

## Portfolio Item Scoring Rubric – Transition to Teaching Portfolio

Candidate Name: \_\_\_\_\_

At the **Transition to Teaching Phase**, all teacher candidates **must demonstrate growth in their knowledge and understanding of the ten WTS (Wisconsin Teaching Standards)**. 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
<b>Standard #1 – Know subject they teach</b> - 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.

Comments:

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University Supervisor Signature

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Date

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<b>Standard #2 – Know how children grow</b> – 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:

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University Supervisor Signature

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Date

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<b>Standard #3 – Understand that children learn differently</b> – 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 <i>all</i> students.

Comments:

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University Supervisor Signature

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Date

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<b>Standard #4 – Know how to teach</b> – The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	The teacher candidate has not yet demonstrated the ability to engage learners or use a variety of instructional strategies.	The teacher candidate uses a variety of instructional strategies to engage learners in appropriate subject matter.	The teacher candidate uses a variety of instructional strategies to meet the physical, academic, and emotional needs of their learners while engaging them in experiences designed to meet state standards and individual student goals.

Comments:

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University Supervisor Signature

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Date

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<b>Standard #5 – Know how to manage a classroom</b> – 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.	The teacher candidate has not yet demonstrated the ability to establish a positive classroom environment or has not yet demonstrated the ability to use proactive strategies to address behavioral issues.	The teacher candidate demonstrates the ability to establish a positive classroom environment and uses strategies to prevent misbehavior, intervene when it occurs, and teaches skills to encourage appropriate behavior in the long-term.	The teacher candidate demonstrates the ability to establish a positive classroom environment and uses strategies to prevent misbehavior, intervene when it occurs, and teaches skills to encourage appropriate behavior in the long-term by looking at underlying causes of the behavior and matching strategies with the needs of each learner.

Comments:

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University Supervisor Signature

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Date

Candidate Name			
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<b>Standard #6 – Communicates well</b> – 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:

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University Supervisor Signature

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Date

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<b>Standard #7 – Able to plan different kinds of lessons</b> – The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	The teacher candidate has not yet written plans that are adequately connected to relevant subject matter or learner needs.	The teacher candidate plans learning experiences that are relevant to their learners and subject matter.	The teacher candidate plans a variety of sequential learning experiences designed to teach relevant subject matter that meets state standards and individual learner needs and goals.

Comments:

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University Supervisor Signature

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Date

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<b>Standard #8 – Know how to test for student progress</b> – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	The teacher candidate has not yet demonstrated the ability to collect and use assessment data to effectively measure learner performance or plan learning activities.	The teacher candidate uses assessment data to effectively measure learner performance and plan learning activities.	The teacher candidate uses a variety of assessment strategies to collect formative and summative data and uses them appropriately to foster the continuous development of each learner.

Comments:

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University Supervisor Signature

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Date

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<b>Standard #9 – Able to evaluate themselves</b> – 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.

Comments:

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 University Supervisor Signature

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 Date

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<b>Standard #10 – Connected with other teachers and the community</b> – 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.

Comments:

\_\_\_\_\_  
 University Supervisor Signature

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 Date

**If you require additional copies of any of the forms in this handbook, please download them from the COEHS website:**

[www.uwosh.edu/coehs](http://www.uwosh.edu/coehs)

- Undergraduate Teacher Licensure Program
- Undergraduate Resources
- Portfolio Item Scoring Rubric