opportunities for students to influence the scope and direction of their study and to assume responsibility for designing and implementing their learning alternatives.</p> <p><input type="checkbox"/> Instruction provides extensive opportunities for accessing student thinking, growth, and experiences.</p>

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 3 Diverse Learners</p> <p>Score: _____</p>	<p><input type="checkbox"/> No evidence of differentiation in instruction for students based on variations in cultural background, learning style, ability, developmental level, and language.</p> <p><input type="checkbox"/> Only a single perspective drives instruction and student participation which is limited to recitation.</p> <p><input type="checkbox"/> No efforts made to access and work with appropriate support services and resources.</p>	<p><input type="checkbox"/> Little evidence of differentiation in instruction for students based on variations in cultural background, learning style, ability, developmental level, and language.</p> <p><input type="checkbox"/> Typically only a single perspective drives instruction and discussion.</p> <p><input type="checkbox"/> No efforts made to access and work with appropriate support services and resources.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in two of the following aspects:</p> <ul style="list-style-type: none"> o cultural background, o language, o learning style, o ability, o developmental level. <p><input type="checkbox"/> Instruction and discussion occasionally incorporate more than one perspective.</p> <p><input type="checkbox"/> Limited effort made to access and work with appropriate support services and resources; however, when contacts are made, tends to show a tentative follow-up on suggestions.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in three of the following aspects:</p> <ul style="list-style-type: none"> o cultural background, o language, o learning style, o ability, o developmental level. <p><input type="checkbox"/> Instruction and discussion typically incorporate at least one alternative perspective.</p> <p><input type="checkbox"/> Occasional efforts made to access and work with appropriate support services and resources and tends to make an effort to follow up on suggestions and/or further contacts.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in four of the following aspects:</p> <ul style="list-style-type: none"> o cultural background, o language, o learning style, o ability, o developmental level. <p><input type="checkbox"/> Instruction and discussion incorporate several alternative perspectives.</p> <p><input type="checkbox"/> Frequent efforts made to access and work with appropriate support services and resources; consistently shows appropriate follow-up on suggestions and/or further contacts.</p>

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;">WTS 4 Instructional Strategies</p> <p style="text-align: center;">Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction shows a singular, expository approach to content coverage. <input type="checkbox"/> Little evidence of attention to learner feedback. <input type="checkbox"/> When students do not get an assigned task or concept, tends to blame the students. <input type="checkbox"/> No opportunities for students to develop critical thinking, problem solving, and/or performance capabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction shows a singular, probably expository approach to content coverage. <input type="checkbox"/> Little evidence of adjustment of instruction in response to learner feedback. <input type="checkbox"/> When students do not get an assigned task or concept, tends to repeat the explanation or directions over and over frequently with increasing volume. <input type="checkbox"/> Few opportunities for students to develop critical thinking, problem solving, and/or performance capabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses at least two instructional methods, but relies dominantly on an expository approach. <input type="checkbox"/> Makes minimal, but recognizable adjustment of instruction in response to learner feedback. <input type="checkbox"/> When students do not get an assigned task or concept, tells the students to listen carefully and repeats the directions or explanation. <input type="checkbox"/> Provides some opportunities for students to develop critical thinking, problem solving, and/or performance capabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of instructional methods and representations but has some difficulty connecting with the concepts to be learned. <input type="checkbox"/> Struggles some in making adjustments of the methods based on student feedback. <input type="checkbox"/> When students do not get an assigned task or concept, repeats the directions or explanation and then asks a student to explain it using his or her own words. <input type="checkbox"/> Provides occasional opportunities for students to develop critical thinking, problem solving, and/or performance capabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a wide variety of instructional methods and representations showing careful coordination with the concepts to be learned. <input type="checkbox"/> Readily adjusts methods based on student feedback. <input type="checkbox"/> When students do not get an assigned task or concept, seeks information from the students about what they do understand and builds on that information frequently using a different representation of the concept or task. <input type="checkbox"/> Provides multiple opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 5 Classroom Management And Climate</p> <p>Score: _____</p>	<p><input type="checkbox"/> Does not appear to consider the organization, allocation, and management of time, space, equipment, and attention to be part of instructional planning.</p> <p><input type="checkbox"/> When management difficulties arise, tends to blame the students for the problem.</p> <p><input type="checkbox"/> Punishment is the dominant mode used to seek behavioral change.</p> <p><input type="checkbox"/> Uses only one organization of students for learning.</p> <p><input type="checkbox"/> No evidence of any concern for building a sense community in the classroom.</p>	<p><input type="checkbox"/> Has difficulty simultaneously thinking through the organization, allocation, and management of time, space, equipment, and attention to support student learning.</p> <p><input type="checkbox"/> Tends to show a negative, blaming perspective when management difficulties arise.</p> <p><input type="checkbox"/> Appears to view punishment as a classroom necessity.</p> <p><input type="checkbox"/> Tends to use a single organization of students for learning.</p> <p><input type="checkbox"/> Little apparent concern for the classroom as a learning community.</p>	<p><input type="checkbox"/> Has mixed success organizing, allocating, and managing the resources of time, space, equipment, and attention to support student learning.</p> <p><input type="checkbox"/> Shows some inconsistency; however, generally takes a positive problem-solving perspective when management difficulties arise.</p> <p><input type="checkbox"/> Organizes students to work in cooperative learning groups; however, convenience rather than intended learning outcomes tends to drive the organizational decision.</p> <p><input type="checkbox"/> Makes recognizable attempt to build a sense of the classroom as a learning community.</p>	<p><input type="checkbox"/> Generally successfully organizes, allocates, and manages the resources of time, space, equipment, and attention to maximize student learning.</p> <p><input type="checkbox"/> Works to maintain a positive, productive classroom climate in which students recognize some level of responsibility for the learning of others.</p> <p><input type="checkbox"/> Takes a problem-solving approach to classroom difficulties.</p> <p><input type="checkbox"/> Engages the students in both individual and cooperative learning.</p> <p><input type="checkbox"/> Works to establish a sense of the classroom as a learning community.</p>	<p><input type="checkbox"/> Shows assurance and ease in simultaneously organizing, allocating, and managing the resources of time, space, equipment, and attention to maximize student learning.</p> <p><input type="checkbox"/> Maintains a positive, proactive climate of shared responsibility for learner progress both as individuals and as groups in an interactive learning community.</p> <p><input type="checkbox"/> Takes a problem-solving approach to classroom issues.</p> <p><input type="checkbox"/> Engages the students in individual and cooperative learning using varied sizes of cooperative sets closely tied to the tasks to be completed.</p> <p><input type="checkbox"/> Cultivates a strong sense of the classroom as a community of learners.</p>

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 6 Communica- tion</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Non-verbal messages frequently contradict verbal messages and confound student learning. <input type="checkbox"/> Usually misses or ignores student cues indicating their level of understanding of classroom dialogue. <input type="checkbox"/> Relies exclusively on spoken or written language for communication. <input type="checkbox"/> Appears to assume that classroom dialogue is unbiased and free of embedded cultural messages. <input type="checkbox"/> Generally does not comprehend student questions and often does not try to answer them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows limited appreciation of the impact of both verbal and non-verbal language on student learning. Frequently misses student cues indicating both understanding or misunderstanding of classroom dialogue. <input type="checkbox"/> Relies exclusively on spoken or written language for communication <input type="checkbox"/> Does not consider the possibility that classroom use of language may carry embedded cultural messages. <input type="checkbox"/> Shows difficulty in comprehending students' questions and constructing clear answers or probing questions to extend student thinking. <input type="checkbox"/> Does not understand the concept of "teachable moments." 	<ul style="list-style-type: none"> <input type="checkbox"/> Tends to be uncertain of how to coordinate use of both verbal and non-verbal language to support learning. Frequently recognizes student cues indicating their level or understanding of classroom dialogue. <input type="checkbox"/> Tends to rely exclusively on spoken language or reading written text. <input type="checkbox"/> Generally appears to appreciate the possibility that classroom use of language may carry embedded cultural messages. <input type="checkbox"/> Appears to comprehend students' questions, but often struggles to provide needed information or a question supporting extension of student thinking. <input type="checkbox"/> When "teachable moments" have been identified by others, can appreciate them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal and non-verbal language coordinated and attentive to the cues given and received. <input type="checkbox"/> Uses at least one communication strategy in addition to spoken or written language. <input type="checkbox"/> Shows sensitivity to the possibility that classroom use of language may carry embedded cultural messages. <input type="checkbox"/> Comprehends students' questions; gives targeted, verbally efficient information, but often misses opportunities to extend student thinking by asking a question rather than giving information. <input type="checkbox"/> Often recognizes "teachable moments" without prompting, but makes hesitant efforts to build on them as they occur. 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal and non-verbal language shows consistency, fluidity, and sensitivity to cues. <input type="checkbox"/> Uses effective communication strategies including visual, aural, and kinesthetic cues in addition to written or spoken language. <input type="checkbox"/> Generally shows 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 discipline specific content being considered. <input type="checkbox"/> Comprehends students' questions; gives targeted, verbally efficient information, usually takes advantage of opportunities to extend student thinking by asking a question rather than giving information. <input type="checkbox"/> Recognizes and capitalizes on "teachable moments."

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p align="center">WTS 7 Instructional Planning</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No long-term plans evident. <input type="checkbox"/> Short-term plans tend to be vague or sketchy when present. <input type="checkbox"/> There is no evidence of a concern for students' prior knowledge or skills, learning style differences, or needs. <input type="checkbox"/> Logical connections among and within lessons not evident. <input type="checkbox"/> No or little evidence of having considered the state academic standards as a part of instructional planning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan-ning tends to be vague and lacking connections to assessments <input type="checkbox"/> Short-term plans are cursory or rushed showing little forethought of student needs or subject matter parameters. <input type="checkbox"/> Instructional plan tends to be the same every day. No or little evidence of a connection with differences among students. <input type="checkbox"/> Lessons appear fragmented rather than following a logical progression. <input type="checkbox"/> Connection to state academic standards is tenuous. 	<ul style="list-style-type: none"> <input type="checkbox"/> Long-term and short term plans tend to be more of an academic exercise than a focused learning plan connected to assessments <input type="checkbox"/> Plans include a few instructional variations; however, they do not appear to be connected to specific differences among the students. <input type="checkbox"/> Generally plans follow a logical progression, but with little connection to student prior knowledge and skills. <input type="checkbox"/> Plans tend to be thorough, but relatively inflexible. Rarely do plans engage students in problem-solving and/or critical thinking. <input type="checkbox"/> Lesson plans show a clear connection to relevant state academic standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Long-term and short-term plans show reasoned connections among and within lessons and are tied to assessments. Planning format tends to be difficult to adjust to meet emerging needs or contingencies. <input type="checkbox"/> While plans include instructional variations, these approaches do not appear to be connected to specific differences among the students. <input type="checkbox"/> Plans follow a logical progression with a clear connection to student prior knowledge and skills. <input type="checkbox"/> Lessons show a clear connection to relevant state academic standards. <input type="checkbox"/> Frequently lessons engage students in problem-solving and some critical thinking. Often have elements of creative thinking evident. 	<ul style="list-style-type: none"> <input type="checkbox"/> Constructs both long-term and short-term plans based on an initial assessment of student needs and prior knowledge. Uses a planning format that may be readily adjusted to meet emerging student needs and contingencies. <input type="checkbox"/> Plans include instructional variations consistent with student differences among the students. <input type="checkbox"/> Plans build systematically on student prior knowledge and skills. <input type="checkbox"/> Instruction shows a clear, deliberate connection to relevant state academic standards. <input type="checkbox"/> Plans reflect and invite problem-solving, critical thinking, and creativity.

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;">WTS 8 Assessment Strategies</p> <p style="text-align: center;">Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sporadically plans and implements assessments of student progress. <input type="checkbox"/> Only assessment of any consequence is a set of informal pencil and paper quizzes. <input type="checkbox"/> Tends to view weak student performance and progress as an indictment of students and an indication that there is need for greater discipline. <input type="checkbox"/> No student self-assessment used. <input type="checkbox"/> Records of assessments are absent, incomplete, and/or scattered. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a single approach to assessment of student progress. <input type="checkbox"/> Typically assessments are brief pencil and paper tests with short or forced answer items. <input type="checkbox"/> Tends to view weak student performance and progress as an indictment of students rather than a challenge to adjust or adapt the instructional approach. <input type="checkbox"/> Limited use of informal assessments; no concern for engaging students in self-assessment; <input type="checkbox"/> Records of student assessments and progress tend to be unsystematic and scattered. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a limited number of formal and informal assessment methods. <input type="checkbox"/> Formal assessments tend to be traditional pencil and paper tests, typically short answer or forced-choice items. <input type="checkbox"/> Limited use of assessments for monitoring and reflecting on effectiveness of instructional approach. <input type="checkbox"/> Informal assessments tend to be superficial and weakly structured, rarely involves students in self-assessment. <input type="checkbox"/> Maintains careful records of assessments to determine grades at the end of the grading period 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates both formal and informal assessment methods and tools as a basis for monitoring both student progress and effectiveness of instructional approach. <input type="checkbox"/> While formal assessments include some traditional pencil and paper tests, alternative formats also are used. <input type="checkbox"/> Uses information from the assessments to make minor adjustments in instruction. <input type="checkbox"/> Maintains careful records of assessments for use when communicating with parents and students. <input type="checkbox"/> Occasionally engages students in informal self-assessment activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates a variety of formal and informal assessment methods and tools as a basis for monitoring both student progress and effectiveness of instructional approach. <input type="checkbox"/> Formal assessments show an intentional balance between traditional pencil and papers tests including constructed response items and alternative assessment formats. <input type="checkbox"/> Use assessments as a basis for making reasoned adjustments and adaptations in planning and instruction. <input type="checkbox"/> Maintains careful records to support knowledgeable and responsible communication about student progress. <input type="checkbox"/> Engages students in self-assessment activities, often blurring the distinction between instruction and assessment.

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;">WTS 9 Reflective Practitioner</p> <p style="text-align: center;">Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects systematic use of inquiry tools as a means of improving teaching. <input type="checkbox"/> Little evidence of reflection on classroom practice or concern with professional development. <input type="checkbox"/> Problems in the classroom are defined exclusively in terms of students; reflection on the teacher's role in problem situations does not occur. <input type="checkbox"/> Concern for educational philosophy and learning theory absent <input type="checkbox"/> Shows no interest in continuing professional development. 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of systematic use of inquiry tools to support change in instructional approach. <input type="checkbox"/> Rarely takes time to reflect on classroom practice. <input type="checkbox"/> Typically defines all problems in terms of the students rather than as an interdependent function of instructional choices and student needs and prior knowledge, skills, and experiences. <input type="checkbox"/> Does not consider the existence of a connection between teaching practice, educational philosophy, and learning theory. <input type="checkbox"/> Does not seek information about professional organizations, conferences, or workshops as a means of sustaining professional development 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes time to use at least one inquiry tool to support analysis of and reflection on classroom practice. <input type="checkbox"/> With support from others, is able to participate in a problem-solving approach to adjust or adapt instruction. <input type="checkbox"/> Holds a superficial conception of the link between teaching practice, educational philosophy, and learning theory. <input type="checkbox"/> Does not acknowledge the role of reading professional literature, reflection, and discussion with colleagues as a means of improving classroom practice. <input type="checkbox"/> Somewhat reluctant to participate in opportunities for professional development beyond the local district. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes time to use at least two tools of inquiry to support analysis of and reflection on classroom practice. <input type="checkbox"/> Generally takes a problem-solving approach to adjust or adapt instruction to support student growth, learning, and development. <input type="checkbox"/> Gives evidence of recognizing a link between teaching practice, educational philosophy, and learning theory. <input type="checkbox"/> Sporadically reads professional literature and occasionally engages colleagues in reflection on classroom practice as a means of supporting professional development of self and others. <input type="checkbox"/> Attended a professional association conference or workshop beyond the local district. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes time to use various inquiry tools to support analysis of and reflection of classroom practice. <input type="checkbox"/> With colleagues, initiates problem-solving strategies to analyze and adjust or adapt classroom practice to maximize student growth, development, learning, and achievement. <input type="checkbox"/> Has an articulate concept of the connection between teaching practice, educational philosophy, and learning theory. <input type="checkbox"/> Regularly reads professional literature and frequently interacts with colleagues to enhance reflection supporting professional development of self and others. <input type="checkbox"/> Actively seeks opportunities to attend professional association conferences and workshops outside the local district to sustain professional development.

Comments:

Evaluator

Date

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 10 Positive Relationships</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in collegial activities with school personnel when administrators require participation. <input type="checkbox"/> Communicates with parents only during formal school functions such as parent-teacher conferences and open houses. <input type="checkbox"/> Does not link with colleagues or other professionals. <input type="checkbox"/> Distant relationship with students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely participates in collegial activities with school personnel. <input type="checkbox"/> Communicates with parents only during formal school functions such as parent-teacher conferences and open houses. <input type="checkbox"/> Occasionally seeks help from colleagues and counselors in working with students who are having or causing problems in class. <input type="checkbox"/> Tenuous relationship with students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally participates in collegial activities with school personnel. <input type="checkbox"/> Usually seeks to make links with parents. <input type="checkbox"/> Initiates linking with counselors, and colleagues to seek help in working with students who are having or causing problems in class. <input type="checkbox"/> Generally maintains respectful rapport with students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in some collegial activities to help make the school a productive learning environment. <input type="checkbox"/> Frequently seeks to make links with parents. <input type="checkbox"/> Initiates linking with counselors, colleagues, and professionals in the community to advocate for student rights, learning, and well-being. <input type="checkbox"/> Generally maintains a good, responsive rapport with students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in collegial activities to help make the school a productive leaning environment. <input type="checkbox"/> Consistently seeks to make links with parents. <input type="checkbox"/> Engages actively with counselors, colleagues, and professionals in the community to advocate for student rights, learning, and well-being. <input type="checkbox"/> Maintains positive, productive, responsive rapport with students.

Comments:

Evaluator

Date

Student Name: _____ ID#: _____ Major: _____

Phase 3 _____ Phase 4 _____ College of Education Portfolio Evaluation Record Sheet

PHILOSOPHY STATEMENT	Scores	Evaluator: _____ (Please print name clearly) Evaluator: _____ Date: _____ (Signature) Student: _____ Date: _____ (Signature: I have read and understood the evaluation) C&I Office: _____ Date: _____ (Initials: I have received the scoring sheet)										
Idea Development												
Illustrative Examples												
Quality of Writing												
Final Philosophy Score (Mean)												
NARRATIVE STATEMENTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	Narrative Subscores
Relationship of the Artifact or Performance to the Standards												
Reflection on Learning*												
Reflection on Professional Goals												
Quality of Writing												
												Final Narrative Score
Composite Reflective Narrative Scores												
ARTIFACTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	
Artifact Final Scores												

*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):

Student Name: _____ ID#: _____ Major: _____

Phase 3 _____ Phase 4 _____

College of Education Portfolio Evaluation Record Sheet
with complete narrative submitted all at once.

PHILOSOPHY STATEMENT	Scores	Evaluator: _____ (Please print name clearly)									
Idea Development		Evaluator: _____ Date: _____ (Signature)									
Illustrative Examples		Student: _____ Date: _____ (Signature: I have read and understood the evaluation)									
Quality of Writing		C&I Office: _____ Date: _____ (Initials: I have received the scoring sheet)									
Final Philosophy Score (Mean)											
NARRATIVE STATEMENTS	Narrative Subscores										
Relationship of the Artifact or Performance to the Standards											
Reflection on Learning*											
Reflection on Professional Goals											
Quality of Writing											
	Final Narrative Score										
ARTIFACTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS	WTS
	1	2	3	4	5	6	7	8	9*	10	
Artifact Final Scores											

*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):