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Stage 2 Portfolio Scoring Rubric

Teacher Education Program

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date Reviewed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Print)

***Scoring Instructions:*** *The artifacts and descriptors below should be evidenced in each candidate’s portfolio. Please use the rubric below to assess each artifact individually, giving a holistic score to each. Please make sure to score the AACU Written Communication Value Rubric, also, giving a holistic score to the candidate’s written ability demonstrated throughout the portfolio. These scores will be added, by the committee chair, to the Stage 2 Summative Scoring Insrument upon completion of the candidate’s presentation and submitted to the Education programs’ Data Manager for admission into student teaching.*

***Directions:*** *For each of the artifacts below, please circle/mark the appropriate judged performance level using rubric criteria:*

*4 = Exceeds Target 3 = Target 2 = Acceptable 1 = Unacceptable*

***For stage 2, “3-Target” or “Met” is the standard rating each students needs to be accepted into student teaching.***

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| ***The teacher candidate’s mastery of knowledge, pedagogy, leadership, and professional dispositions is demonstrated in the portfolio through the assessment of authentic artifacts. The artifacts include the Instructional Unit, Collaboration Tasks, Professional Growth Plan, and the Professional Leadership Plan and Project. These artifacts are reviewed and scored by the criteria outlined in the Kentucky Teacher Performance Standards (InTASC). In addition, candidate reflections in the form of Rationales for each KTPS are included. Candidates must provide at least three (3) pieces of supporting evidence in each KTPS in a narrative written reflection explaining how the artifacts contained in the portfolio demonstrate proficiency in meeting the Kentucky Teacher Performance Standards.*** |

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| **Portfolio** | | | | | | | | |
| **Overview** | **Met** | **Not Met** | | | | | | |
| **Letter to Reviewer** | **Met:** Clear introduction of candidate, overview of growth during program, describes strengths and areas for growth, reflection on best artifact, correct use of grammar and conventions with appropriate tone / voice. | **Not Met:** Fails to meet two or more of the five criteria outlined. | | | | | | |
| **Praxis II** | **Met:** Passing scores or a written remediation plan and registration confirmation of scheduled assessments evidence is included with all required PLT and Content assessments in primary certification area prior to student teaching. | **Not Met:** Fails to meet criteria outlined. | | | | | | |
| **Component & Evidence** | | **Score** | | | | | | | | |
| **Unit: Using the LWC Education Unit Plan Rubric** | | **4**  **Exceeds Target** | **3**  **Target** | | | **2**  **Acceptable** | | **1**  **Unacceptable** | | |
| KTPS 7 | **Unit Objectives/ Learning Targets:**   * Standards * Learning target/ objectives for unit * Essential Questions | Correct standards/ objectives/ essential questions listed and aligned with the correct Kentucky Academic Standards and demonstrates an in-depth knowledge of the connection (thread) that ties one to another. | | Correct standards/ objectives/ essential questions listed and align with the correctly identified Kentucky Academic Standards. | Correct standards/ objectives/ essential questions listed. | | No/incorrect standards listed.  Student does not  demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| KTPS  1-8 | **Unit Contextual Data Sheet and Teaching and Learning Statement:** Class description data   * Diversity data * Physical features of classroom * Availability of technology * Scheduling * Student characteristics: age, gender, race, ethnicity, special needs * Factors impacting planning and implementation of instruction | Critical attributes are listed and fully developed.  Student applies a complete and deep understanding of each attribute and alignment to the standards. | | Critical attributes are listed and fully developed.  Student applies proficient understanding of each attribute and alignment to the standards. | Critical attributes are listed but are not fully developed.  Student applies limited understanding of attributes. | | Critical attributes are missing/incorrect.  Student does not  demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| KTPS 4,6 | **Unit Assessments:** Pre & Post Assessment including Answer Key   * Aligns with unit objectives/learning targets. * Measures unit objectives/learning targets * Contains a variety of levels of Bloom’s/DOK/HOT questions * Questions are written appropriately for the grade level, purpose and content being tested. * Length of assessment is appropriate for grade level, purpose, and content being assessed. | Critical attributes are listed and fully developed.  Student applies a complete and deep understanding of each attribute and alignment to the standards. | | Critical attributes are listed and fully developed.  Student applies proficient understanding of each attribute and alignment to the standards. | Critical attributes are listed but not fully developed.  Student applies limited understanding of attributes. | | Critical attributes are missing/incorrect.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| KTPS  1-8 | **Lesson Plans:**   * Lesson context * Standards/objectives * Learning targets * Concept/skill review * Concept/skill preview * Learning strategies/ activities * Review of student learning * Lesson extensions * Attached materials used * Higher Order/Critical thinking questions * 21st century skills/CCRS * Differentiated strategies/activities (IEP, ELL, Gifted: with or without SET) * Media/Tech * Formative assessment/accommodations | Detailed description of critical attributes displayed.  Student creates plans that demonstrate an in-depth understanding of each attribute, including high leverage practices. | | All critical attributes are provided.  Student creates plans that demonstrate clear understanding of each attribute, including high leverage practices. | Most or all critical attributes are provided.  Student creates plans that demonstrate limited understanding of each attribute with minimal depth/ development/ or high leverage practices. | | Critical attributes are missing/ limited (minimal description).  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| KTPS  1-8 | **Technology:**   * Teacher use of technology * Student use of technology | Teacher **and** student technology are current, integrated throughout the unit, and appropriate /beneficial for unit, age, grade, and content. | | Teacher **and** student technology are utilized throughout the unit and utilized to support the lessons in the unit.  Technology utilized is appropriate/beneficial for unit, age, grade, and content. | Teacher **or** student technology is utilized in the unit, used in a limited capacity, or added to demonstrate technology use and not to support the lessons in the unit.  Technology utilized is adequate/ appropriate for lesson, age, grade, and content. | | No/limited technology is used throughout the lesson.  Technology utilized is inappropriate for lessons in unit, age, grade, and content. | | |
| KTPS  1-3 | **Diversity:**  Teacher identifies plans for diversity including factors such as:   * learning preferences and strategies * socioeconomic status * ethnicity * culture * educational background * geographical location * gender * etc. | Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) for all students is demonstrated in a variety of creative and innovative ways across the unit lessons. | | Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | Unit attempts to incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | | Unit does not attempt to incorporate culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | | |
| KTPS 6 | **Assessment:**   * Formative * Summative * Self | All three types of assessments are used creatively and correctly to engage, evaluate, and reflect on learning throughout the culmination of lessons. | | All three types of assessments are utilized correctly to evaluate students throughout the culmination of lesson. | Two or more types of assessments are utilized correctly to evaluate students throughout the culmination of lessons. | | No/limited/ inappropriate assessments are used.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| *Comments: You may add comments here or attach a separate sheet with feedback for remediation guidance for student* | |  | | | | | | | | |
| **Component & Evidence** | | **Score** | | | | | | | | |
| **Professional Growth Plan: Using the LWC Education Professional Growth Plan Rubric** | | **4**  **Exceeds Target** | **3**  **Target** | | | **2**  **Acceptable** | | **1**  **Unacceptable** | | |
| KTPS 9 | **Professional learning and Ethical Practice:**   * The teacher shall engage in ongoing professional learning, shall use 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. | The teacher demonstrates his or her ability to independently engage in a variety of ongoing professional learning, provide evidence to continually evaluate his or her practice, particularly the positive and negative effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall provide evidence of the ability to adapt practice to meet the needs of each learner. | | The teacher demonstrates his or her ability to engage in a variety of ongoing professional learning, provide 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 provide evidence of the ability to adapt practice to meet the needs of each learner. | The teacher demonstrates his or her ability to engage in professional learning, provide evidence of evaluation of 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. | | The teacher provides minimal or no evidence that demonstrates his or her ability to engage in ongoing professional learning, reflection, and improvement. | | |
| *Comments: You may add comments here or attach a separate sheet with feedback for remediation guidance for student.* | |  | | | | | | | | |
| **Component & Evidence** | | **Score** | | | | | | | | |
| **Leadership Plan: Using the LWC Education Leadership Plan Rubric** | | **4**  **Exceeds Target** | **3**  **Target** | | | **2**  **Acceptable** | | **1**  **Unacceptable** | | |
| KTPS 10 | **Leadership and Collaboration.**   * Take responsibility for student learning. * Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. * Advance the profession. | The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to take responsibility for student learning. | | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to take responsibility for student learning. | The teacher provides evidence that demonstrates his or her ability to seek a leadership role but does not provide adequate opportunities to take responsibility for student learning. | | The teacher does not provide evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to take responsibility for student learning. | | |
|  |  | The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth that significantly impacts the students, school or community. | | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | The teacher provides some evidence that demonstrates his or her ability to work with others to seek appropriate leadership roles. The evidence provides some evidence of opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | | The teacher does not provide evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | | |
|  |  | The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to significantly advance the profession. | | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. | The teacher provides limited evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. | | The teacher provides no evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. | | |
| *Comments: You may add comments here or attach a separate sheet with feedback for remediation guidance for student* | |  | | | | | | | | |

**AACU Written Communication VALUE Rubric**A picture containing font, text, graphics, design

Description automatically generated

*for more information, please contact value@aacu.org*

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Context of and Purpose for Writing**  *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions**  *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

**Learner & Learning**

Standard 1. Learner development. 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.

Standard 2. Learning differences. 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.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

* 1. Support individual and collaborative learning; and
  2. Encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge**

Standard 4. Content knowledge. The teacher shall:

* 1. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
  2. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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.

**Instructional Practices**

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.

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.

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.

**Professional Responsibilities**

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use 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.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

1. Take responsibility for student learning;
2. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
3. Advance the profession.

Please reference 16 KAR 5:010. www.epsb.edu Y:\Datamanager\KY Teacher Standards\Kentucky Teacher Performance Standards (2018)