



**University of Wisconsin - Eau Claire
Department of Curriculum and Instruction
GATES 2 & 3 MCEA PORTFOLIO SCORING SHEET**

MCEA Candidate's Name _____

Reviewers must complete this form at the end of quarter 2 or quarter 4 of the student teaching or intern experience just before or during the 3-way exit conference. Supervisors need to make a copy to submit to the CI Chair no later than exam week for Curriculum & Instruction records. If a portfolio is scored as unacceptable for any gate, candidate must resubmit for another review before being allowed to continue. The student must keep the original in their respective portfolios.

0 Unacceptable	-Inaccurate, inappropriate or no evidence.
1 Awareness	Student not fully confident about starting to recognize the knowledge and skills provided in the classroom. Needs people to show, formulate examples, and sometimes model for them.
2 Application	Student starting to apply the knowledge but still needs affirmation that s/he is on the right track or needs extra assistance at times.
3 Management	Student consistently and effectively demonstrates the knowledge or skill and accurately records the impact on students. S/he is able to reflectively change his/her application to increase that impact. S/he looks for advanced knowledge or skill in this area.
4 Refinement	Student knows the subject/ skill in depth and breadth allowing them to teach other professionals in a competent manner. Other professionals see them as a source for extensive information and assistance in this area.

CANDIDATE MUST ADDRESS ALL PARTS OF THE STANDARD

NO Partial Scores Permitted (i.e. 1.5)

Growth must be demonstrated from one gate to the next.

Benchmark Scores for each Gate (0-4 range)	Gate 1 (1)	Gate 2 (2)	Gate 3(3)
WI Teaching Standards addressed and minimum scores expected	1, 2, 4 & 9	(2) for 1, 2, 4, 6, 7 & 9 (1) for 3, 5, 8, & 10	All 10

Collaborative Leadership

	Gate 1	Gate 2	Gate 3	Gate 2 Comments	Gate 3 Comments
Artifacts and reflections indicate that the teacher candidate <u>is involved in a group</u> working toward a <u>common vision or goal</u> in a manner that reflects <i>shared ownership, authorship, use, or responsibility</i> . Demonstrates successful collaboration when participants with <i>diverse</i> experiences and expertise <i>work together to solve a common problem</i> or produce a common product.					
WI Teaching Standards Artifacts and reflections indicate that the teacher candidate	Benchmark Scores				
1. understands the central concepts, tools of inquiry, and structures of the discipline AND . can create learning experiences that make these aspects of subject matter meaningful for pupil	1	2	3		
2. understands how children with broad ranges of ability learn AND . can provide instruction that supports students' intellectual, social and personal development	1	2	3		

3 understands how pupils differ in their approach to learning and the barriers that impede learning AND . can adapt instruction to meet the diverse needs of pupils including those with disabilities and exceptionalities.		1	3		
4 understands and can use a variety of instructional strategies including the use of technology AND . encourages children's development of critical thinking, problem solving, and performance skills	1	2	3		
5 uses an understanding of individual and group motivation and behavior to create a learning environment AND . encourages positive social interaction active engagement in learning and self-motivation		1	3		
6. uses effective verbal and nonverbal communication techniques AND . uses instructional media and technology to foster active inquiry, collaboration & supportive classroom interaction		2	3		
7 organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals		2	3		
8 understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil		1	3		
9 is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others AND . actively seeks out opportunities to grow professionally	1	2	3		
10 fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning, and well-being AND . acts with integrity, fairness and in an ethical manner		1	3		

Reviewers, please check one of the following options for the gate you just reviewed:

The portfolio was deemed		Please sign and date in the corresponding box below once you have rated the portfolio.		
		Acceptable	Unacceptable	Signature
Gate 1				
Gate 2				
Gate 3				

If a portfolio is scored as unacceptable for any gate, the candidate must resubmit for another review before being allowed to continue or be recommended for certification.