InTASC Portfolio Review—RUBRIC

Criteria	1—Below Basic	2—Emergent	3--Proficient	4--Exemplary
Standard #1: Learner Development The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.	Does not communicate basic understanding of outcome.	Has a tenuous grasp on the definition of this outcome.	Communicates solid grasp of the intent of this outcome.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.
Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application
Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application
Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application
Standard #5: Application of Content The teacher understands 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.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application
Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application
Standard #7: Planning for Instruction The teacher plans 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.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application
Standard #8: Instructional Strategies The teacher understands 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.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application
Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Does not communicate basic understanding of outcome	Has a tenuous grasp on the definition of this outcome	Communicates solid grasp of the intent of this outcome	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application

Areas of Professional Strength Areas of professional strength discussed by the candidate throughout the presentation	Examples and/or explanations of professional strength are missing, disjointed and/or unsupported.	Examples selected demonstrate areas of professional strength.	Examples of professional strengths are substantiated by candidate's verbal reflection.	Identification of professional strengths is well supported by examples and illustrates depth of personal reflection.
Areas of Significant Professional Growth Areas where significant professional growth has occurred discussed by the candidate throughout the presentation	Examples and/or explanations of professional growth are missing, disjointed and/or unsupported.	Examples selected illustrate areas of significant professional growth.	Examples of areas of professional growth are substantiated by candidate's verbal reflection.	Identification of areas of professional growth is well supported by examples and illustrates depth of personal reflection.
Areas for Continued Professional Development Areas where continued professional development is warranted discussed by the candidate throughout the presentation	Examples and/or explanations of need for continued professional growth are missing, disjointed and/or unsupported.	Examples selected demonstrate cognizance of areas for continued professional development.	Examples of areas for continued professional growth are substantiated by candidate's verbal reflection.	Identification of areas for continued professional development is well supported by examples and illustrates depth of personal reflection.
Quality of Presentation Professional appearance, confident and engaging delivery, aesthetics, etc.	Presentation did not reflect consideration of the audience, was poorly organized, and/or did not meet the time frame.	Presentation fell within the allotted time frame, was organized and indicative of acceptable communication skills.	Presentation was engaging and professionally delivered.	Presentation was engaging, professionally delivered, aesthetically pleasing, and indicative of thoughtful preparation.