

The School of Education Pre and Post Student Teaching Portfolios are part of the comprehensive assessment system, which is used to evaluate Teacher Candidate's (TC's) development in the Wisconsin Teacher Educator Standards (WTES) core competencies. The portfolio reflective narrative rubric is comprised of 10 separate rubrics, each describing competency levels for one standard.

### **Portfolio Description:**

The portfolio is a compilation of artifacts of best teaching and learning efforts collected from the professional preparation sequence. The portfolio includes a reflective narrative describing connections between the artifacts and the teaching standards. The narrative begins with an introductory statement describing the experiences and artifacts, followed by ten sections each focused on an explanation of the TC's competency in a particular standard.

### **Portfolio Reflective Narrative Rubric Use:**

The Portfolio Reflective Narrative rubric is used twice throughout the TC's program of study as a summative assessment tool. Initially this rubric is used to assess the TC's *pre-student teaching portfolio*. The portfolio is typically completed the final semester before student teaching. Secondly, this rubric is used to assess the TC's *post-student teaching portfolio* during their student teaching experience.

*Note: Some programs may choose to introduce this rubric earlier in a TC's progress through the program.*

### **Ratings of Proficiency:**

The target competencies for each portfolio assessment benchmark (pre-student teaching and post-student teaching) are described for each of the ten WTES. Teacher Candidates are encouraged to strive for these levels at each respective benchmark, however due to the complex, diverse nature of individual TC's experiences and because the portfolio is only one of several measures of competency the following guidelines have been set:

- Pre-student teaching minimum competencies – TC cannot have any ratings of unmet
- Post-student teaching minimum competencies – TC cannot have any ratings of unmet or developing

*Note: Writing the reflective narrative should be viewed as a dynamic process that can be refined after initial and subsequent reviews. When an insufficient rating is identified, the portfolio advisor communicates with and advises the TC appropriately. The TC is given opportunities to revise the reflective narrative to more fully describe their understanding of how their artifacts*

*demonstrate proficiency in the teaching standards. If revisions are unacceptable and concerns still exist remediation is required.*

**Steps to Using the Rubric:**

1. Fill in the teacher candidate's name and correct semester/year.
2. Check off the appropriate experience (i.e., pre-student teaching or post-student teaching).
3. Review the portfolio (i.e., artifacts and narrative).
4. Mark the appropriate criteria level for each standard on the rubric.
5. Sign and date the rubric.
6. Communicate with the Teacher Candidate on your assessment of their portfolio.
  - a. If the TC's portfolio is acceptable complete the Qualtrics portfolio form [insert link when available], indicating that the TC is ready to advance to the next level. Provide a signed, completed rubric for TC to upload onto the portfolio
  - b. If the TC's portfolio requires additional work, plan appropriate remediation, but do not fill out the Qualtrics portfolio form. Upon fulfillment of the remediation plan, complete the Qualtrics portfolio form, indicating that the TC is now ready to advance to the next level (i.e., progress to student teaching or graduation). Provide a signed, completed rubric for TC to upload onto the portfolio.