

## Decision Point 2 Portfolio InTASC Standards Rubric

Criteria	Highly Effective	Effective	Developing	Ineffective
<b>Standard 1: Learner Development</b> The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (1.E)	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (1.P)	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (1.D)	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (1.B)
	□ 4	□ 3	□ 2	□ 1
<b>Standard 2: Learning Differences</b> The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (2.E)	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (2.P)	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (2.D)	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (2.B)
	□ 4	□ 3	□ 2	□ 1
<b>Standard 3: Learning Environment</b> The teacher shall work with others to create environments that support individual and collaborative	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen.

learning and encourage positive social interaction, active engagement in learning, and self-motivation.	attention to detail and time. (3.E) <input type="checkbox"/> 4	demonstrates that the student has gained mastery of the competencies indicated by the standard. (3.P) <input type="checkbox"/> 3	inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (3.D) <input type="checkbox"/> 2	(3.B) <input type="checkbox"/> 1
Standard 4: Content Knowledge The teacher shall understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (4.E) <input type="checkbox"/> 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (4.P) <input type="checkbox"/> 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (4.D) <input type="checkbox"/> 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (4.B) <input type="checkbox"/> 1
Standard 5: Application of Content The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (5.E) <input type="checkbox"/> 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (5.P) <input type="checkbox"/> 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (5.D) <input type="checkbox"/> 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (5.B) <input type="checkbox"/> 1
Standard 6: Assessment The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily

monitor learner progress, and to guide the educator's and learner's decision making.	shows exceptional attention to detail and time. (6.E)  <input type="checkbox"/> 4	convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (6.P)  <input type="checkbox"/> 3	insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (6.D)  <input type="checkbox"/> 2	constructed/chosen. (6.B)  <input type="checkbox"/> 1
Standard 7: Planning for Instruction The teacher shall plan 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.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (7.E)  <input type="checkbox"/> 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (7.P)  <input type="checkbox"/> 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (7.D)  <input type="checkbox"/> 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (7.B)  <input type="checkbox"/> 1
Standard 8: Instructional Strategies The teacher shall understand and use 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.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (8.E)  <input type="checkbox"/> 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (8.P)  <input type="checkbox"/> 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (8.D)  <input type="checkbox"/> 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (8.B)  <input type="checkbox"/> 1
Standard 9: Professional Learning and Ethical Practice The teacher shall engage in ongoing professional learning, shall use	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily

evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	shows exceptional attention to detail and time. (9.E)  □ 4	convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (9.P)  □ 3	insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (9.D)  □ 2	constructed/chosen. (9.B)  □ 1
Standard 10: Leadership and Collaboration The teacher shall seek appropriate leadership roles and opportunities to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and advance the profession.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (10.E)  □ 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (10.P)  □ 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (10.D)  □ 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (10.B)  □ 1

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature:    Date