APPENDIX A

Portfolio Item Scoring Rubric - Initial Portfolio

Candidate Name:_____

At the **Initial Portfolio Phase**, teacher candidates in elementary or secondary education **must demonstrate their knowledge and understanding of WTS (Wisconsin Teaching Standards) 1, 2, 3, 6, 9, and 10.** Course instructor's signatures are not required for Standards 1, 9 & 10. These standards will be rated by Portfolio Reviewers. If your course instructor did not supply a scoring rubric for an assignment you want to include in your portfolio, please provide them with this form to rate, sign, and date by the appropriate standard addressed.

	0	1	2
Standard #1 – Know subject they teach - The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	The teacher candidate has not yet demonstrated adequate content knowledge in a subject area.	The teacher candidate demonstrates knowledge of her/his content area including basic principles, concepts, and theories.	The teacher candidate implements lessons that effectively integrate content knowledge across subject areas in a manner that is reflected in student outcomes.

	0	1	2
Standard #2 – Know how children grow – The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	The teacher candidate cannot adequately describe children's level of knowledge or how they might gain skills in a curricular area.	The teacher candidate is able to describe a student's level of knowledge and skill in a specific area of the curriculum and how they can grow in that area.	The teacher candidate can demonstrate long-term planning that reflects the needs of students across curricular areas.

Comments:

_____ _____ Class name or number:_____

Instructor Signature Date

	0	1	2
Standard #3 – Understand that children learn differently – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	The teacher candidate has yet to demonstrate an adequate understanding of the need for varied approaches to learning and identification of appropriate accommodations.	The teacher candidate demonstrates an understanding of the need for varied approaches to learning and determines appropriate accommodations for students with a variety of learning needs.	The teacher candidate creates and implements multi-level lessons that provide growth opportunities for *all* students.

Comments:

_____ _____ Class name or number:_____

Instructor Signature Date

Candidate Name:_____ Initial Portfolio

	0	1	2
Standard #6 – Communicates well – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	The teacher candidate has not yet demonstrated a variety of appropriate written and oral communication skills when teaching children or youth.	The teacher candidate demonstrates a variety of appropriate written and oral communication skills when teaching children or youth.	The teacher candidate effectively demonstrates a variety of appropriate written and oral communication skills as well AS the use of technology and other media when teaching children or youth.

Comments:

_____ _____ Class name or number:_____

Instructor Signature Date

	0	1	2
Standard #9 – Able to evaluate themselves – The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	The teacher candidate has not yet demonstrated the ability to evaluate the effects of her/his choices and actions on others.	The teacher candidate demonstrates the ability to evaluate the effects of her/his choices and actions on others.	The teacher candidate demonstrates the ability to evaluate the effects of her/his choices and actions on others and uses it to improve practice in classroom and collaborative relationships.

	0	1	2
Standard #10 – Connected with other teachers and the community – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	The teacher candidate has yet to demonstrate positive collaborative relationships with others.	The teacher candidate participates in activities within school, community, and professional organizations.	The teacher candidate engages in positive collaborative activities with other professionals in school, community, or professional organizations.

Portfolio Reviewed By:_____ Date:_____

Portfolio Reviewed By:_____ Date:_____

Initial Portfolio Point Total:_____

If you require additional copies of any of the forms in this handbook, please download them from the COEHS website:
www.uwosh.edu/coehs
- Undergraduate Teacher Licensure Program
- Undergraduate Resources
- Portfolio Item Scoring Rubric