STANDARDS PORTFOLIO EVALUATION/CCTS RATIONALE RUBRIC

Student_____Rachel Yorke_____ UMF Program___Secondary Education Mathematics___

Supervisor_____John Krasnavage_____ Date___4/19/2017_____

Person filling out this form:
Supervisor of Record ☐   Cross-Rater ☐   Student Teacher ☑   Mentor Teacher ☐

Standard Rationale Rubric

Part 1: Rationale & Reflection

Directions: Use the following rubric to evaluate the overall portfolio and writing of rationale statements.

	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Philosophy of Education	Did not include personal philosophy of education.	Lacks personalization and / or not educationally sound.	Educationally sound but lacks specificity and weak personalization.	Well written, unique approach, professional.
Introduction of Standards	No effort or progress toward introducing standards or to paraphrase/ interpret meaning of standards.	Identifies standards and specific indicators targeted but does not paraphrase/ interpret meaning of standards.	Identifies standards and specific indicators targeted and attempts to paraphrase, but misinterprets meaning of standards.	Explicitly identifies the standards and specific indicators being targeted and correctly paraphrases/interprets standards in own words.
Introduction of Artifacts	No effort or progress toward introducing artifacts; no details provided about nature, purpose or context.	Provides some details regarding 1 of the following: nature of artifacts; purpose of artifacts; context for creation/use.	Provides some details regarding 3 of the following or specific details regarding 1 or 2 of the following: nature of artifacts; purpose of artifacts; context for creation/use.	Provides specific details describing the nature of the artifacts, their purpose, and the context for creation/use of the artifacts.
Rationale	No effort or progress toward justifying how artifacts meet indicators and standards.	Attempts to justify how artifacts meet indicators or standards but reasoning or interpretation of standards is minimal or includes an error.	Justifies how artifacts meet standards but... still needs to provide specific examples to support reasoning AND/OR artifacts and justifications are not clearly aligned with target standards.	Clearly articulates justifications, using language of the standards and referencing specific examples within the artifacts, for how artifacts meet specific indicator(s).
Writing / Mechanics	No effort or progress toward organizing writing, using educator vocabulary or	Writing is not clear or well-organized and is difficult to follow; minimal use of educator vocabulary;	Writing is organized; utilizes some language/vocabulary of a professional educator; minimal	Writing is clear, well-organized and easy to follow, utilizes language/vocabulary of a professional educator,

	correcting errors in grammar, spelling or mechanics.	errors in grammar, mechanics or spelling which hinder understanding.	errors in grammar, mechanics or spelling which do not hinder understanding.	and is free of errors in grammar, mechanics, or spelling.
Reflection Entries	No reflections included.	Narratives unclear; lack insight, critical thinking and problem solving and / or show no evidence of a commitment to growth and learning.	Narratives are clearly written, connect to the standards and show evidence of a commitment to growth and learning.	Narratives are clear; reveal insight, critical thinking and problem solving and show a clear connection to the standards and a serious commitment to growth and learning.

Part 2: Standards

Directions: Use the following standard-specific rubric to evaluate student progress toward meeting the Standard. Students will be scored on only the category row (Performance, Essential Knowledge, or Critical Disposition) that aligns with the Standard Indicators identified by the student in the rationale statements. Score each category that aligns with the identified indicators.

Standard 1: Learner Development	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 1(a), 1(b), 1(c)	No effort or progress toward seeking information about learner's needs or modifying instruction to address needs.	Seeks information about learner's needs or describes strategies for modifying instruction to address a need.	Seeks information about learners' needs and describes a possible strategy for modifying instruction to address needs.	Seeks information about learners' needs and applies information to create/deliver developmentally appropriate instruction.
Essential Knowledge 1(d), 1(e), 1(f), 1(g)	No effort or progress toward identifying, describing or applying information about learner development and construction of understanding.	Identifies variables that affect learning and/or stages of development.	Explains how development and other variables impact learning and how students construct knowledge.	Makes instructional decisions based on understanding of development, variables that affect learning and how students construct knowledge.
Critical Dispositions 1(h), 1(i), 1(j), 1(k)	No attempt or progress toward showing respect for learners or communicating sense of responsibility/ commitment to supporting student growth.	Refers to all learners using respectful language.	Conveys respect for learners' differences through respectful language and conveys sense of responsibility for supporting student growth.	Explicitly communicates respect for learners' different strengths and needs, commitment to supporting student growth, and/or value of others' input on student development.

Standard 2: Learning Differences	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 2(a), 2(b), 2(c), 2(d), 2(e), 2(f)	No effort or progress toward understanding or applying strategies for differentiating or customizing learning.	Identifies strategies for customizing learning or finds a quality strategy/resource/tool for supporting different student needs.	Explains strategies for customizing learning (pacing, rigor, choice) and describes tools for language development.	Designs, adapts and/or delivers instruction that customizes learning (pacing, rigor, choice) and provides support for ELLs and/or students with special needs.

Essential Knowledge 2(g), 2(h), 2(i), 2(j), 2(k)	No effort or progress toward understanding or supporting learning differences of ELLs or students with special needs.	Identifies needs of ELLs and/or students with special needs. OR Summarizes steps for ELL language acquisition.	Explains different approaches to learning, addresses differences in students' background knowledge and contribution to the community, and explains strategies for supporting ELLs and/or students with special needs.	Designs instruction that accesses students' prior knowledge and purposefully supports ELLs and/or students with special needs.
Critical Dispositions 2(l), 2(m), 2(n), 2(o)	No effort or progress toward use of respectful language or high expectations when discussing learners.	Conveys value for all learners and their differing backgrounds.	Maintains respectful language and high expectations when referring to learners of all skills/backgrounds in verbal and written communication.	Intentionally communicates and explicitly articulates respect and high expectations for all learners and the contributions each learner brings to a community.

Standard 3: Learning Environments	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h)	No effort or progress toward identifying, designing or implementing strategies for establishing a positive, effective classroom environment.	Identifies structures, routines and shared values that contribute to a safe, respectful, and collaborative learning environment.	Describes or designs structures/routines, ice breakers, or community-building activities for developing a safe, respectful and collaborative learning environment.	Establishes and maintains a safe, respectful learning environment with shared values, that allows students to practice communicating, cooperating and collaborating effectively.
Essential Knowledge 3(i), 3(j), 3(k), 3(l), 3(m)	No effort or progress toward understanding or applying strategies for supporting student collaboration, cooperation, motivation or effectiveness.	List or identify strategies for: motivating students, collaborative learning, or cooperative learning, helping students to direct own learning, or, helping students to self-advocate.	Explains theory and/or structures behind collaborative or cooperative learning strategies. OR Describes strategies for establishing norms, routines and structures.	Designs instruction, environment or instructional tools that incorporate collaborative or cooperative learning strategies, or provide opportunities for students to practice self-direction or self-advocacy.
Critical Dispositions 3(n), 3(o), 3(p), 3(q), 3(r)	No effort or progress toward describing or communicating importance of establishing a positive, supportive, collaborative community or of teacher's role in process.	Identifies opportunities for collaborating with peers, parents and/or students. OR Conveys importance of establishing a positive, supportive, collaborative community.	Explains importance collaborating with others. OR describes teacher's role in establishing a positive, supportive, collaborative community.	Seeks opportunities to collaborate (with peers, students, families) in order to establish positive, supportive, collaborative learning environments and practices being a reflective listener and observer.

Standard 4: Content Knowledge	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 4(a), 4(b), 4(c), 4(d), 4(e), 4(f), 4(g), 4(h), 4(i)	No attempt or progress toward identifying, describing or applying content-specific pedagogy.	Identifies pedagogical strategies for content-delivery. OR Finds and describes multiple strategies for approaching/learning the same topic.	Explains content-specific pedagogical strategies for delivering content. OR Evaluates and/or modifies learning activities to make content accessible and meaningful.	Designs/delivers instruction that utilizes a variety of content-specific pedagogy and models to make content accessible and meaningful (build on previous knowledge, address misconceptions, practice content language, and guide learners through learning progressions).
Essential Knowledge 4(j), 4(k), 4(l), 4(m), 4(n)	No effort or progress toward understanding or utilizing content standards, building familiar with content language, and/or correctly communicating content.	Selects appropriate content standards to target for learning activities. OR Recognizes common misconceptions. OR Seeks connections between student background/interests and content.	Rephrases content standards in student language and integrates content language into a lesson or learning activity. OR Designs a learning activity that builds on student background information/interests and targets a specific content standard or addresses a common misconception.	Correctly communicates content and unpacks content standards for/with students, integrates use and practice with content language, applies information about student background and interests to make content relevant, and/or develops instructional activities that address common misconceptions.
Critical Dispositions 4(o), 4(p), 4(q), 4(r)	No effort or progress toward keeping up-to-date in field/content; does not seek to broaden own perspectives.	Identifies relevant and reliable sources or organizations for current topics and research in field/content. OR Recognizes different perspectives exist. OR Recognizes own personal biases.	Finds and describes a current topic, question, finding or tool related to field/content. OR Describes value of allowing students to learn about, discuss and evaluate different perspectives or approaches.	Participates in professional development or actively seeks to keep up-to-date on field/content and broaden personal understanding. OR seeks opportunities for students to evaluate and discuss different perspectives or approaches.

Standard 5: Application of Content	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(g), 5(h)	No effort or progress toward finding, developing or implementing learning experiences that apply content or multiple perspectives for problem solving/critical thinking.	Finds and describes strategies or activities that promote exploration/evaluation of perspectives or critical thinking/problem solving skills.	Designs an activity that requires students to explore and evaluate different perspectives and to combine critical thinking and problem solving skills with content knowledge to investigate and solve problems.	Facilitates learning experiences that require students to explore and evaluate different perspectives and to combine critical thinking and problem solving skills with content knowledge to investigate and solve problems.

Essential Knowledge 5(i), 5(j), 5(k), 5(l), 5(m), 5(n), 5(o), 5(p)	No effort or progress toward understanding or integrating strategies for improving critical thinking, problem solving, content literacy or communication skills.	Identifies strategies for building communication, critical thinking or problem solving skills. OR Identifies interdisciplinary connections to core subject or lenses for exploring content.	Explains strategies for fostering communication, critical thinking, or problem-solving skills. OR Describes relevant interdisciplinary connections to core subject or lenses for exploring content.	Designs learning experiences that explicitly target communication, critical thinking, problem-solving or content literacy skills or to make interdisciplinary content connections.
Critical Dispositions 5(q), 5(r), 5(s)	No effort or progress toward communicating value of multiple perspectives or interdisciplinary content connections for learning experience.	Identifies reasons for or describes research theory regarding impact of interdisciplinary lenses or interdisciplinary connections.	Articulates the value of knowledge beyond own content area or value of providing flexible learning environments for exploring and expression.	Actively seeks opportunities to explore/expand interdisciplinary connections and global/local applications of content.

Standard 6: Assessment	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 6(a), 6(b), 6(c), 6(d), 6(e), 6(f), 6(g), 6(h), 6(i)	No effort or progress toward designing an assessment or aligning an assessment to a specific learning goal.	Designs an assessment to evaluate student progress toward a specific learning goal.	Designs/selects multiple assessments to evaluate student progress toward a specific standard or learning goal.	Uses assessment data to evaluate student progress toward a standard or learning goal and to make instructional decisions.
Essential Knowledge 6(j), 6(k), 6(l), 6(m), 6(n), 6(o), 6(p)	No effort or progress toward analyzing student data.	Identifies tools used for measuring and analyzing student data.	Describes student data needed to measure student proficiency and/or growth and explains process for analyzing data.	Analyzes assessment data to identify patterns/trends in student proficiency and/or growth.
Critical Dispositions 6(q), 6(r), 6(s), 6(t), 6(u), 6(v)	No effort or progress toward providing feedback to students and/or families.	Provides feedback to students and/or families about proficiency and/or growth, but feedback is not actionable, timely or aligned to a specific standard or learning goal.	Provides timely or actionable feedback to students and/or families about proficiency and/or growth, but feedback may not be aligned to a specific standard or learning goal.	Provides timely and actionable feedback to students and families about student proficiency and growth on a specific standard or learning goal.

Standard 7: Planning for Instruction	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 7(a), 7(b), 7(c), 7(d), 7(e), 7(f)	No effort or progress toward purposefully designing a learning activity.	Creates a learning activity that addresses a learning goal.	Creates a single lesson plan or learning activity that incorporates students' needs and background	Creates short- and long-term instructional plans, based on students' needs and background knowledge, which

	No Evidence 0	Beginning 1	Developing 2	Proficient 3
			knowledge to address a standards-aligned learning goal and describes relationship between lesson and curriculum goal/plan.	incorporate a variety of learning experiences in order to meet standards-aligned learning goals.
Essential Knowledge 7(g), 7(h), 7(i), 7(j), 7(k), 7(l), 7(m)	No effort or progress toward incorporating learning theory, student strengths, needs or background knowledge, or evidence-based resources into learning activity.	Accesses/finds evidence-based instructional materials. OR Identifies/describes parts of a lesson that could be modified or taught using a different strategy.	Provides suggestions for revising/modifying instruction based on learner needs. OR Develops/decides sequence of learning activities to target curriculum goal.	Justifies selection of learning activities, sequencing and scaffolding based on understanding of learner development, background knowledge, content, pedagogy and curriculum.
Critical Dispositions 7(n), 7(o), 7(p), 7(q)	No effort or progress toward collaborating to plan or modify instruction.	Identifies individuals with whom s/he can collaborate for planning instruction.	Collaborates with a peer or mentor to plan or modify instruction based on student strengths/needs.	Participates in and communicates importance of collegial planning process and articulates necessity for flexibility in adjusting/modifying plans to meet student needs and content goals.

Standard 8: Instructional Strategies	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 8(a), 8(b), 8(c), 8(d), 8(e), 8(f), 8(g), 8(h), 8(i)	No effort or progress toward selecting, implementing or evaluating different instructional strategies.	Attempts to incorporate multiple instructional strategies into a lesson or activity plan, but strategies not relevant or appropriate.	Incorporates multiple relevant and appropriate instructional strategies into a lesson or activity plan.	Implements and evaluates effectiveness of multiple instructional strategies and adapts instruction to meet students' needs.
Essential Knowledge 8(j), 8(k), 8(l), 8(m), 8(n), 8(o)	No effort or progress toward learning about strategies for differentiating instruction.	Matches or aligns different instructional strategies with specific learning goals and/or student needs.	Describes strategies for adapting/differentiating instruction to support specific student needs.	Selects and justifies best strategies for adapting/differentiating instruction to support student needs.
Critical Dispositions 8(p), 8(q), 8(r), 8(s)	No effort or progress toward flexibly adapting instruction or experimenting with differentiating instruction.	Identifies benefits and challenges to differentiating instruction.	Communicates importance of using multiple strategies and technology to differentiate instruction.	Explores and experiments with use of new strategies and emerging technologies for differentiating instruction to support student learning.

Standard 9: Reflection & Continuous Growth *(Professional Learning & Ethical Practice)*	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 9(a), 9(b), 9(c), 9(d), 9(e), 9(f)	No effort or progress toward participating in professional development or professional learning experiences.	Participates in professional development or professional learning experience, but does not apply feedback or learning to instructional practices or perspective of educator's role.	Participates in professional development, peer-observation and self-assessment experiences to reflect on practice and role as educator. OR Participates in peer observation and reflects on peer's practice and role as educator.	Incorporates observations/reflections and new learning into decision-making about instructional practices and role as educator. OR Observes and provides constructive feedback to a peer regarding instructional practices, and/or role as educator.
Essential Knowledge 9(g), 9(h), 9(i), 9(j), 9(k)	No effort or progress toward understanding processes for self-assessment or improvement. OR No effort or progress toward learning about educational law related to his/her role or field.	Identifies strategies for self-assessment, reflection and evaluation of student data. OR Names/identifies educational law that relates to his/her role or field.	Uses self- and/or peer-assessment, reflection and/or student data to identify personal learning strengths, needs or areas for improvement (for self or peer). OR Describes how educational law relates to learners' rights and teacher responsibilities.	Uses self- and/or peer-assessment, reflection and/or student data to develop a plan for improving own practice or practices of a peer. OR Applies understanding of learners' rights and teacher responsibility to make and reflect on decisions in challenging situations or scenarios.
Critical Dispositions 9(l), 9(m), 9(n), 9(o)	No effort or progress toward reflecting on or improving own practice. OR No effort or progress toward observing or providing feedback to a peer.	Communicates importance of self- and/or peer-assessment, reflection and/or evaluation of student data in order to grow as a professional. OR Observes peer's practice and shares observations.	Reflects on practice and responsibilities as an educator (using peer or self-assessment tools). OR Reflects on peer's practice using a critical lens and provides feedback.	Consistently reflects on own practice (using peer or self-assessment) and responsibilities as an educator, and strives for personal and professional growth. OR Reflects on peer's practice and provides meaningful, actionable feedback.

Standard 10: Leadership & Collaboration	No Evidence 0	Beginning 1	Developing 2	Proficient 3
Performance 10(a), 10(b), 10(c), 10(d), 10(e), 10(f), 10(g), 10(h), 10(i), 10(j), 10(k)	No effort or progress toward collaborating with peers, families and communities to support student needs.	Recognizes and describes roles of different teams in supporting student needs and/or professional growth.	Participates in teams to support student needs and/or professional growth.	Collaborates with peers, families and communities to support and advocate for students or to improve learning environment or experience.
Essential Knowledge 10(l), 10(m), 10(n), 10(o)	No effort or progress toward developing, practicing or utilizing effective communication and/or	Identifies situations which require effective communication and/or collaboration with peers, families and communities.	Studies, reflects upon, and/or practices strategies for effectively communicating and collaborating with peers, families and	Utilizes verbal and written communication skills and strategies to effectively communicate and collaborate with peers, families and communities.

	No Evidence 0	Beginning 1	Developing 2	Proficient 3
			communities.	
Critical Dispositions 10(p), 10(q), 10(r), 10(s), 10(t)	No effort or progress toward expressing value or importance of collaborating or communicating with peers, families or communities.	Communicates importance of and challenges involved in communicating/collaborating with peers, families and communities.	Productively contributes to collaborative experiences with peers, families and communities and/or takes on leadership roles. OR Recognizes opportunities and challenges involved in collaborating and identifies strategies to make productive collaborative interactions.	Creates and/or facilitates opportunities to collaborate with peers, families and communities and contributes to support or advocate for students.

Standard 11: Technology Standards for Teachers	No Evidence 0	Beginning 1	Developing 2	Proficient 3
11.1 Facilitate and inspire student learning and creativity (ISTE-S•T 1)	No effort or progress toward learning about or integrating student use of digital tools/resources in lesson or activity plans.	Designs a lesson or activity that integrates digital tools/resources for creative problem-solving, critical thinking and/or communication.	Explains the ways in which to facilitate students' use of digital tools and resources to enhance creative and innovative thinking.	Supports and engages students in reflecting on and clarifying their own thinking, planning, and creative processes with digital tools and resources.
11.2 Design and develop digital age learning experiences and assessments (ISTE-S•T 2)	No effort or progress toward using technology to customize learning or assessment.	Describes strategies for using technology to promote student learning or assessment.	Designs a blended/ tech-enriched lesson or activity plan that uses technology to support student learning or assessment.	Provides multiple and varied learning and assessment opportunities for students to demonstrate their learning.
11.3 Model digital age work and learning (ISTE-S•T 3)	No effort or progress toward use of digital tools/resources and/or instructional technology to support teaching and learning.	Identifies digital tools/resources and instructional technology that are available in learning environment/school setting to support teaching and learning.	Seeks opportunities to learn and practice using digital tools/resources and instructional technology to support teaching and learning. OR Seeks digital tools for collaborating or communicating with students, peers and families to support teaching and learning.	Models fluent and effective use of digital tools/resources and instructional technology to support teaching and learning. OR Collaborates and/or communicates with students, peers and families using digital tools to support teaching and learning.
11.4 Promote and model digital citizenship and responsibility (ISTE-S•T 4)	No effort or progress toward defining, learning, teaching about or modeling appropriate and responsible use.	Clearly defines/communicates and models appropriate and responsible use of technology.	Designs lessons to explicitly learn about appropriate and responsible use of technology.	Models and integrates appropriate and responsible use of technology into classroom structures and routines.

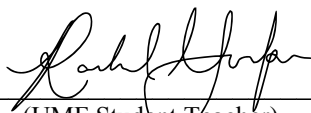|				
11.5 Engage in professional growth and leadership (ISTE-S•T 5)	No effort or progress toward developing proficiency with digital tools/resources and instructional technology.	Seeks opportunities/resources for professional development about digital tools/resources and instructional technology.	Participates in professional development about effective use of digital tools/resources and instructional technology.	Actively contributes to the teaching profession by sharing strategies with (peers and/or community) for the effective use of digital tools/resources and instructional technology to improve student learning.
11.6 Be familiar with the ISTE Standards for Students	No effort or progress toward identifying or understanding the meaning of the ISTE Student Standards.	Explains the main idea of each of the ISTE Standards for Students.	Explains or summarizes the indicators for each ISTE Standard for Students.	Describes classroom scenarios that are examples of how students might develop the knowledge, skills, and attitudes identified in the ISTE Standards for Students.

ISTE Standards for Students (ISTE S•S)

ISTE Standards for Teachers (ISTE S•T)

This portfolio documents that the teacher candidate has addressed each of the Common Core Teaching Standards through performance at an acceptable level for a beginning teacher.

Yes ☑

No ☐

I,_____, state that everything within this portfolio is my work and that
  (UMF Student Teacher)
any other material included has been cited to its source.

_____   _____
UMF Student Teacher Supervisor/Cross Rater   Date

If the teacher candidate does not receive *Proficient* in all of the areas of the evaluation, at least a *Proficient* overall rating and / or if there is any issue related to materials included in the portfolio after the teacher candidate meets with their UMF supervisor, then the teacher candidate meets with the Director of Field Services. The Director will again review and assess the teacher candidate's portfolio and a determination will be made regarding whether the teacher candidate passes Student Teaching and is recommended for State Licensure or not. The teacher candidate can appeal the decision with the Associate Provost & Dean, College of Education, Health, and Rehabilitation.