













# UW—Platteville School of Education

## Knowledge, Skill, and Disposition Statements

### *Domain 1: Planning and Preparation*

#### **KSD1.a. DEMONSTRATES KNOWLEDGE OF CONTENT AND PEDAGOGY**

*Aligns with WSTDL 1*

The candidate displays extensive content knowledge of his/her subject areas and demonstrates a continuing search for new content knowledge, resources, and best instructional practices, while understanding student diversity and student misconceptions and misunderstandings as key to the teaching process.

#### **KSD1.b. DEMONSTRATES KNOWLEDGE OF STUDENTS**

*Aligns with WSTDL 2*

The candidate displays knowledge of the typical developmental characteristics, learning styles, skills, interests, developmental backgrounds, and cultural heritages of students and is always aware of the broad ranges and variety present for each of these student characteristics and lifestyles.

#### **KSD1.c. SELECTS INSTRUCTIONAL GOALS**

*Aligns with WSTDL 7*

The candidate can establish clearly written goals that reflect the curriculum framework and standards, and can articulate high expectations that permit viable methods of assessment and account for varying learning needs and styles, and prior knowledge.

#### **KS1.d. DEMONSTRATES KNOWLEDGE OF RESOURCES**

*Aligns with WSTDL 4*

The candidate actively seeks materials and resources to enhance instruction by utilizing school and district resources as well as other resources available outside the school/district.

#### **KS1.e. DESIGNS COHERENT INSTRUCTION**

*Aligns with WSTDL 7*

The candidate, with appropriate student input, has the ability to develop relevant, goal-directed, engaging, clear, and varied learning activities that progress coherently and produce a unified instructional setting that reflects recent professional research.

#### **KSD1.f. ASSESSES STUDENT LEARNING**

*Aligns with WSTDL 8*

The candidate understands, is committed to, and can develop assessments that are clearly stated and congruent with instructional goals. The students are aware of how they are meeting the established standards and are involved in the goal setting process.

### *Domain 2: The Classroom Environment*

#### **KSD2.a. CREATES AN ENVIRONMENT OF RESPECT AND RAPPORT**

*Aligns with WSTDL 3*

The candidate demonstrates genuine care and respect for students while the students exhibit respect for the teacher. The students also display genuine care and respect for one another as individuals and as students, and are aware of cultural, social, intellectual and physical variations among their peers.

#### **KSD2.b. ESTABLISHES A CULTURE FOR LEARNING**

*Aligns with WSTDL 5*

The candidate can create a classroom environment that establishes and maintains high expectations for all students to value content of course work, take pride in work by initiating improvements, and help peers.

#### **KSD2.c. MANAGES CLASSROOM PROCEDURES**

*Aligns with WSTDL 5*

The candidate values and has the ability to manage self-motivated students and instructional groups who are productively and independently working at all times with classroom transitions and routines occurring smoothly. The teacher, volunteers, paraprofessionals and students share the responsibility for the classroom environment.

#### **KSD2.d. MANAGES STUDENT BEHAVIOR**

*Aligns with WSTDL 5*

The candidate can establish clear standards of conduct with student input. The monitoring of these standards is subtle and preventive with respectful student self- and peer monitoring also occurring. The candidate can respond to misbehavior effectively, being sensitive to individual needs.

#### **KS2.e. ORGANIZES PHYSICAL SPACE**

*Aligns with WSTDL 5*

The candidate has the ability to establish a classroom environment that is safe. Physical resources will be arranged to best serve the teacher and student in providing productive learning for all students.

### ***Domain 3: Instruction***

**KS3.a. COMMUNICATES CLEARLY AND ACCURATELY**

**Aligns with WSTDL 6\***

The candidate's spoken and written language are correct, expressive and clear, with well-chosen vocabulary that enriches teaching and communicates thoughtfully, responsively, and effectively for a wide range of student understanding and encourages appropriate student language development.

**KS3.b. USES QUESTIONING AND DISCUSSION TECHNIQUES**

**Aligns with WSTDL 4**

The candidate's questioning techniques and instructional strategies are of uniformly high quality with special attention given to available time for student response, varied levels of questions, and adequate student involvement in the discussion/instructional process.

**KS3.c. ENGAGES STUDENTS IN LEARNING**

**Aligns with WSTDL 1**

The candidate has the ability to engage students in the learning process by linking appropriate content, based upon suitable instructional materials and resources, to students' knowledge and experience, being certain that all students are cognitively engaged in the activities/assignments and that the students actively contribute to the content design. Instruction is highly coherent and appropriately paced for all students and allows for reflection and closure as appropriate.

**KSD3.d. PROVIDES FEEDBACK TO STUDENTS**

**Aligns with WSTDL 8**

The candidate can provide timely, high quality feedback that is useful to the students in their learning.

**KSD3.e. DEMONSTRATES FLEXIBILITY AND RESPONSIVENESS**

**Aligns with WSTDL 3**

The candidate has the ability to make appropriate adjustments to his/her instruction and accommodates students' questions and interests while being aware of student differences and difficulties, and can use a wide range of resources and strategies to meet all students' needs in the classroom.

### ***Domain 4: Professional Responsibilities***

**KS4.a. REFLECTS ON TEACHING**

**Aligns with WSTDL 9**

The candidate makes an accurate and thoughtful reflection of his/her teaching effectiveness, is aware of specific elements of his/her teaching that contributed to successful instruction, and can offer alternative teacher action to predict the future successes of alternate approaches.

**KSD4.b. MAINTAINS ACCURATE RECORDS**

**Aligns with WSTDL 8**

The candidate values, understands, and can maintain accurate records and assessment data including a system for student completion of assignments, information concerning student progress, and a system for non-instructional activities with all record systems reflecting student contributions to their establishment and maintenance.

**KSD4.c. COMMUNICATES WITH FAMILIES**

**Aligns with WSTDL 10**

The candidate is able to provide frequent, sensitive and appropriate information to parents and students about students' positive and negative progress within the instructional program and successfully engages families in the educational process when appropriate.

**SD4.d. CONTRIBUTES TO THE SCHOOL AND DISTRICT**

**Aligns with WSTDL 10**

The candidate is able to assume a leadership role among colleagues and is supportive and cooperative with peers and volunteers, and serves as a participant and leader in school events and school and district projects.

**KSD4.e. GROWS AND DEVELOPS PROFESSIONALLY**

**Aligns with WSTDL 9**

The candidate is aware of opportunities for professional development to improve content knowledge and pedagogical skill and can take an active role in assisting other educators.

**KSD4.f. SHOWS PROFESSIONALISM**

**Aligns with WSTDL 10**

The candidate has the ability to participate professionally in staff decision-making and be highly proactive in serving students, working to assure that all students, particularly those traditionally underserved, have an opportunity for success in school.

\*WSTDL – Wisconsin Standards for Teacher Development and Licensure

This alignment represents an example of alignments. Very often several ksds align with the listed standards

## UWP-KSD Alignment Chart

*Download the EXCEL format from [uwplatt.edu/~soe](http://uwplatt.edu/~soe)*

### University of Wisconsin-Platteville Knowledge, Skill, and Disposition Statements

**Student Name:** \_\_\_\_\_

**Expected Date of Graduation:** \_\_\_\_\_

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Please place a check mark in the appropriate squares to show that your artifacts align with the UW Platteville knowledge, skill, and disposition statements.

## Artifact Reflection

*Title of Artifact* \_\_\_\_\_ *Date Completed* \_\_\_\_\_

### **DESCRIBE ARTIFACT**

Be concise. Introduce reader to the artifact. Point out the interesting specific s.

### **ALIGNMENT REFLECTION**

#### **Wisconsin Teacher Standard Alignment**

Explain how each artifact shows competence in the designated Wisconsin Teacher Development and Licensure Standard. Many times an artifact will align with more than one standard. When this happens, the teacher candidate should assign and **explain one standard as the primary** alignment and align and explain the others as secondary alignments.

Answer these three questions when addressing standards alignment.

1. To which standard(s) are you aligning your artifact/experience?
2. Why does this artifact/experience align with the designated standard(s)?
3. How does the artifact/experience demonstrate, at least in part, competency in the designated standard(s)?

You may want to start your reflection with language like....I believe this artifact best aligns with standard....., I believe this artifact addresses standard.....

#### **UW-Platteville School of Education Knowledge, Skill, Disposition Statement Alignment**

Explain how each artifact shows competence in the designated UWP KSD. Most times an artifact will align with more than one KSD. When this happens, the teacher candidate should align **and explain one KSD** as the primary alignment and **simply list the others** with the number and short title as secondary alignments.

Answer these three questions when addressing your **primary** KSD alignment.

1. To which KSD are you aligning your artifact/experience?
2. Why does this artifact/experience align with the designated KSD(s)?
3. How does the artifact/experience demonstrate, at least in part, competency in the designated KSD(s)?

You may want to start your reflection with language like....I believe this artifact best aligns with KSD....., I believe this artifact addresses KSD.....

### **PERSONAL REFLECTION**

**Explain what you learned about teaching/learning from this experience.**

What did you learn about the specific standard and the primary KSD you aligned with? Be careful not to retell the experience.

**Explain what you learned about yourself as a prospective educator as a result of this experience/artifact:**

How will what you learned impact your teaching **or** your students **or** your school, **or** the school community?

**Admission Portfolio**- Due Date: Pre-professional Days- October and March

Requirement for admission to the School of Education. Hard copy portfolio to the Interview.

1. Index Page with candidate's name and licensure level
2. Menu (Table of Contents)
3. Philosophy of Education – Topics to address:
  - a. purpose of education
  - b. role of the student in the education process
  - c. role of the teacher in education
  - d. role of the teacher in the community
  - e. why you want to be a teacher
  - f. how your philosophy aligns with historical and contemporary philosophiesNote: All good writing includes introductory and concluding statements.
4. Autobiography – consider addressing the following questions:
  - a. Why did you decide to become a teacher?
  - b. What is it about teaching that attracts you to the profession?
  - c. Who influenced your decision?
  - d. What qualities did your most outstanding teachers possess?
  - e. What are some early experiences that influenced how you plan to teach?
  - f. What are some central ideas about teaching and learning that guide you?

**5. TWO (2) and only 2 artifacts** that align with 2 different Wisconsin Standards for Teacher Development and Licensure as well as UW-Platteville Knowledge, Skills and Dispositions The candidate should include artifacts that document any teaching, tutoring, coaching, travel or life experiences, etc. The candidate may select general education artifacts that illustrate the extent to which general education experiences have developed them as a teacher candidate. The candidate must write thoughtful, complete, and clear reflections about his/her artifacts. The reflections should not only describe the artifact, but should create a connection to professional competence and show a disposition for teaching.

6. WSTD L Chart

7. UWP Knowledge, Skill and Disposition Alignment Chart

8. Licensure Elements- Include the following **IF** available at time of submission.

The following are required for Admission to the SOE **but** are not required to be in Admission Portfolio

- Verification of passing PPST Scores or waiver (*175 Reading, 174 Writing, 173 Math*)
- Current Transcripts, unofficial transcripts are acceptable. (*Please highlight the following courses and grades. Grade must be C or higher.*)
  - English Composition 1130 and 1230
  - Speech 1010 or 2010
  - Introduction to Education 1230 or Introduction to Physical Education 2320
  - Computer Applications in Education 2010
  - Cumulative Grade Point Average of 2.65 or better

**The completed and signed assessment instruments for each of the three levels of portfolio assessment should remain a part of the candidate's portfolio. It is the candidate's responsibility to be certain that the instruments remain a part of the portfolio as it proceeds throughout the stages of review to a final product presented as recommendation for licensure.**

**Student Teaching Portfolio- Due Date**: Requirement to be completed **before** student teaching  
**MUST be Electronic** See FAQs- page 15 item #28

1. Index Page with candidate's name and licensure level
  2. Menu
  3. Philosophy of Education
  4. Autobiography
  5. Résumé
  6. Classroom Management Plan (may be an artifact within a Standard and may be a menu item)
  - 7. SIX (6) and only 6 Standards must be addressed. Number of artifacts may vary.** Select, reflect, and align artifacts from your experience that best illustrate your entry level proficiency in **6 of the 10** Wisconsin Standards. (Do not address more or less than 6 Standards) Two (2) artifacts MUST come from Pre-Student Teaching practicum. Select, reflect, and align the primary UW Platteville Knowledge, Skill and Dispositions in which you show entry level proficiency. Explain the primary and list all secondary UWP KSDs by number and title in which you demonstrate entry level proficiency.
  8. WSTDL Alignment Chart
  9. UWP Knowledge, Skill and Disposition Chart
  10. Licensure Elements **REQUIRED** for Student Teaching
    - Verification of passing PPST Scores or waiver (*175 Reading, 174 Writing, 173 Math*)
    - Letter of Admission to School of Education
    - Admission Portfolio Assessment Rubric
    - Unofficial transcripts are acceptable. (*Highlight courses. Grades must be C or higher.*)
      - English Composition 1130 and 1230
      - Speech 1010 or 2010
      - Introduction to Education 1230 or Introduction to Physical Education 2320
      - Computer Applications in Education 2010
      - Cumulative Grade Point Average of 2.65 or above
    - Current Transcripts (*Highlight courses. Grade must be C or higher.*)
      - Teaching 2130 Human Growth and Development
      - Teaching 3320 Psychology of Learning
      - GPA 2.75 overall
      - GPA 2.75 in Major/Minor and Professional Courses
- Include the following Licensure Elements **IF** available at time of submission
- Verification of passing Praxis II Scores
  - Pre-Student Teaching Midterm Evaluation
  - Final Pre-Student Evaluation (added upon completion of pre-student teaching)

Design and Organization Features

- Links/Menu; all links should be working; menu should be logical and consistent.
- Color, background, font all should allow for ease of reading.
- Photo Editing – Photos are of appropriate size. UWP recommends that photos used as part of an electronic portfolio not contain pictures of children that are easily recognizable.

**The completed and signed assessment instruments for each of the three levels of portfolio assessment should remain a part of the candidate's portfolio. It is the candidate's responsibility to be certain that the instruments remain a part of the portfolio as it proceeds throughout the stages of review to a final product presented as recommendation for licensure.**

**Licensure Portfolio- Due Date:** December 10 or May 10 **MUST be Electronic**  
Requirement to be completed **before** receiving a teaching license

1. Index Page with candidate's name and licensure level
2. Menu
3. Philosophy of Education
4. Autobiography
5. Résumé
6. Mock Professional Development Plan (see DPI website)
7. Classroom Management Plan
8. Lesson plan developed and utilized by candidate
9. **TEN (10) Standards** must be addressed. Select, reflect, and align artifacts from your experience that best illustrate your entry level proficiency **in the remaining 4** of the 10 Wisconsin Standards. These remaining 4 will be evaluated. Two (2) artifacts MUST come from Student Teaching Select, reflect, and align the primary UW Platteville Knowledge, Skill and Dispositions in which you show entry level proficiency. Explain the primary and list all secondary UWP KSDs by number and title in which you demonstrate entry level proficiency.
10. WSTDL Alignment Chart
11. UWP Knowledge, Skill and Disposition Alignment Chart
12. Licensure Elements **REQUIRED** for Licensure Portfolio
  - Verification of passing PPST Scores or waiver (*175 Reading, 174 Writing, 173 Math*)
  - Letter of Admission to School of Education
  - Admission Portfolio Assessment Rubric
  - Unofficial transcripts are acceptable. *Highlight courses and grades. Grade must be C or higher.*
    - English Composition 1130 and 1230
    - Speech 1010 or 2010
    - Introduction to Education 1230 or Introduction to Physical Education 2320
    - Computer Applications in Education 2010
    - Cumulative Grade Point Average of 2.65 or higher.
  - Verification of passing Praxis II Scores
  - Current Transcripts (*Highlight courses. Grades must be C or higher.*)
    - GPA 2.75 or higher overall
    - GPA 2.75 or higher in Major/Minor and Professional Courses
    - Teaching 2130 Human Growth and Development or equivalent
    - Teaching 3320 Psychology of Learning
  - Pre-Student Teaching Mid-Term Evaluation
  - Pre-Student Teaching Final Evaluation
  - Student Teaching Midterm Evaluation
  - Student Teaching Portfolio Assessment Rubric

Include the following Licensure Elements **IF** available at time of submission

- Final Student Teaching Evaluation (to be added upon completion of student teaching)

Design and Organization Features

- Links/Menu; all links should be working; menu should be logical and consistent.
- Color, background, font all should allow for ease of reading.
- Photo Editing – Photos are of appropriate size. UWP recommends that photos used as part of an electronic portfolio not contain pictures of children that are easily recognizable.

## Portfolio Assessment FAQs

### ELECTRONIC ELEMENTS

Student Teaching Portfolios and Licensure Portfolios **MUST be electronic**

- 1. Should students use Dream Weaver to produce their electronic portfolios?**  
The following are acceptable: Dream Weaver, Front Page, UWP Template, Power Point, WORD, Any HTML editor or PDF (Portable Document Format)  
Dream Weaver is loaded on computers in B-6 Karmann, 106 Doudna and the IML Doudna
- 2. For students who developed their portfolio in Dream Weaver and are now student teaching, how do they complete the Licensure portfolio without that technology?**
  - Download the monthly trial version of Dream Weaver from the web
  - Plan time to work in labs during Drive-In Seminars
  - Purchase Dream Weaver
  - Can complete in Front Page.

### AUTOBIOGRAPHY

- 3. Will an autobiography pass Student Teaching Portfolio and Licensure Portfolio if it passes Admission Portfolio?**  
Yes, unless there are mechanical errors that are missed at Admission Portfolio. It is assumed that the autobiography will not change from Admission Portfolio to Student Teaching Portfolio to Licensure Portfolio.

### PHILOSOPHY

- 4. Which format is better for a philosophy statement? narrative or bulleted?**  
Either is acceptable. Student should focus on a clear message with specificity and meaning.
- 5. If a philosophy statement passes Admission Portfolio, will it pass Student Teaching Portfolio and Licensure Portfolio?**  
Students are encouraged to “re-think” their philosophical understandings of education at each level. IF students rewrite (though, not required), each re write should be included in the portfolio and dated. Students are encouraged (though, not required) in Licensure Portfolio to **either** rewrite their philosophy **or** write a reflection of how it has changed since Admission Portfolio.

### ARTIFACTS

- 6. What artifacts are appropriate?**  
See Attachment-What IS and IS NOT an Artifact –p. 17.
- 7. Does a descriptive paragraph without a photo or a document qualify as an artifact?**  
No. See Attachment- What IS and IS NOT an Artifact-p. 17.
- 8. Are artifacts that are pre-UWP acceptable in a Licensure Portfolio?**  
Yes. Students are expected to evaluate the appropriateness of the artifact, the alignment, and the reflection for a Licensure Portfolio. Students are encouraged to select artifacts from their professional and college level work and experiences.
- 9. Will evaluators assess appropriateness of the artifacts?**  
Evaluators review appropriateness of artifacts in all standards. Artifacts need to directly relate to student’s licensure (ie. B-11 or 10-21 Science) especially in Content and Development.

- 10. Do students need to identify secondary alignments for WI standards and UWP KSD's?**  
Secondary alignments for the UWP KSDs must be listed in alignment statement AND on the alignment chart.
- 11. Is a college transcript an acceptable artifact for Standard 1-Content knowledge?**  
Yes, IF students excelled in general education classes or the content courses in their major (ie. Science, Math). Students are encouraged also to document how this knowledge enables them to create experiences that make content meaningful to students. (see Standard 1)
- 12. Are Praxis II scores appropriate artifacts for Standard 1-Content knowledge?**  
Yes. Students are encouraged also to document how this knowledge enables them to create experiences that make content meaningful to students. (see Standard 1). Scores may be removed after Licensure approval.
- 13. Do artifacts for Standard 2-Development-have to be specific to a grade level or age for which the student is being licensed?**  
Yes.
- 14. How many artifacts are needed on Standard 4- Instructional Strategies-- to demonstrate variety of instructional strategies?**  
One artifact is acceptable if the alignment summary statement explains more than one instructional strategy that is in the artifact.
- 15. Are speeches in university classes and at conventions appropriate artifacts for Standard 6 - Communication?**  
Yes. A copy of the text of the speech and a photo are desirable.
- 16. Can a student align the artifact(s) with part of the text of a standard without aligning the artifact(s) with the entire text of a standard, and be considered proficient?**  
A. Yes. In Student Teaching Portfolio students are encouraged to consider the entire standard.  
B. Yes. In Licensure Portfolio, students are *strongly* encouraged to consider the entire standard.
- 17. Can artifacts in Admission Portfolio also be used in Student Teaching Portfolio?**  
Yes. Students are encouraged to re-evaluate the appropriateness of the artifact and how the alignment and personal reflection differ in an Admission portfolio and Student Teaching portfolio. Evaluators expect students to be able to reflect more deeply in a Student Teaching portfolio. Artifact may remain the same. Alignment and reflection will likely change. Admission Portfolio approval **does not guarantee** approval of Student Teaching Portfolio or Licensure Portfolio.
- 18. Should there be artifact(s) from pre-student teaching in Student Teaching Portfolio?**  
Students are required to submit 2 or more artifacts from pre-student teaching experiences and practica.
- 19. Should there be artifact(s) from student teaching in Licensure Portfolio?**  
Students are required to submit 2 or more artifacts from student teaching.

## ARTIFACT REFLECTION (alignment & personal statements)

- 20. What makes a good Artifact Reflection?**
1. Answers “Why” the artifact represents evidence of proficiency
  2. Aligns to the standard and may address all parts of the standard
  3. Demonstrates understanding of what the standard means
  4. Articulates how teachers think (principles, theories, tactics) rather than a summary of the activity
  5. Uses theories and vocabulary of educators
  6. Applies to student’s professional growth as an educator
- 21. May students write one alignment statement for WI Standard and UWP KSD’s that are identical—ie. WI-Content and UWP-Content and Pedagogy?**  
Yes.

**22. If students include more than one artifact/reflection per standard, are students accountable for each?**

Yes. All artifacts and reflections under a Standard—regardless of how many—must align and meet the requirements for that Standard. The alignment and reflective statements may be written separately for each artifact or synthesized into one that addresses each artifact.

**MECHANICAL ERRORS**

**23. How many errors (typos, grammar, spelling) are considered not acceptable?**

None

**24. What errors should evaluators record to give guidance to students?**

Evaluators will record kinds of grammatical errors such as subject/verb agreement, but will not make note of each of these errors. Students should have 2-3 outside readers proofread the portfolio before it is submitted and before each time it is resubmitted.

**PROFESSIONAL DEVELOPMENT PLANS-PDP**

**25. Should PDP plans follow the DPI format?**

Yes. This is the recommended format.

Go to <http://www.dpi.state.wi.us> to download template. This is a simulation activity.

Seek additional guidance through program coordinators (B-11, 10-14, 10-21, and B-21)

Instruction is provided during Pre-Student Teaching

**MISCELLANEOUS**

**26. Are students expected to demonstrate proficiency in all of the 10 Wisconsin Standards in the Licensure portfolio?**

Yes.

**27. How is proficiency determined on each of the 10 Standards?**

The following are the criteria:

1. Quality of Personal Reflection Statement
2. Quality of Alignment Reflection Statement
3. Quality of Artifact Selection
4. Grammar, punctuation, and spelling

**28. What are the deadlines for Portfolio Submissions?**

Admission Portfolio—Fall and Spring Pre-Professional Days—October and March  
Required for Admission to SOE and restricted courses

Student Teaching Portfolio - B-11 due the 5th week of Fall and Spring semester  
10-14, 10-21, and B-21 due 10th week  
Semester before Student Teaching  
Required for Student Teaching

Licensure Portfolio - December 10 and May 10  
During Student Teaching  
Required for Teaching License

**29. How many times may a portfolio be submitted?**

Admission Portfolio                      Pre-Professional Days—Reviewed by 2 faculty  
If not approved, it is resubmitted to the SOE Director.

Student Teaching Portfolio To Program Portfolio Coordinator ---Reviewed by 2 program faculty  
If not approved, it is resubmitted to the same two faculty.  
If not approved again, it is resubmitted to the SOE Director.

Licensure Portfolio To School of Education Portfolio Coordinator-Reviewed by 2 (different programs) faculty  
If not approved, it is resubmitted to the SOE Director.

**30. Will students be allowed to submit all portfolios until they pass?**

Yes. Student Teaching Portfolio must pass before student is allowed to student teach and Licensure Portfolio must pass before student receives a teaching license.

**31. Does passing Student Teaching Portfolio automatically mean passing Licensure Portfolio ?**

Six (6) Standards that were passed in Student Teaching Portfolio are not re-evaluated in Licensure Portfolio. Design, Mechanical Errors, Four (4) Additional Standards, Professional Development Plan (PDP), WSTD and KSD alignment charts are evaluated in Licensure Portfolio. In addition, the presence of two (2) artifacts from student teaching, a classroom management plan, a lesson plan, licensure elements are required.

**32. Why do different reviewers evaluate Student Teaching Portfolio and Licensure Portfolio?**

DPI requires that different reviewers serve as a system of checks and balances to ensure a more unbiased review.

**33. Will evaluators comment only on required changes?**

Evaluators will comment on both “suggested” and required changes.

**34. Will SOE course syllabi list the WI Standards and the UWP KSDs?**

Syllabi will list the WI standards and KSDs addressed in each course. However, students can't rely on the completion of a course as demonstration of proficiency.

**35. If a student completes approved courses successfully, hasn't he or she met proficiency requirements?**

Graduation from the UWP teacher education program and successful completion of all the coursework does not automatically guarantee licensure.

- The DPI and UWP SOE have multiple measures for proficiency and licensure.
- The Praxis II is one of many DPI licensure requirements.
- The Licensure portfolio with documentation of entry level proficiency in 10 Wisconsin Standards and 22 UWP Knowledges, Skills, and Dispositions is one of the required assessments leading to licensure.

**36. If a student does not want to put personal information (GPA, test scores, etc.) on a website, how can licensure materials be submitted?**

- Hard copies of licensure materials may be submitted in a folder.
- Electronic copies of licensure materials may be submitted on a CD.

**37. What is the policy for using photos of children in the electronic portfolio?**

Children's faces must not be readily identifiable and should be blurred.

**38. How long is a UWP student's website functional after a student graduates?**

Students should have a plan to move their electronic portfolio to another website as soon as they graduate. UWP student websites become inactive 30 days after graduation. Can be extended by departmental request.

**Attachment A**

**What IS and IS NOT an Artifact?**

	<b>IS</b>	<b>IS NOT</b>
<b>Photos</b>	<p>Of student actively engaged with students: teaching, coaching OR actively doing something (showing student knows content or has a skill)</p> <p>Photos usually accompany documents and are used to enhance the documentation.</p> <p>Photos showing projects, materials, processes or activities specifically related to the content of the standard.</p>	<p>Non-action photos of a school, an empty classroom, or empty practice field</p> <p>Individual or group photo where nothing in the photo is related specifically to the content of the standard or where the relationship is implied</p>
<b>Documents student generate in class as a student</b>	<p>College Papers</p> <p>Powerpoint presentations</p> <p>Drawings, etc. (showing student knows content or has a skill)</p> <p>Lesson Plans</p> <p>Games</p>	<p>Documents made by professor and provided to the student</p> <p>Documents created by a group where student's individual input is unclear.</p>
<b>Documents generated as a student teacher</b>	<p>Quiz/assessment/rubrics</p> <p>PPT presentations</p> <p>Drawings, etc. (showing student knows content or has a skill)</p> <p>Lesson plans</p> <p>Handouts</p> <p>Games</p> <p>Reflections of how/what they teach</p> <p>Letters to parents or administrators</p> <p>Letters to local newspapers</p> <p>Floorplans , layouts, or other organizational documents</p>	<p>Documents made by cooperating teacher and provided to the student</p>
<b>Documents created by others</b>	<p>Certificates/letters stating excellence/proficiency in skill/knowledge</p> <p>Certificate showing evidence of participation</p> <p>Letters of recommendations</p>	<p>Materials created by professor or teaching mentor</p> <p>Certificates/letters of support used inappropriately or for wrong standard</p> <p>Thank you notes from children</p>

## Portfolio Sequence of Instruction and Evaluation

### **Admission Portfolio** (approval required before Admission to SOE and restricted courses)

- Instruction---Introduction to Education (content and electronics)  
Introduction to Physical Education
- Submission--During Pre-Professional Days interview- October and March  
Sign up online for an interview time during Pre-Professional Days  
Bring hard copy portfolio to the interview
- Evaluation--- By team of SOE faculty.  
If not approved, resubmitted to the SOE Director within two weeks

### **Student Teaching Portfolio** (approval required on or before December 1 or April 15 the semester before student teaching)

- Instruction---B-11 ECE Block I (content and electronics)  
10-14 MDL Block (content and electronics)  
10-21 Pre-Student Teaching (content and electronics)  
B-21 Pre-Student Teaching (content and electronics) OR  
Practicum in Adaptive Physical Education
- Submission--- B-11---Due Week 5** of the semester prior to Student Teaching  
Send website address to Gwen Coe (~coe)
- Evaluation---By team of B-11 faculty  
If not approved, resubmitted to same team and ~coe  
If not approved on second review, resubmitted to SOE Director
- Submission--10-14--Due Week 10** while Pre-Student Teaching  
Send website address to Bill McBeth (~mcbeth)
- Evaluation-- By team of 10-14 faculty  
If not approved, resubmitted to same team and ~mcbeth  
If not approved on second review, resubmitted to SOE Director
- Submission--10-21, B-21---Due Week 10** while Pre-Student Teaching OR  
during Practicum in Adaptive Physical Education  
Send website address to Lisa Emendorfer (~emendorl)
- Evaluation--By team of faculty from content areas  
If not approved, resubmitted to same team and to ~emendorl  
If not approved on second review, resubmit and to SOE Director

### **Licensure Portfolio** (approval required to apply for a teaching license)

- Instruction---B-11, 10-14, 10-21, B-21 Student Teaching Drive-in seminars  
Pre-Student Teaching
- Submission--B-11, 10-14, 10-21, B-21 Due Dec, 10 and May 10**  
By team of program faculty  
Send website address to Lisa Emendorfer (emendorl)  
State your full name and licensure level in the e-mail
- Evaluation---By team of SOE faculty.  
If not approved on second review, resubmitted to SOE Director

Instruction is available for all 3 levels of portfolio development and to students in all licensure levels through 3 hour non-credit seminars offered by Lisa Emendorfer. Students can register online at no cost at [uwplatt.edu/~emendorl](http://uwplatt.edu/~emendorl). Contact Lisa by e-mail for individual appointments.

## Admission Portfolio Assessment Rubric

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Mdl Initial \_\_\_\_\_ Net ID \_\_\_\_\_  
 Licensure Area: B-11 \_\_,10-14 \_\_,10-21 \_\_, B-21 \_\_

	Unacceptable	Acceptable	Circle One
<b><u>Design &amp; Organization</u></b>	Design needs attention and portfolio shows limited organization.	Design is creative and professional with all required elements present and obvious.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Mechanics</u></b> (e.g. spelling, grammar, punctuation, etc.)	Some mechanical errors evident.	There are <b>NO</b> mechanical errors evident.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Philosophy of Education</u></b>	Weak description of the philosophy of the candidate with little or no discussion of the essential elements that describe a personal philosophy or belief.	Describes the educational philosophy of the candidate and clearly describes some or all of the following elements: the purpose of education, the roles of the teacher and student and strong evidence of personal beliefs related to education.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Autobiography</u></b>	Elements describe the candidate but fail to link to professional goals.	Elements clearly describe the teaching candidate as a prospective educator.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Comments</u></b>			
<b><u>WI Standards and UWP KSD Criteria</u></b>			
<p><b><u>UNACCEPTABLE</u></b>  <u>Personal Reflections</u> are brief and fail to indicate entry level proficiency.  <u>Alignment</u> to the WI Standard is weak with little explanation and there are no KSDs listed.  <u>Artifact(s)</u> are briefly described and shows <i>some</i> relationship to a future career as an educator.</p> <p><b><u>ACCEPTABLE</u></b>  <u>Personal Reflections</u> of <b>two (2) and only 2 artifacts</b> aligned to <u>two different</u> standards are complete and indicate entry level proficiency.  <u>Alignment</u> of <b>two (2) and only 2 artifacts</b> with <u>two different</u> WI Standards and KSDs that align with this artifact.  <u>Artifact(s)</u> are completely described and <u>relevant</u> to the appropriate standard and a career in education.</p>			

<p><b>Standard 1</b>  <b>Content</b> The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 2</b>  <b>Development</b> The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 3</b>  <b>Diversity</b> 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.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 4</b>  <b>Instructional Strategies</b> 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.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 5</b>  <b>Environment</b> 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.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>

<p><b>Standard 6</b>  <b>Communication</b> The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 7</b>  <b>Instructional Planning</b> The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 8</b>  <b>Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 9</b>  <b>Reflection</b> 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.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 10</b>  <b>Collaboration</b> 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.</p>	<p><b>Comments:</b></p>	<p>Acceptable  Unacceptable  __Reflection  __Alignment  __Artifact  Not Assessed</p>

UW-Platteville KSD Alignment Chart	Comments	Acceptable Unacceptable
Wisconsin Standards Alignment Chart	Comments	Acceptable Unacceptable

If candidate receives **any unacceptable rating or not present items** , the candidate has not met minimum standards required for Admission to School of Education

**Date of Initial Review** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Not Approved** \_\_\_\_\_

1st Evaluator's Name \_\_\_\_\_ 2nd Evaluator's Name \_\_\_\_\_

*If portfolio does not meet minimal requirements, the deficiencies are noted in the "comments" section above and the revisions and a second review must be completed and resubmitted by \_\_\_\_\_ (date) to the Director of the School of Education and must be approved **prior** to Admission to School of Education.*

**Date of School of Education Director Review** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Not Approved** \_\_\_\_\_

Director of School of Education Name \_\_\_\_\_

Comments: \_\_\_\_\_  
 \_\_\_\_\_

## Student Teaching Portfolio Assessment Rubric

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Mdl Initial \_\_\_\_\_ Net ID \_\_\_\_\_

Licensure Area: B-11 \_\_,10-14 \_\_,10-21 \_\_,B-21 \_\_

	Unacceptable	Acceptable	Circle One
<b><u>Design &amp; Organization</u></b>	Design needs attention and portfolio shows limited organization. Inappropriate color, format, font, photos and links do not work	Design is creative and professional with all required elements present and obvious. Appropriate, color, format, font, photos and workable links	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Mechanics</u></b> (e.g. spelling, grammar, punctuation, etc.)	Some mechanical errors evident.	There are <b>NO</b> mechanical errors evident.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Philosophy of Education</u></b>	Weak description of the philosophy of the candidate with little or no discussion of the essential elements that describe a personal philosophy or belief.	Describes the educational philosophy of the candidate and clearly describes some or all of the following elements: the purpose of education, the roles of the teacher and student and strong evidence of personal beliefs related to education.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Autobiography</u></b>	Elements describe the candidate but fail to link to professional goals.	Elements clearly describe the teaching candidate as a prospective educator.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Resume</u></b>	Resume is not present	Resume is present	<b>Present</b> <b>Not Present</b>
<b><u>Classroom Management Plan</u></b>	Classroom Management Plan is not present	Classroom Management Plan is present	<b>Present</b> <b>Not Present</b>
<b><u>Comments</u></b>			
<b><u>WI Standards and UWP KSD Criteria</u></b>			
<p><b><u>UNACCEPTABLE</u></b>  <u>Personal Reflections</u> are brief and fail to indicate entry level proficiency.  <u>Alignment</u> to the KSD and the WI Standard is weak with little explanation.  <u>Artifact(s)</u> is briefly described and shows <i>some</i> relationship to a future career as an educator.</p> <p><b><u>ACCEPTABLE</u></b>  <u>Personal Reflections</u> of artifacts related to <b>six (6) and only 6 WI standards</b> are complete and indicate entry level proficiency.  <u>Alignment</u> to <b>six (6) and only 6 WI Standards</b> and primary KSDs are explained and justified. Secondary KSDs are listed as supporting evidence.  <u>Artifact(s)</u> are completely described and <u>relevant</u> to the standard and a career in education (<b>Two</b> artifacts must be from <b>pre-student teaching</b>)</p>			

<p><b>Standard 1</b>  <b>Content</b> The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 2</b>  <b>Development</b> The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 3</b>  <b>Diversity</b> 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.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 4</b>  <b>Instructional Strategies</b> 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.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 5</b>  <b>Environment</b> 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.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>

<p><b>Standard 6</b>  <b>Communication</b> The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 7</b>  <b>Instructional Planning</b> The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>   __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 8</b>  <b>Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 9</b>  <b>Reflection</b> 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.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 10</b>  <b>Collaboration</b> 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.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  __Reflection  __Alignment  __Artifact</p>

<b>Licensure Elements</b> -PPST scores, SOE Admission Letter, Admission portfolio rubric, transcript	<b>Comments</b>	<b>Present Not Present</b>
<b>UW-Platteville KSD Alignment Chart</b>	<b>Comments</b>	<b>Acceptable Unacceptable</b>
<b>Wisconsin Standards Alignment Chart</b>	<b>Comments</b>	<b>Acceptable Unacceptable</b>
<b>Two Artifacts from Pre-Student Teaching experiences or practica</b>	<b>Comments</b>	<b>Present Not Present</b>

If candidate receives **any unacceptable rating or not present items**, the candidate has not met minimum standards required for Student Teaching

**Date of Initial Review** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Not Approved**

1st Evaluator's Name \_\_\_\_\_ 2nd Evaluator's Name \_\_\_\_\_

*If portfolio does not meet minimal requirements, the deficiencies are noted in the "comments" section above and the revisions and a second review must be completed and resubmitted by \_\_\_\_\_ (date) to the initial evaluators. Student Teaching Portfolio must be approved **prior** to student teaching.*

**Date of Second Review** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Not Approved**

1st Evaluator's Name \_\_\_\_\_ 2nd Evaluator's Name \_\_\_\_\_

*If portfolio does not meet minimal requirements, the deficiencies are noted in the "comments" section above and the revisions and a third review must be completed through the School of Education office **prior** to admission to student teach.*

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**Date of Third Review** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Not Approved**

Director of School of Education Name \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

## LICENSURE PORTFOLIO Assessment Rubric

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Mdl Initial \_\_\_\_\_ Net ID \_\_\_\_\_

Licensure Area: B-11 \_\_,10-14 \_\_,10-21 \_\_,B-21 \_\_

	Unacceptable	Acceptable	Circle One
<b><u>Design &amp; Organization</u></b>	Design needs attention and portfolio shows limited organization. Inappropriate color, format, font, photos and links do not work	Design is creative and professional with all required elements present and obvious. Appropriate, color, format, font, photos and workable links	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Mechanics</u></b> (e.g. spelling, grammar, punctuation, etc.)	Some mechanical errors evident.	There are <b>NO</b> mechanical errors evident.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Philosophy of Education</u></b>	Weak description of the philosophy of the candidate with little or no discussion of the essential elements that describe a personal philosophy or belief.	Describes the educational philosophy of the candidate and clearly describes some or all of the following elements: the purpose of education, the roles of the teacher and student and strong evidence of personal beliefs related to education.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Autobiography</u></b>	Elements describe the candidate but fail to link to professional goals.	Elements clearly describe the teaching candidate as a prospective educator.	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Resume</u></b>	Resume is not present or is not in acceptable format	Resume is present and in acceptable format	<b>Acceptable</b> <b>Unacceptable</b>
<b><u>Mock Professional Development Plan</u></b>	Mock Professional Development Plan (PDP) is not present	Mock Professional Development Plan (PDP) is present	<b>Present</b> <b>Not Present</b>
<b><u>Classroom Management Plan</u></b>	Classroom Management Plan is not present	Classroom Management Plan is present	<b>Present</b> <b>Not Present</b>
<b><u>Lesson Plan</u></b>	The lesson plan is not present.	A well written lesson plan is present	<b>Present</b> <b>Not Present</b>
<b><u>Comments</u></b>			
<b><u>WI Standards and UWP KSD Criteria</u></b>			
<p><b><u>UNACCEPTABLE</u></b>  <u>Personal Reflections</u> are brief and fail to indicate entry level proficiency.  <u>Alignment</u> to the KSD and the WI Standard is weak with little explanation.  <u>Artifact(s)</u> is briefly described and shows <i>limited</i> relationship to a future career as an educator.</p> <p><b><u>ACCEPTABLE</u></b>  <u>Personal Reflections</u> of 4 additional WI Standard are complete and indicate entry level proficiency.  <u>Alignment</u> to 4 additional WI Standards and primary KSDs is explained and justified. Secondary KSDs are listed as supporting evidence.  <u>Artifact (s)</u> are completely described and <u>relevant</u> to the standard and a career in education. (<b>Two</b> artifacts must be from <b>Student Teaching</b>)</p>			

<p><b>Standard 1</b>  <b>Content</b> The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  <b>__Reflection</b>  <b>__Alignment</b>  <b>__Artifact</b></p>
<p><b>Standard 2</b>  <b>Development</b> The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  <b>__Reflection</b>  <b>__Alignment</b>  <b>__Artifact</b></p>
<p><b>Standard 3</b>  <b>Diversity</b> 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.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  <b>__Reflection</b>  <b>__Alignment</b>  <b>__Artifact</b></p>
<p><b>Standard 4</b>  <b>Instructional Strategies</b> 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.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  <b>__Reflection</b>  <b>__Alignment</b>  <b>__Artifact</b></p>
<p><b>Standard 5</b>  <b>Environment</b> 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.</p>	<p><b>Comments:</b></p>	<p><b>Acceptable</b>   <b>Unacceptable</b>  <b>__Reflection</b>  <b>__Alignment</b>  <b>__Artifact</b></p>

<p><b>Standard 6</b>  <b>Communication</b> The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><b>Comments:</b></p>	<p>Acceptable</p> <p>Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 7</b>  <b>Instructional Planning</b> The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.</p>	<p><b>Comments:</b></p>	<p>Acceptable</p> <p>Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 8</b>  <b>Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.</p>	<p><b>Comments:</b></p>	<p>Acceptable</p> <p>Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 9</b>  <b>Reflection</b> 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.</p>	<p><b>Comments:</b></p>	<p>Acceptable</p> <p>Unacceptable  __Reflection  __Alignment  __Artifact</p>
<p><b>Standard 10</b>  <b>Collaboration</b> 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.</p>	<p><b>Comments:</b></p>	<p>Acceptable</p> <p>Unacceptable  __Reflection  __Alignment  __Artifact</p>

<b>Licensure Elements</b> PPST scores, SOE Admission Letter, Transcript, Admission and Student Teaching portfolio rubrics, Praxis II score, pre-student teaching evaluations	<b>Comments</b>	<b>Present Not Present</b>
<b>Wisconsin Standards Alignment Chart</b>	<b>Comments</b>	<b>Acceptable Unacceptable</b>
<b>UW-Platteville KSD Alignment Chart</b>	<b>Comments</b>	<b>Acceptable Unacceptable</b>
<b>Two artifacts from Student Teaching</b>	<b>Comments</b>	<b>Present Not Present</b>

If candidate receives **any unacceptable or not present items**, the candidate has not met minimum standards required for Licensure

**Date of Initial Review** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Not Approved**

1st Evaluator's Name \_\_\_\_\_ 2nd Evaluator's Name \_\_\_\_\_

*If portfolio does not meet minimal requirements, the deficiencies are noted in the "comments" section above and the revisions and a second review must be completed and resubmitted by \_\_\_\_\_ (date) to SOE Director.*

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**Date of SOE Director Review** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Not Approved**

Director of School of Education Name \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_