

Portfolio Evaluation Process
Version Fall 2015

Teacher Growth	
Section	Evaluation Process
The Learner and Learning	Portfolio Rubric with InTASC Standards 1-3
Content Knowledge	Portfolio Rubric with InTASC Standards 4-5
Instructional Practice	Portfolio Rubric with InTASC Standards 6-8
Professional Responsibility	Portfolio Rubric with InTASC Standards 9-10
Student Growth	
Section	Evaluation Process
Dramatic Academic Growth	Dramatic Academic Growth Rubric Part A with Portfolio Rubric
Advocacy	Advocacy Rubric with Portfolio Rubric
Access	Access Rubric with Portfolio Rubric
Habits and Mindsets	Habits and Mindsets Rubric with Portfolio Rubric

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Portfolio Rubric

Each of the Teacher Growth sections will be scored using both this Portfolio Rubric and the language of the associated InTASC Standards.

Quality of Work Submitted	Highly Proficient: 3	Proficient: 2	Approaching Proficiency: 1.5	Insufficient: 1	Did not submit: 0
<p>Adherence to Assignment Expectations</p> <p>The extent to which portfolio:</p> <ul style="list-style-type: none"> - meets the assessment criteria - is submitted in adherence with due dates 	<p>Portfolio section exceeds expectations, with fully developed interpretations and evidence.</p> <p>Portfolio section demonstrates exceptional breadth and depth.</p> <p>Interpretation is thoroughly presented, without being wordy or verbose. Interpretation clearly references and uses the language of all associated standards or outcomes.</p>	<p>Portfolio section is complete, with interpretations and evidence.</p> <p>Interpretation and evidence demonstrate sufficient breadth and depth.</p> <p>Interpretation clearly references and uses the language of all of the associated InTASC Standards or Transformational Teaching Paradigm outcomes.</p>	<p>Portfolio section is mostly complete, with interpretations and evidence.</p> <p>Interpretation and evidence are present and approach demonstration of sufficient breadth and depth.</p> <p>Interpretation makes some reference to but does not clearly use the language of all of the associated standards or outcomes.</p>	<p>Portfolio section is not complete. Interpretation and/or evidence are missing or not aligned to the standards or outcomes.</p> <p>Interpretation and/or evidence do not demonstrate sufficient breadth and depth.</p> <p>Interpretation fails to make reference to all of the associated standards or outcomes.</p>	<p>Did not submit, or submitted after the late submission window.</p>
<p>Assimilation and Synthesis of Content</p> <p>The extent to which the portfolio reflects the corps member's ability to:</p> <ul style="list-style-type: none"> - demonstrate the portfolios purpose - demonstrate understanding of the Transformational Teaching Paradigm outcomes and the current standards that guide and influence teaching - select evidence to support understanding of outcomes and standards 	<p>Demonstrates an exceptional understanding of the portfolio section's purpose, and intellectually explores the outcomes and standards.</p> <p>Demonstrates an exceptional understanding of the associated standards or outcomes and the current standards that guide and influence teaching.</p> <p>Demonstrates insightful reflection and/or critical thinking in the selection of evidence to support understanding of outcomes and standards.</p>	<p>Demonstrates understanding of the portfolio section's purpose.</p> <p>Demonstrates understanding of the associated InTASC Standards or Transformational Teaching Paradigm outcomes and the current standards that guide and influence teaching.</p> <p>Provides consideration and selects evidence to support understanding of outcomes and standards.</p>	<p>Approaches demonstrating understanding of the portfolio section's purpose; may be somewhat misaligned.</p> <p>Approaches demonstrating understanding of the associated standards or outcomes.</p> <p>Evidence approaches demonstrating an understanding of outcomes and standards.</p>	<p>Demonstrates insufficient understanding of the portfolio section's purpose.</p> <p>Demonstrates insufficient understanding of the associated InTASC Standards or Transformational Teaching Paradigm outcomes and the current standards that guide and influence teaching.</p> <p>Evidence is lacking or otherwise insufficient to support understanding of outcomes and standards.</p>	<p>Did not submit, or submitted after the late submission window.</p>

<p>Written Expression, use of Technology and Formatting</p> <p>The extent to which portfolio work reflects:</p> <ul style="list-style-type: none"> - scholarly, critical, analytical writing - the use of APA format - standard Edited English (i.e. correct grammar, mechanics) 	<p>Represents scholarly writing in correct formatting and with effective use of technology.</p> <p>Effective sentence variety; clear, concise, and powerful presentation are evident.</p> <p>Communication is effective. Introduction and conclusion are comprehensive without being verbose or wordy.</p> <p>Portfolio section is written in Standard Edited English. No prominent errors interfere with reading.</p>	<p>Work is well organized with correct technology and formatting throughout.</p> <p>Ideas are clearly and concisely presented.</p> <p>Elements of effective communication such as an introduction and conclusion are included.</p> <p>Work is written in Standard Edited English with few, if any, grammatical or mechanical errors.</p>	<p>Work is approaching proficiency in organization, formatting, and use of technology.</p> <p>Ideas need some improvement in clarity and concise presentation.</p> <p>Portfolio section includes introduction and conclusion, though these may be lacking in focus and use of language of the standards.</p> <p>Work is mostly written in Standard Edited English. There may be a few grammatical or mechanical errors present.</p>	<p>The quality of writing, use of technology, and/or formatting is of inconsistent quality or otherwise not acceptable for graduate-level work.</p> <p>Portfolio section is not presented clearly and concisely.</p> <p>Portfolio section is lacking an introduction and/or conclusion.</p> <p>Portfolio section is inconsistently written or presented in Standard Edited English. Contains several grammatical or mechanical errors.</p>	<p>Did not submit, or submitted after the late submission window.</p>
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Dramatic Academic Growth Rubric Part A: Coach Review

	Highly Proficient: 3	Proficient: 2	Approaching Proficiency: 1.5	Insufficient: 1	Did Not Submit: 0
Presentation and Analysis of Quantitative and Qualitative Evidence – see below for requirements	<i>Panel review is required for Highly Proficient on DAG. Candidates who advance to the panel review will be evaluated on Part B of this rubric.</i>	Portfolio section meets all Quantitative and Qualitative requirements as outlined below. Evidence for Standards 6 and 7 and Dramatic Academic Growth all come from the same subject/content and grade band.	Quantitative and Qualitative evidence is included but format or presentation may have minor errors. Evidence for Standards 6 and 7 and DAG do not come from the same subject/content and grade band.	Quantitative or Qualitative evidence is lacking or there are several errors in format or presentation. Evidence for Standards 6 and 7 and DAG do not come from the same subject/content and grade band.	Did not submit, or submitted after the late submission window.
Quality of Work Submitted		Proficient on the Portfolio Rubric	Approaching Proficiency on the Portfolio Rubric	Insufficient on the Portfolio Rubric	Did not submit

Quantitative Requirements: Numerical Growth

This is a quantitative measure that requires an illumination of data based on your content or grade band.

Please note: As is the case with every interpretation in the portfolio, you should begin with an introduction and end with a conclusion. The body of your interpretation for this section will be broken into two segments: Quantitative and Qualitative. See below for detailed instructions for the body of your interpretation.

	Interpretation	Evidence
If using standardized assessment(s)	<ul style="list-style-type: none"> Identify and give a brief summary of the assessment. What is this assessment? How is it used? If you wish, you may include your own evaluation of the assessment as a tool for measuring growth. The first time you mention the assessment in your interpretation, use the full name of the assessment and introduce the acronym or abbreviation. Thereafter, you may refer to the assessment by its acronym or abbreviation. Provide a high-level summary of the data presented in your evidence—report the data. Include highlights. Briefly analyze the data. Include a clear, numerical statement of the growth or mastery evidenced in the data. 	<ul style="list-style-type: none"> Include a link to a website with official information about the assessment. Include some form of sample or exemplar of the assessment. For example: sample publicly released items that you will have used in preparing your students for the assessment. Include a key or scoring chart used to evaluate student scores on the assessment. Include data, with annotation and analysis within your evidence. Data must be from a school year taught during your time in the program. <ul style="list-style-type: none"> If using a previous year's data, you must demonstrate growth/mastery for the full year's time. If using the current year's data, you may project growth through the end of the year. Do not leave it to your reader to interpret the growth evidenced in the data—it is your responsibility to give context and analysis of the growth or mastery present in the data. Evidence is the appropriate place to delve into more detailed analysis of the data. If you wish, this is also the correct place to focus on individual student growth. Ensure that all student names and unique identifiers are removed or masked. All evidence should be included in a universally-accessible format, such as PDF.
If using teacher-	<ul style="list-style-type: none"> Identify your assessments as teacher-created and give a brief summary of their format and 	<ul style="list-style-type: none"> Include the pre- and post-exams you use to track mastery. Include associated rubrics.

<p>created assessments</p>	<p>implementation.</p> <ul style="list-style-type: none"> Summarize the pre- and post- exams you have used to track mastery. Provide a high-level summary of the data presented in your evidence. Include highlights. Briefly analyze the data. Include a clear, numerical statement of the growth or mastery evidenced in the data. 	<ul style="list-style-type: none"> Include at least one student-created (not teacher-created) exemplar. Include data, with annotation and analysis within your evidence. Data must be from a school year taught during your time in the program. <ul style="list-style-type: none"> If using a previous year's data, you must demonstrate growth/mastery for the full year's time. If using the current year's data, you may project growth through the end of the year. Do not leave it to your reader to interpret the growth evidenced in the data—it is your responsibility to give context and analysis of the growth or mastery present in the data. Evidence is the appropriate place to delve into more detailed analysis of the data. If you wish, this is also the correct place to focus on individual student growth. Ensure that all student names and unique identifiers are removed or masked. All evidence should be included in a universally-accessible format, such as PDF.
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Qualitative Requirements: Student Writing/Work Samples

This is a qualitative measure that requires an illumination of academic language based on your content or grade band.

Interpretation	Evidence
<ul style="list-style-type: none"> Give a brief summary of the associated assignments or projects. This should be a brief narrative, providing context and background about the assignment for which your students produced these writing/work samples. Introduce the writing/work samples you have included in your evidence. Briefly analyze the growth demonstrated by the writing/work samples. Provide a brief rationale for your selection. Why did you select these particular assignments and samples to demonstrate qualitative growth in your classroom? 	<ul style="list-style-type: none"> Provide student writing/work samples that exhibit growth over time. For example: the same three students' writing/work samples from September and then from February on similar assignments. Include associated rubrics. These should be completed to show the students' scores on each assignment. You should also include context for these writing/work samples. For example, you might include the printed instructions students received, or a brief narrative paragraph within the evidence giving context. Use annotation or reflection within the evidence to analyze the growth demonstrated by the writing/work samples.

Dramatic Academic Growth Rubric Part B: Panel Review *

	Highly Proficient: 3	Proficient: 2	Approaching Proficiency: 1.5	Insufficient: 1
<p>Evidence of Academic Growth:</p>	<p>Dramatic Growth</p>	<p>More Than Typical Growth</p>	<p>Typical Growth</p>	<p>Less Than Typical Growth</p>
<p><i>* Coaches will give feedback and score using Part A of this rubric. Candidates who advance to the panel review will be evaluated with Part B of this rubric.</i></p>	<p>Master's candidate demonstrates:</p> <ul style="list-style-type: none"> Elementary: 1.6 years of growth; Secondary: 1.9 years of growth; or Mastery at or above 80% 	<p>Master's candidate demonstrates:</p> <p>At least 1 year of growth or Mastery at or above 70%</p>	<p>Master's candidate demonstrates:</p> <p>Less than 1 year of growth or Mastery below 70%</p>	<p>Master's candidate does not demonstrate growth</p>

Advocacy Rubric

	Highly Proficient: 3	Proficient: 2	Approaching Proficiency: 1.5	Insufficient: 1	Did Not Submit: 0
Evidence of Advocacy:	Dramatic Growth	More Than Typical Growth	Typical Growth	Less Than Typical Growth	Did not submit
Students learn that they can make change in the world by seeing their actions effect real change	Master's candidate demonstrates that teacher initiates and students lead or that students initiate. There is evidence of follow-through and/or completion.	Master's candidate demonstrates that teacher initiates and teacher leads. There is evidence of follow-through and/or completion.	Master's candidate demonstrates that teacher initiates but lacks evidence of follow-through and/or completion.	Master's candidate does not demonstrate an attempt to initiate.	Did not submit, or submitted after the late submission window.
Students can engage in high-level debate/conversation about real-world problems	Master's candidate demonstrates that students cite evidence and argue articulately about a real-world topic and/or introduce new ideas/opinions with responses and/or direct responses to one another.	Master's candidate demonstrates that students can cite evidence from teacher-provided information but no new ideas or opinions generated or the conversation is largely fueled by the teacher.	Master's candidate demonstrates that the teacher leads a discussion around the issue but the quality of student responses is low, student responses are directed to the teacher and only when prompted.	Master's candidate does not demonstrate attempt or demonstrates that the teacher does all of the talking around an issue.	Did not submit, or submitted after the late submission window.
Quality of Work Submitted	Highly Proficient on the Portfolio Rubric	Proficient on the Portfolio Rubric	Approaching Proficiency on the Portfolio Rubric	Insufficient on the Portfolio Rubric	Did not submit

Access Rubric

	Highly Proficient: 3	Proficient: 2	Approaching Proficiency: 1.5	Insufficient: 1	Did Not Submit: 0
Evidence of Access:	Dramatic Growth	More Than Typical Growth	Typical Growth	Less Than Typical Growth	Did not submit
Access is the ability to: <ul style="list-style-type: none"> - Connect with opportunities and gateways - Demand and reach those opportunities and gateways - Pursue alternative paths 	Master's candidate demonstrates that teacher researches and presents outside opportunities; students can describe their opportunities and take advantage of them, based on their skills and qualities.	Master's candidate demonstrates that teacher researches & presents <u>outside</u> opportunities, and encourages students to take advantage of those opportunities presented.	Master's candidate demonstrates that teacher only offers regionally obvious and readily available opportunities.	Master's candidate does not demonstrate that teacher connects students with opportunities and gateways or teaches students to demand and reach opportunities and gateways.	Did not submit, or submitted after the late submission window.
Quality of Work Submitted	Highly Proficient on the Portfolio Rubric	Proficient on the Portfolio Rubric	Approaching Proficiency	Insufficient on the Portfolio Rubric	Did not submit

Habits and Mindsets Rubric

	Highly Proficient: 3	Proficient: 2	Approaching Proficiency: 1.5	Insufficient: 1	Did Not Submit: 0
Evidence of Habits and Mindsets:	Dramatic Growth	More Than Typical Growth	Typical Growth	Less Than Typical Growth	Did not submit
See below for evidence requirements	Master's candidate demonstrates explicitly teaching and reinforcing multiple habits and mindsets. Master's candidate also demonstrates students' incorporation of habits and mindsets in their daily lives.	Master's candidate demonstrates explicitly teaching and clearly reinforcing <i>multiple</i> habits and mindsets.	Master's candidate demonstrates explicitly teaching and implementing some reinforcement of <i>one or two</i> habits and mindsets.	Master's candidate demonstrates an attempt to teach habits and mindsets but does not follow through or reinforce OR habits and mindsets are not from the list below.	Did not submit, or submitted after the late submission window.
Quality of Work Submitted	Highly Proficient on the Portfolio Rubric	Proficient on the Portfolio Rubric	Approaching Proficiency on the Portfolio Rubric	Insufficient on the Portfolio Rubric	Did not submit

Habits and mindsets *must* come from the following list:

1. Persisting
2. Managing impulsivity
3. Listening to others with understanding and empathy
4. Thinking flexibly
5. Thinking about our thinking (metacognition)
6. Striving for accuracy and precision
7. Questioning and posing problems
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision
10. Gathering data through all senses
11. Creating, imagining, and innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humor
15. Thinking interdependently
16. Learning continuously

Click here for further explanation of each habit:

<http://www.habitsofmind.org/sites/default/files/16HOM2.pdf>