According to the Wisconsin Administrative Code PI:34, all teacher candidates are to create a portfolio of evidence that the InTASC Core Teaching Standards have been met.

**Portfolio Timeline**

1. Candidates of the UWGB Professional Program in Education will be introduced to the portfolio during the candidacy semester of the Education Program which is EDUC 280, EDUC 290 & EDUC 340. The electronic shell will be created during this semester as well.

2. Following the candidacy semester, it is the students’ responsibility to upload artifacts from coursework and complete a rationale for each artifact. Education Faculty and instructors may mention the portfolio throughout your coursework and encourage certain artifacts for certain standards, however, the final portfolio is up to each individual student.

3. Students must have the portfolio completed before checking out for student teaching. A student’s advisor will be checking to ensure the portfolio is completed.

- A completed portfolio consists of education artifacts aligned to the 10 InTASC standards and each one justified through a rationale. See below for artifact ideas for each standard
  - **Note:** It is acceptable for a student to use the same artifact for more than one standard as long as it is explained and justified.

- An artifact rationale should be about 3-5 paragraphs explaining why a particular artifact/project addresses a particular standard through the discussion of knowledge, skills and dispositions.

  - For the rationale, a student may identify and write about a particular knowledge, skill and disposition within each standard, or broadly write about knowledge, skills and dispositions as related to the standard. (Example, a student can reference knowledge 1(d), skill 1(b) and disposition 1(j) under InTASC Standard 1, or more broadly describe a knowledge, skill & disposition.)

For additional information on the InTASC Core Standards with knowledge, skills and dispositions please visit this document: [http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)
InTASC Core Teaching Standards (Crosswalk with WI Teaching Standards and National Association for the Education of Young Children (NAEYC): NAEYC has 6 Standards

Interstate Teacher Assessment and Support Consortium (InTASC)

Standard #1: Learner Development (WI #2) (NAEYC Standard 1 Promoting Child Development & Learning)
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.

Suggested Artifacts:
- Model of developmental stages related to the age group with which you are working
- Unit and/or lesson plans providing modifications to meet the needs of all children
- Unit and/or lesson plans illustrating active engagement of children
- Unit and/or lesson plans incorporating prior knowledge (KWL, prediction sheets, anticipation guides)
- Unit and/or lesson plans demonstrating connections to student experience
- Unit and/or lesson plans illustrating the testing of ideas and/or materials by students
- Pre- and post-test data leading to multi-leveled lessons
- Professional development records relating to content knowledge or integration

Standard #2: Learning Differences (WI #3) (NAEYC Standard 4 Using Developmentally Effective Approaches)
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.

Suggested Artifacts:
- Log listing contact information for professionals and services relevant to students accommodations
- Documentation detailing family involvement related to student accommodations
- Unit and/or lesson plans or project involving multiple intelligences
- Photos showing diverse learning centers
- Unit and/or lesson plans listing and explaining modifications to original plans
- Student work samples illustrating student choice
- Various assessments highlighting how different student needs are met
- Photo of a bulletin board or project reflecting cultural diversity
- Student generated bulletin board or project highlighting personal diversity
- Unit and/or lesson plans detailing adaptations for gifted & talented students, students with special needs, diverse students
- Unit and/or lesson plans presenting multiple perspectives
- Professional development records relating to differentiation or a specific exceptionality

Standard #3: Learning Environments (WI #5)
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.

Suggested Artifacts:
- List describing class expectations
- Student accountability forms requiring reflection, consequence and plan
- Sample of a student pride form explaining “good news”
- Personal reflection describing management observed in a videotape of a class or lesson
- Observation notes highlighting management evaluation
- Photos showing your teaching and/or classroom environment
- Log describing team building activities used in your classroom
- Document detailing your daily schedule
- Documentation describing a behavior management program
- Correspondence from colleagues, students, parents and/or community members highlighting your management skills
- Professional development records relating to classroom management and/or behavioral issues
Standard #4: Content Knowledge (WI #1) (NAEYC Standard 5 Using 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 the discipline accessible and meaningful for learners to assure mastery of the content.

Suggested Artifacts:
- Photos of bulletin boards relating to content areas
- Articles, subscriptions, website links relating to interest in content areas
- Teacher-made materials illustrating content knowledge or integration
- Log listing people and/or places who offer expertise in content areas
- Interdisciplinary unit and/or lesson plans demonstrating connections within content areas
- Student work samples showing content integration
- PowerPoint presentations and/or photos illustrating content knowledge and/or integration
- Collaborative teaching videos or notes discussing content decisions and or integration planning
- Reflective journals discussing content decisions and or integration planning
- Professional development records relating to content knowledge or integration

Standard #5: Application of Content (WI #6)
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.

Suggested Artifacts:
- Unit and/or lesson plans focusing on you role in encouraging discussions, critical thinking, problem solving
- Unit and/or lesson plans highlighting your role in promoting student collaboration
- Unit and/or lesson plans focusing on self-expression/risk-taking/personal curiosity in lieu of concrete answers
- Project outlines demonstrating your ability to clearly communicate a process or assignment for your students
- Student progress reports and/or feedback demonstrating your ability to communicate
- Written student performance expectations demonstrating your ability to communicate
- Notes from parents, colleagues, and/or students commenting on your communication skills
- Project criteria and associated grading rubric illustrating your ability to match assessment to project
- Study guides allowing for student practice
- Observation notes highlighting your skills in record keeping and communication concerning student performance
- “Success card” recognizing students’ efforts, attitudes, and/or achievements
- Modifications on exams and/or variety of assessment tools reflecting student needs
- Unit objectives relating to assessment and/or course syllabi including assessment plan
- Sample work (student portfolios, self-evaluation, peer evaluations, first and final drafts and/or reflective journal entries) demonstrating your ability to ensure students’ intellectual, social and/or physical development
- Samples of pre- and post-tests, or other individual and group assessments, along with data demonstrating student growth over a period of time

Standard #6: Assessment (WI #8) (NAEYC Standard 3 Observing, Documenting and Assessing)
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.

Suggested Artifacts:
- Teacher-made tests, teacher-made rubrics, running records, anecdotal notes, conferencing notes and/or performance assessments illustrating your ability to ensure students’ intellectual, social and/or physical development
- Sample journal questions allowing for students’ self-assessment
- Peer assessment rubrics illustrating your ability to ensure students’ intellectual, social and/or physical development
- Project criteria and associated grading rubric illustrating your ability to match assessment to project
- Study guides allowing for student practice
- Observation notes highlighting your ability to ensure students’ intellectual, social and/or physical development and/or achievement
- “Success card” recognizing students’ efforts, attitudes, and/or achievements
- Modifications on exams and/or variety of assessment tools reflecting student needs
- Unit objectives relating to assessment and/or course syllabi including assessment plan
- Sample work (student portfolios, self-evaluation, peer evaluations, first and final drafts and/or reflective journal entries) demonstrating your ability to ensure students’ intellectual, social and/or physical development
- Samples of pre- and post-tests, or other individual and group assessments, along with data demonstrating student growth over a period of time

Standard #7: Planning for Instruction (WI #7)
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.

Suggested Artifacts:
- Video tape, and commentary, detailing your organization of a lesson
- Unit and/or lesson plans involving a breakdown of steps and completion dates
• Unit and/or lesson plans highlighting scope and sequence of curriculum
• Unit and/or lesson plans listing correlated standards correlated
• Unit and/or lesson plan reflections discussing pacing and data that drove decision making
• Interest inventories leading to learning experiences
• Unit plan demonstrating long term planning
• Photos and/or lessons showing students in whole group, small group, and independent learning activities

Standard #8: Instructional Strategies (WI #4)
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.

Suggested Artifacts:
• Teacher-made tests, teacher-made rubrics, running records, anecdotal notes, conferencing notes and/or performance assessments illustrating your ability to ensure students’ intellectual, social and/or physical development
• Sample journal questions allowing for students’ self-assessment
• Peer assessment rubrics illustrating your ability to ensure students’ intellectual, social and/or physical development
• Project criteria and associated grading rubric illustrating your ability to match assessment to project
• Study guides allowing for student practice
• Observation notes highlighting your ability to ensure students’ intellectual, social and/or physical development and/or
• “Success card” recognizing students’ efforts, attitudes, and/or achievements
• Modifications on exams and/or variety of assessment tools reflecting student needs
• Unit objectives relating to assessment and/or course syllabi including assessment plan
• Sample work (student portfolios, self-evaluation, peer evaluations, first and final drafts and/or reflective journal entries) demonstrating your ability to ensure students’ intellectual, social and/or physical development
• Samples of pre- and post-tests, or other individual and group assessments, along with data demonstrating student growth over a period of time

Standard #9: Professional Learning and Ethical Practice (WI #9) (NAEYC Standard 6 Becoming a Professional)
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.

Suggested Artifacts:
• 1st & 2nd (drafts) of education philosophy highlighting your reflection on the effects of your choices on the educational process
• Weekly goals illustrating reflection on performance and effects on pupils, parents, professionals and others in the learning community
• Weekly journals illustrating reflection on performance and effects on pupils, parents, professionals and others in the learning community
• Self assessments specifying aspects of your teaching performance in terms of its effects on pupils, parents, professionals and others in the learning community
• Unit and/or lesson plans demonstrating use of reflective insights
• Committee work reflecting a personal goal or focus

Standard #10: Leadership and Collaboration (WI #10) (NAEYC Standard 2 Building Relationships)
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.

Suggested Artifacts:
• Record of collaboration with team teachers, building specialists, exceptional needs staff, paraprofessional staff and/or parent volunteers highlighting support of student learning and/or well-being
• Evidence of participation in staff meetings, community events, school events, extra-curricular activities, after school programs and/or field trips illustrating the fostering of relationships outside the classroom
• Documentation of parent communication demonstrating support of their students
• Evidence of interaction with the community illustrating appropriate use of agencies, personnel and/or resources in teaching
Sample Rationale #1

InTASC #2: Learning Differences (WI #3) 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.

The artifact that I have selected for this standard is a lab activity about DNA replication. I instructed this lab activity in a 10th grade Biology class in March of 2015. The class had several days of instruction on DNA replication before this activity and this lab mainly served as a review. The class planned on having a test on the content two days later, so this lab also served as an assessment to understand how each student was progressing with the content before handing out the test.

I believe that my artifact satisfies the K.1 knowledge component of the learning differences standard. This lab activity was a great tool to both assess the students before the test and to help the students develop a further understanding of the content. Normally this lab would have been handed out to lab groups of four, but because I knew that some students would not have participated in these large groups, I decided to place students into groups of two. Having only one partner to work with leads to more participation and helps develop a deeper understanding of the content. Many students in this period also rely heavily on guided participation of the teacher, so I decided to allow groups to work on the activity alone. I understood that several students knew the content very well and did not need further explanation, while other students needed a heavy amount of extra guidance. I circulated the class while groups worked on the activity. Many students in the class do not learn strictly through logical-mathematical or linguistic realms of intelligence and the connections between content and knowledge can become difficult for many students. InTASC #2 – K.1

This artifact also satisfies the S.2 skill component of the standard. I made provisions to the lesson, specifically with group size and teacher guidance, to provide a self-directed review in which I could provide small group instruction. Throughout this lesson, I continually circulated the class and attempted to give all groups equal time and attention. Groups that had a higher knowledge of the content were asked more difficult questions in order to produce clarity in the content. Groups that fell behind in content were asked more general open-ended questions and were given strategies to successfully complete the lab. I used small tasks and open-ended questions in order to walk away from groups and to give equal time to every student. InTASC #2 – S.2

I believe that my artifact satisfies the D.3 disposition component of the learning differences standard. I fully understand how students can learn content at different speeds and that every student has different talents in academic work. I believe that every student has the ability to succeed and that it is the teacher’s responsibility to teach to these learning differences. Many students were on different levels of understanding when it came to this unit and I realized that certain students needed more of a framework for the content. This lesson allowed for me to work with all students, but it also allowed me to teach differently to each group depending on what the student understood about DNA replication. Each individual attempted to understand the content in different ways, and I was able to explain the content in ways that made sense to the individual. InTASC #2 – D.3
Sample Rationale #2

InTASC #2: Learning Differences (WI #3)
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.

The artifact that I have selected for this standard is a lab activity about DNA replication. I instructed this lab activity in a 10th grade Biology class in March of 2015. The class had several days of instruction on DNA replication before this activity and this lab mainly served as a review. The class planned on having a test on the content two days later, so this lab also served as an assessment to understand how each student was progressing with the content before handing out the test.

This lab activity was a great tool to both assess the students before the test and to help the students develop a further understanding of the content. Normally this lab would have been handed out to lab groups of four, but because I knew that some students would not have participated in these large groups, I decided to place students into groups of two. Having only one partner to work with leads to more participation and helps develop a deeper understanding of the content. Many students in this period also rely heavily on guided participation of the teacher, so I decided to allow groups to work on the activity alone. I understood that several students knew the content very well and did not need further explanation, while other students needed a heavy amount of extra guidance. I circulated the class while groups worked on the activity. Many students in the class do not learn strictly through logical-mathematical or linguistic realms of intelligence and the connections between content and knowledge can become difficult for many students.

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I fully understand how students can learn content at different speeds and that every student has different talents in academic work. I believe that every student has the ability to succeed and that it is the teacher’s responsibility to teach to these learning differences. Many students were on different levels of understanding when it came to this unit and I realized that certain students needed more of a framework for the content. This lesson allowed for me to work with all students, but it also allowed me to teach differently to each group depending on what the student understood about DNA replication. Each individual attempted to understand the content in different ways, and I was able to explain the content in ways that made sense to the individual.