

Portfolio Scoring Form

Teacher Candidate: _____

Semester/ Year: _____

Portfolio Stage: Initial Admission to Student Teaching Transition to Teaching

"Please note that this form is now aligned to the InTASC Educator Standards, as mandated by the WI DPI. During the transition period from the WI Educator Standards (WES) to the InTASC Standards the alignment will be provided for ease in uploading artifacts for each InTASC Teaching Standard."

1	2	3	4	5
Minimal Teacher candidate demonstrates minimal skill in:	Emergent Teacher candidate demonstrates inconsistent skill in:	Progressing Teacher candidate demonstrates somewhat consistent skill in:	Proficient Teacher candidate demonstrates highly consistent skill and the competence expected of a beginning teacher:	Advanced Teacher candidate demonstrates highly consistent skill and performance indicative of an exemplary teacher:

	1	2	3	4	5
InTASC Standard 1: Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. WES 2 – Know how children grow. COEHS – Knowledge of learning, understanding pedagogy.					
InTASC Standard 2: Learning Differences- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. WES 3 – Understand that children learn differently. COEHS – Understanding diversity, Knowledge of culture, Knowledge of learning, Understanding pedagogy.					
InTASC Standard 3: Learning Environments- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. WES 5 – Know how to manage a classroom. COEHS – Being a skillful practitioner.					
InTASC Standard 4: Content Knowledge- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. WES 1 – Know the subject they teach. COEHS – Knowledge of content, Being a life-long learner.					
InTASC Standard 5: Application of Content- The teacher understands how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. WES 6 – Communicates well with students. COEHS – Being a skillful practitioner.					
InTASC Standard 6- Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. WES 8 – Know how to test for student progress. COEHS - Being a skillful practitioner.					

<p>InTASC Standard 7- Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. WES 7 – Able to plan different kinds of lessons. COEHS - Understanding curriculum, Being a skillful practitioner, Knowledge of content, Understanding pedagogy, Knowledge of learning.</p>					
<p>InTASC Standard 8- Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. WES 4 – Know how to teach. COEHS – Understanding pedagogy, being a skillful practitioner.</p>					
<p>InTASC Standard 9- Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. WES 9: Able to evaluate themselves. COEHS: Being a life-long learner, Being a reflective professional.</p>					
<p>InTASC Standard 10- Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. WES 10 - Are connected with other teachers and the community. COEHS - Knowledge of culture, Being a change agent, Being reflective professional.</p>					

Total Score: _____ **Mean Score:** _____
Recommended

Recommended **Not**

Reviewer's Signature

Date

College of Education and Human Services
University of Wisconsin Oshkosh
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