

Student Name: _____

Date: _____

Wisconsin Lutheran College School of Education
Portfolio Presentation Rubric

The following descriptions apply to the scale:

- 4 = Exceptional demonstration of criteria 3 = Acceptable, solid demonstration of criteria
2 = Developing, not clearly achieved 1 = Unacceptable, lacking significant aspects of criteria
0 = Lacking; not addressed

Introduction: Personal Contribution to the Profession

The student provides sufficient information through autobiography introspection to present her/himself as a serious teacher for the teaching profession.

The artifacts selected and explanations offered in the presentation:

INTa.	The autobiographical material that was presented is organized, selective in information, and captures the essence of the individual that has shaped and readied the candidate for teacher candidacy.	0 1 2 3 4
INTb.	The artifact, including the portfolio theme, aids in defining the candidate and is coherently explained and establishes the theme as a natural fit for the portfolio.	0 1 2 3 4

Standard 1: The teacher knows the subjects he/she is teaching.

The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make content meaningful and purposeful for learners.

The artifacts selected and explanations offered in the presentation:

1a.	Reflect evidences of the knowledge bases necessary to instruct others in respective subject areas and in areas of expected general knowledge.	0 1 2 3 4
1b.	Document understanding and ability to apply and adjust content related pedagogy to make learning meaningful and purposeful.	0 1 2 3 4
1c.	Highlight understanding of the reading, writing, speaking and listening areas as processes and discrete skill areas that also assist learning. (Include Phonetic Awareness—ECH/MC/EA)	0 1 2 3 4

Standard 2: The teacher knows how children grow and develop.

The teacher demonstrates understanding of how learners with broad ranges of ability learn and provides instruction that supports students intellectual, social, emotional, and personal development.

The artifacts selected and explanations offered in the presentation:

2a.	Show ability to plan for ranges of knowledge/skills, background experience, cognitive thinking and academic readiness for learning in a particular classroom.	0 1 2 3 4
2b.	Demonstrate knowledge of student development in physical, intellectual, psychological, emotional, or literacy acquisition areas across the certification levels.	0 1 2 3 4

Standard 3: The teacher understands diversity.

The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers exist impeding learning, and that adaptation of instruction may meet these diverse needs of learners, including those with disabilities and exceptionalities.

The artifacts selected and explanations offered in the presentation:

3a.	Document understanding and ability to apply theoretical models concerning the learning processes, styles, modalities and multiple intelligences.	0 1 2 3 4
3b.	Demonstrate knowledge of a specific area of exceptionality and other barriers to learning; demonstrate ability to plan for differentiated instruction and other learner considerations.	0 1 2 3 4
3c.	Describe your journey to understanding and development of a personal attitudinal awareness of multi-culturalism, including the study of one particular cultural group—and how that can be woven into a future classroom.	0 1 2 3 4
3d.	Identify specific knowledge concerning the Native American in Wisconsin and how that can be integrated into a future classroom.	0 1 2 3 4
3e.	Outline human relations issues and steps in conflict resolution that would be utilized in a future classroom or in life applications.	0 1 2 3 4

Standard 4: The teacher knows how to teach.

The teacher understands and uses a variety of instructional strategies, including technology, to encourage learner development of critical thinking, problem solving, and performance skills.

The artifacts selected and explanations offered in the presentation:

4a.	Demonstrate logical lesson design including appropriate components that facilitate learning and instructional techniques.	0 1 2 3 4
4b.	Highlight variety of instructional strategies to enhance higher order thinking.	0 1 2 3 4
4c.	Demonstrate ability to use various technological applications for personal and instructional purposes.	0 1 2 3 4

Standard 5: The teacher knows how to create and maintain a positive learning environment.

The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learners through positive social interaction, active learning and self-motivation.

The artifacts selected and explanations offered in the presentation:

5a.	Document a clear understanding of motivational theory and its connection to purposeful lesson design and to establishment of a positive learning atmosphere.	0 1 2 3 4
5b.	Show ability to plan for an inviting physical environment for learning for various types of learners.	0 1 2 3 4
5c.	Show a commitment to the creation of a positive learning environment through clearly articulated classroom management plan, identified components, and specified strategies.	0 1 2 3 4

Standard 6: The teacher communicates effectively.

The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school, and in the community.

The artifacts selected and explanations offered in the presentation:

6a.	Demonstrate writing ability in a variety of formats; demonstrate ability to instruct students about writing.	0 1 2 3 4
6b.	Show evidence of participation in various formal speaking experiences as well as show ability to integrate speaking or oral activities into the teaching/learning process.	0 1 2 3 4

Standard 7: The teacher possesses knowledge of educational foundations and skill at instructional planning.

The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning, can clearly articulate a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundations, subject matter, learners, the community and curricular goals or standards.

The artifacts selected and explanations offered in the presentation:

7a.	State your current philosophy of education; demonstrate how this has changed and or expanded from an earlier version.	0 1 2 3 4
7b.	Highlight another specific application of philosophical perspective applied to a specific area outside of EDU 201 and 402.	0 1 2 3 4
7c.	Depict an ability to plan for long-term instruction based on educational foundations, content standards/curricular goals, and differentiated instruction.	0 1 2 3 4

Standard 8: The teacher knows how to assess and evaluate student learning.

The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development and advancement of the learner.

The artifacts selected and explanations offered in the presentation:

8a.	Represent multiple means of evaluation, including holistic scoring, rubric design and authentic scoring and pre, during, post assessment of learning.	0 1 2 3 4
8b.	Demonstrate ability to plan for student grade appraisal.	0 1 2 3 4

Standard 9: The teacher models Christian professional integrity.

The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strive for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one's faith life.

The artifacts selected and explanations offered in the presentation:

9a.	Show progressive development as a reflective practitioner.	0 1 2 3 4
9b.	Describe specific areas for desired growth in knowledge, skills, and dispositions; address one area of personal research that was expanded upon since admission to the program.	0 1 2 3 4

Standard 10: The teacher is connected with other educational professionals and the community.

The teacher fosters positive relationships with colleagues, parents, and agencies in the larger community to support learning and well being; and acts with a Christian attitude, integrity, fairness, and professionalism in an ethical manner.

The artifacts selected and explanations offered in the presentation:

10a.	Tell the developmental story of a journey through a professional teacher education program that demonstrates ability to expand professional relationships and networks.	0 1 2 3 4
10b.	Include evidences of knowledge of resources (human and printed) available in theory, instruction, and curriculum.	0 1 2 3 4
10c.	Possess evidence of skills in communication, analysis and evaluation in order to foster relationships outside of the classroom.	0 1 2 3 4
10d.	Communicate an overall positive attitude, enthusiasm for teaching, and a caring concern for learners and colleagues.	0 1 2 3 4

Conclusion: The Presentation and Portfolio Format

In general the teacher uses clear communication techniques to explain his/her personal development as teacher.

Finally, the artifacts of the entire portfolio and especially those highlighted in the presentation:

CONa.	Depict organization, rehearsal and proper time allotment.	0 1 2 3 4
CONb.	Demonstrate good speaking skills.	0 1 2 3 4
CONc.	Reflect a unified whole and serve as evidence of readiness for teacher candidacy through a summative self-evaluation of the portfolio as an artifact and process.	0 1 2 3 4
CONd.	Are designed around a professionally-focused electronic version of the portfolio that is complete, organized, and attractive.	0 1 2 3 4

Average Portfolio Presentation Score: _____

Holistic Portfolio Score Overall: 0 1 2 3 4

Strengths:
Weaknesses:

Evaluator(s):