



**UNIVERSITY OF WISCONSIN-EAU CLAIRE
MCEA PORTFOLIO RUBRIC FOR GATES 2 & 3**

Collaborative Leadership

	1 Incompetent	2 Emerging Competency	3 Competent	4 Accomplished
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.	Provides inaccurate, inappropriate or no evidence of collaborations or leadership skills; Provides vague and/or incomplete examples of participation (Student organizations, etc.)	Recognizes the importance of collaboration and leadership; Serves on committees, task forces, professional organizations, etc; Identifies the effect of choices and actions on various constituents	Designs and applies collaborative leadership principles to current teaching situation; Participates effectively in team activities to facilitate the development of mutually beneficial goals; Demonstrates tolerance for alternative perspectives	Seeks new initiatives to collaborate and lead; Shows initiative in guiding team activities; Contributes to community, district, building, classroom and personal development of collaborative leadership skills.

CANDIDATES MUST ADDRESS ALL PARTS OF THE STANDARDS

NO PARTIAL scores allowed (Ex. 1.5)

Benchmark Scores

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.

**Benchmark Scores for each Gate (0-4 range)
WI Teaching Standards addressed and minimum scores expected**

**Gate 1 (1)
1, 2, 4 & 9**

**Gate 2 (2)
(2) for 1, 2, 4, 6, 7 & 9
(1) for 3, 5, 8, & 10**

**Gate 3(3)
All 10**

Standard 1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to pupils.

MCEA Elements of Standard 1	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . understands the central concepts, tools of inquiry, and structures of the discipline	Provides inaccurate, inappropriate or no examples of subject content concepts	Recognizes important content, concepts and discipline standards	Applies or investigates and explains content and concepts and connects to discipline standards	Consistently critiques and refines lessons based on insightful and relevant content and concepts linked to discipline standards	Develops and shares new content applications with colleagues through demonstrations and/or presentations at in-services

. can create learning experiences that make these aspects of subject matter meaningful for pupils	Provides inadequate, inappropriate or no examples of related pedagogy	Recognizes effective learning pedagogy useful for effectively teaching specific content	Applies a broad knowledge of pedagogical practices appropriate to content	Effectively demonstrates evidence of seeking new pedagogies to create challenging content and strengthen student learning	Serves on curriculum committees and is seen as a resource for other teachers with regard to new content and pedagogy
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Standard 2 *The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.*

MCEA Elements of Standard 2	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . understands how children with broad ranges of ability learn	Provides inaccurate, inappropriate or no examples diverse learning needs	Recognizes ways instruction may be planned to support some learners and challenge others	Designs and applies instructional activities/ learning environments to address varying classroom learning needs	Effectively implements and regularly seeks new ways to adjust instructional planning to align with student needs	Contributes to district curriculum design development or task forces focused on enhancing learning for all students
. can provide instruction that supports students' intellectual, social and personal development	Provides inaccurate, inappropriate or no examples of meeting students' developmental needs	Recognizes ways that instruction may be differentiated	Differentiates instruction to suit students' intellectual, social, and or personal development	Consistently seeks new approaches to redesign lessons and units that are responsive to an Ever changing range of student needs	Recognized by peers as a building, district or local expert on instructional practices that support the varying needs of students

Standard 3 *The teacher understands how pupils differ in their approaches 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.*

MCEA Elements of Standard 3	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . understands how pupils differ in their approach to learning and the barriers that impede learning	Provides inaccurate, inappropriate or no evidence of student needs	Recognize students who would benefit from modified approaches	Applies knowledge of students' diverse learning needs when planning and adapting instruction	Continually seeks new approaches and practices for making accurate observations, monitoring and analyzing the learning needs of all students	Offers peers and other professionals information and practices on new initiatives for breaking down barriers through effective instruction to enhance student learning

. can adapt instruction to meet the diverse needs of pupils including those with disabilities and exceptionalities.	Provides inaccurate, inappropriate or no evidence of importance of modifying instruction	Recognizes effective modifications and can identify when they are appropriate for different learner needs	Applies appropriate adaptations and modifications to ensure successful student learning	Effectively monitors student learning and seeks new strategies and learning experiences to modify lessons and ensure ongoing student growth	Sought out as a resource by other teachers for demonstrations on adapting instruction to ensure student success and progress
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Standard 4 *The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.*

MCEA Elements of Standard 4	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . understands and can use a variety of instructional strategies including the use of technology	Provides inaccurate, inappropriate or no evidence of instructional strategies or use of technology	Recognizes the importance and utilization of instructional strategies and use of technology as appropriate to various learning experiences	Applies a variety of appropriate instructional strategies and use of technology to lessons and units	Consistently applies and monitors effectiveness of instructional strategies and technology and continually integrates new strategies and applications	Remains up-to-date on new instructional strategies and technology and serves as a demonstration teacher for school or district peers
. encourages children's development of critical thinking, problem solving, and performance skills	Provides inaccurate, inappropriate or no evidence of higher level thinking and performance skills	Recognizes the importance and utilization of higher level thinking and performance skills	Applies and engages learners in higher level thinking and performance skills	Consistently and capably integrates and seeks new applications for incorporating higher level thinking and performance skills	Recognized by other teachers as an effective local expert on modeling higher level thinking and performance skills

Standard 5 *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

MCEA Elements of Standard 5	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . uses an understanding of individual and group motivation and behavior to create a learning environment	Provides inaccurate, inappropriate or no evidence of understanding individual and group motivation and behavior	Recognizes how to motivate individuals and groups of learners in the classroom	Applies observational and relational techniques to design motivational lessons for individuals and small groups	Capably and effectively monitors and adjusts the classroom environment while continually seeking and applying new instructional applications to maximize positive student motivation and behavior	Demonstrates a broad repertoire of new individual and group motivational practices to teacher peers to shape their expertise
. encourages positive social interaction, active engagement in learning and self-motivation	Provides, inaccurate, inappropriate or no evidence of interactive learning	Recognizes and advocates for active, collaborative and self-directed learning experiences	Designs, models and facilitates active, collaborative and self-directed learning experiences	Consistently monitors, adjusts and explores new practices to extend student learning through collaborative and self-directed learning experiences	Shares with teacher colleagues recently developed collaborative and self-directed learning experiences through requested demonstrations and presentations to peers

Standard 6 *The teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.*

MCEA Elements of Standard 6	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . uses effective verbal and non-verbal communication techniques	Provides inaccurate, inappropriate or no evidence of effective verbal and nonverbal communication	Recognizes effective verbal and nonverbal communication in self and others	Applies effective verbal and nonverbal communication in campus, district and community settings	Effectively refines and seeks out new techniques to adjust verbal and nonverbal communication for various situations to enhance communication	Recognized for effective in verbal and nonverbal communication techniques by teacher colleagues
. uses instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	Provides inaccurate, inappropriate or no evidence of use of instructional media and technology to promote collaborative inquiry and support instruction	Recognizes ways instructional media and technology can enhance collaborative inquiry and support instruction	Designs and facilitates learning experiences that engage learners in using instructional media and technology to enhance collaborative inquiry and support instruction	Effectively applies and seeks out new instructional media and technology to refine and strengthen collaborative inquiry and support instruction	Selected by peers to demonstrate how to integrate instructional media and technology to strengthen collaborative inquiry and support instruction

Standard 7 *The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.*

MCEA Elements of Standard 7	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals	Provides inaccurate, inappropriate or no evidence of systematic instruction	Recognizes well-planned and systematic instruction	Designs and teaches well-planned and systematic lessons	Consistently and skillfully designs and continually seeks ways to refine systematic lessons and units to strengthen student learning	Invited to share expertise in planning systematic lessons and units with teacher colleagues and curriculum committees

Standard 8 *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.*

MCEA Elements of Standard 8	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil	Provides inaccurate, inappropriate or no evidence of formal or informal assessment strategies to plan for instruction	Recognizes and distinguishes between formal and informal assessment strategies and uses results to plan for continuous progress learning	Applies and administers formal and/or informal assessment and uses results to plan for continuous progress learning	Continually and critically reviews and evaluates emerging formal and informal assessment strategies for use in strengthening instruction and impacting student learning	Works with district colleagues on assessment committees piloting new assessments, and/or study groups analyzing student work and/or provides in-service on emerging assessments to colleagues

Standard 9 *The teacher 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 who actively seeks out opportunities to grow professionally.*

MCEA Elements of Standard 9	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . 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	Provides inaccurate, inappropriate or no evidence of reflection	Recognizes and acknowledges the important effects of reflection on teaching, student learning, families, professionals and others	Applies insights gained from reflection to enhance future teaching, and impact on students, families, professionals and others	Consistently and effectively reflects upon and refines one's own teaching seeking input from colleagues and other sources to strengthen student learning, impact on families, professionals and others	Serves as a mentor or role model for other district colleagues assisting peers in reflecting on teaching and its impact on students, families, professionals and others
. actively seeks out opportunities to grow professionally	Provides inaccurate, inappropriate or no evidence of professional development	Recognizes the importance of reflection on student learning and need to pursue ways to develop professionally	Applies reflection and suggests ways to enhance instruction and student learning through professional development	Consistently and resourcefully engages in reflection and participates in ongoing professional development readily applying it to enhance student learning	Assists peers in refining and improving reflective practices through modeling and professional development to enhance student learning

Standard 10 *The teacher 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.*

MCEA Elements of Standard 10	0 Unacceptable	1 Awareness	2 Application	3 Management	4 Refinement
Artifacts and reflections indicate that the teacher candidate . fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being	Provides inaccurate, inappropriate or no evidence of school and/or community relationships	Recognizes the need to communicate with educators, families and agencies to support student learning	Communicates with educators, parents and agencies to support student learning	Consistently seeks more effective ways to communicate with educators, parents and agencies to impact student learning	Consults, collaborates, or serves on the board of local agencies to support and enhance student learning
. acts with integrity, fairness and in an ethical manner	Provides inaccurate, inappropriate or no evidence of integrity, fairness or ethics	Recognizes fair and ethical practices that promote student learning and well-being	Applies and advocates for fair and ethical practices to support student learning and well-being	Effectively and continually initiates and seeks new ways to advocate for fair and ethical practices to support student learning and well-being	Serves on district committees to develop fair and ethical practices and/ or provides presentations to teacher peers to support student learning and well-being