

Wisconsin Master Educator Assessment Process

Handbook for Teachers



Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

This publication is available from:

Teacher Education, Professional Development, and Licensing Team
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703

2023 Wisconsin Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

Table of Contents

Wisconsin Master Educator Assessment Process	1
Handbook for Teachers	1
Wisconsin Master Educator Assessment Process for Teachers – Overview	1
Introduction	1
Eligibility.....	2
Accommodations	2
Philosophy.....	2
Standards	3
Portfolio and Portfolio Entries	6
The Guidelines	8
Before You Start	10
Planning and Organization Tips	10
Suggestions	10
Formatting Requirement Checklist	11
Writing Guidelines	12
Descriptive Writing	12
Strategies for Descriptive Writing.....	12
Analytical Writing	12
Qualities of Analytical Writing	13
Strategies for Analytical Writing.....	13
Reflective Writing.....	14
Qualities of Reflective Writing.....	14
Strategies for Reflective Mode	14
Weaving the Writing Modes Together	14
Writing Checklist: Descriptive, Analytical, and Reflective	16
Video Requirements	17
Video Recording Strategies	18
Subjects.....	18
Mechanics.....	18
Composing.....	19
Artifact Guidelines	21
Portfolio Assessment	24
Confidentiality Guidelines.....	24
Assessors	24
Master Educator Assessor Team Training	25
Portfolio Assessment Procedures	25
Contextual Information	26
Entry 1 – Formal and Informal Assessment	28
Overview	28
The Narrative and Supporting Evidence	29
Description (suggested 2 pages).....	29
Analysis (suggested 8 pages)	30
Reflection (suggested 2 pages).....	31

Artifacts (up to 15 pages)	31
The Evaluation of Entry One	32
Prepare Entry	33
Checklist of Entry Contents	33
Formatting Requirement Checklist	33
Entry-1 At-a-Glance	34
Entry 2 – Individual, Small/Whole Group Teaching, and Instruction.....	37
Overview	37
Requirements.....	37
The Narrative and Supporting Evidence	39
Description (suggested 2 pages)	39
Analysis (suggested 8 pages)	40
Reflections (suggested 2 pages).....	40
Artifacts (up to 15 pages)	41
The Evaluation of Entry Two.....	41
Prepare Entry.....	44
Checklist of Entry Contents	44
Formatting Requirement Checklist.....	45
Entry-2 At-a-Glance	46
Entry 3 – Organizing and Planning Systemic Instruction.....	50
Overview	50
Requirements.....	50
The Narrative and Supporting Evidence	51
Description (suggested 2 pages)	52
Analysis (suggested 8 pages)	52
Reflection (suggested 2 pages).....	53
Artifacts (up to 15 pages)	53
The Evaluation of Entry 3	54
Prepare Entry.....	55
Checklist of Entry Contents	55
Formatting Requirement Checklist.....	55
Entry-3 At-a-Glance	56
Entry 4 – Collaborating with Colleagues, Families, and Communities to Promote Pupil Learning	59
Overview	59
Requirements.....	59
The Narrative and Supporting Evidence	60
Description (suggested 5 pages)	60
Analysis (suggested 5 pages)	61
Reflection (suggested 2 pages).....	61
Artifacts (up to 15 pages)	61
The Evaluation of Entry 4	62
Prepare Entry.....	63
Checklist of Entry Contents	63
Formatting Requirement Checklist.....	63
Entry-4 At-a-Glance	64
Appendix A – Master Educator Rubrics for Teachers	66
Standard 1: Pupil Development (Entry 1 and 2)	66

Standard 2: Learning Differences (Entry 1, 2, 3)	67
Standard 3: Learning Environments (Entry 1, 2).....	68
Standard 4: Content Knowledge (Entry 1, 2, 3).....	70
Standard 5: Application of Content (Entry 1, 2, 3).....	70
Standard 6: Assessment (Entry 1, 2, 3, 4)	71
Standard 7: Planning for Instruction (Entry 2, 3).....	72
Standard 8: Instructional Strategies (Entry 2, 3).....	73
Standard 9: Professional Learning and Ethical Practice (Entry 1, 2, 3, 4).....	74
Standard 10: Leadership and Collaboration (Entry 4).....	75
Appendix B - Confidentiality.....	76
Producing the Video.....	76
Sharing the Video with Others.....	76
Definition of Pupil Record.....	76
Restrictions on Disclosure	77
Providing the Video to DPI with WMEAP Portfolio.....	78
Sharing the Video with Others.....	78
Using Non-Pupil Records	78
Appendix C - Tips for Speech/Language Pathologists	79
Appendix D - Formatting Requirement Checklist	81
Appendix E - Resubmission of Entries.....	82
Glossary.....	83
Acknowledgements.....	86
References.....	86

Wisconsin Master Educator Assessment Process for Teachers – Overview

Introduction

There are a myriad of ways to demonstrate continued commitment to the profession of educational leadership for pupil learning. Pursuing additional degrees can be a personal and a professional growth experience. Seeking other communities where teaching strategies can be tested, delivered and strengthened is another approach. Demonstrating and documenting expert level proficiency of all ten (10) Teacher Standards through achievement of the Master Educator license is yet another option. Each of these choices, as well as others not described here, could be credible examples of ways to demonstrate continued commitment to pupil learning.

It is important to clarify that this handbook does not prioritize among the options teachers choose to demonstrate their commitment to pupil learning. One option can be equally meaningful for a particular teacher in a particular setting or at a particular point in her or his career. It is further significant to note the choices teachers make for their continued professional growth are not mutually exclusive. A teacher could be working on an additional degree at the same time he or she is designing a portfolio to demonstrate her or his mastery of the standards. The clarification also needs to be made that the Master Educator license is not formally tied to any traditional higher education program. A teacher could obtain the Master Educator license by demonstrating expert level proficiency through a portfolio based around four (4) themes while doing her or his job in an exemplary manner.

This handbook seeks to describe one of the choices teachers can make to demonstrate commitment to continued professional growth as an education leader, the option of the Master Educator license. It is further significant to identify the Master Educator license is grounded in professional growth experiences related to the standards that can be demonstrated through performance on the job by creating a true community of learners engaged in helping each other reach her or his full potential.

The Wisconsin Master Educator Assessment Process (WMEAP) is designed to afford all educators the opportunities necessary to demonstrate the skills they have at the time they apply for Master Educator certification. The process offers access for all Wisconsin educators licensed in those subject areas not available through the National Board for Professional Teaching Standards (NBPTS). All efforts will be made by Department of Public Instruction (DPI) to assure equity and accessibility for all educators in all aspects of the WMEAP including multiple opportunities for and readily useful modes of application, preparation, and assessment.

The WMEAP is a very rigorous process of authentic assessment measuring a teacher's demonstration of mastery of all ten (10) Wisconsin Teacher Standards as applied to her or his license field. It requires one to two years to complete and includes multiple portfolio entries of work samples, video recordings, and thorough analyses and reflections of the candidates' leadership practice and pupil learning. The process is comparable in expectations to the NBPTS certification process. It requires a significant investment of time, resources, and expertise.

It must be emphasized that the WMEAP requires a minimum time commitment of 40 hours per entry and represents your most personal involvement in the critical roles of your license field. It requires collaboration with your peers and support from your school and/or district. You must constantly reflect upon your own professional growth as well as the achievement of your pupils.

Eligibility

The Master Educator license is only available to experienced educators holding a master's degree. By rule, Wis. Admin. Code sec. PI 34.042(2)(a), applicants will be accepted into the process only if the following requirements are met:

1. Documentation of a related master's degree;
2. Verification of at least five (5) years of successful professional experience under a Tier III license in the area of the Tier III license;
3. Evidence of contributions to the profession; and
4. Evidence of improved pupil learning.

Teachers are eligible to apply for the Wisconsin Master Educator Assessment Process if they possess a related Masters Degree and five (5) years teaching experience in the field of the Master License while holding a Tier III license. Teachers can apply at the earliest, April 30th in their 5th year under a Tier III license with verification from their administrator(s) that they will successfully complete their five (5) years in that school year. Applications are reviewed and approved by the department.

Accommodations

The department is committed to serving candidates with disabilities by providing reasonable accommodations that are appropriate given the purpose of the portfolio. All requests for accommodations must be approved in advance by the department. The candidate must contact the department with his/her request and submit eligibility verifications for review by the department. Contact DPI at 1-608-266-3089 for requests for accommodations.

Philosophy

The ten (10) Wisconsin Teacher Standards can help to guide Wisconsin's teachers on their journey of promoting and achieving professional excellence and pupil learning. Quality teaching demands a combination of knowledge, dispositions, and performances, which form a complex science and art. Although there are a variety of ways to demonstrate excellence in education, the key to unlocking excellence is documenting improvements made in district, school, and pupil performance. Wisconsin Teacher Standards are rooted in current conceptions of best practice for leadership and learning and are related to improving pupil learning and employee performance.

For those educators who demonstrate mastery, the DPI recognizes this accomplishment by granting the optional Wisconsin Master Educator License through the WMEAP. Educators pursuing the WMEAP are required to demonstrate mastery of the knowledge, dispositions and performances embedded in all of the ten (10) Wisconsin Teacher Standards.

Standards

The assessment of portfolios is based upon the ten Wisconsin Teacher Standards.

Wisconsin Teacher Standard 1 – PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Wisconsin Teacher Standard 2 – LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Wisconsin Teacher 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.

Wisconsin Teacher Standard 4 – CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Wisconsin Teacher Standard 5 – APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Wisconsin Teacher Standard 6 – ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Wisconsin Teacher Standard 7 – PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by, drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Wisconsin Teacher Standard 8 - INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Wisconsin Teacher Standard 10 – LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

The candidate's portfolio will be assessed for mastery based on the following rubrics related to the respective standard:

Standard 1 PUPIL DEVELOPMENT: The master teacher understands expected developmental progressions and ranges of individual variation, assesses the developmental levels of pupils, and designs instruction that is sufficiently varied and is responsive to most of the individuals in the class in a way that meets learners' current needs in each domain. The master teacher understands the influence of prior knowledge and abilities on learning and designs instruction that bridges prior knowledge and skills to current learning for individual pupils and the class as a whole.

Standard 2 LEARNING DIFFERENCES: The master teacher understands and identifies differences in approaches to learning and performance, including learning styles, multiple intelligences, and performance modes, and designs instruction that builds on specific pupils' strengths while providing strategies to improve their areas of need. The master teacher understands how experiences, interests, talents, and exceptionalities, as well as language, culture, and family, influence learning of individuals and groups and designs and implements instruction accordingly. The master teacher demonstrates ways in which instruction has been modified to include pupils with specific needs (e.g., ELL, pupils with disabilities, pupils at risk).

Standard 3: LEARNING ENVIRONMENTS: The master teacher promotes and communicates high expectations for learning to all pupils and expects pupils to have equally high expectations for themselves. The master teacher helps the class develop shared values and expectations for individual and group responsibilities to create and maintain a positive classroom climate of openness, mutual respect, support, and inquiry. Discourse within the classroom flows freely as pupils build on ideas and feel comfortable taking intellectual risks. Classroom interactions between teacher and pupil and among pupils are positive, and inappropriate behavior is addressed effectively. The master teacher understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. The master teacher organizes, allocates and manages the resources of time, space, activities, and attention to provide active and equitable engagement of pupils in productive tasks. The master teacher models a variety of effective communication strategies in conveying ideas and information, including consistent and accurate use of language in discussion and inquiry. The master teacher uses effective communication tools including technology to enhance learning.

Standard 4 CONTENT KNOWLEDGE: The master teacher has a command of the knowledge, has an understanding of the discipline and demonstrates the depth and breadth of the knowledge through precise, thorough, and accurate communication of content in written and oral presentations that are part of instruction.

Standard 5 APPLICATION OF CONTENT: The master teacher creates rich opportunities for pupils to contextualize the content knowledge and understanding through examples, application, representation, synthesis and connections to the world and to pupils' lives that make learning meaningful for pupils.

Standard 6 ASSESSMENT: The master teacher designs and implements appropriate assessments that are aligned with standards, objectives, and instructional processes. The master teacher can accurately describe, analyze, and evaluate pupil thinking and pupil work, demonstrate an understanding of their learning, and provide appropriate feedback to pupils. The master teacher makes connections between pupil learning and his or her teaching and uses this information to improve the learning and teaching in the classroom. The master teacher documents what pupils do well and what they need to work on and clearly communicates this analysis to pupils, families, and colleagues.

Standard 7 PLANNING FOR INSTRUCTION: The master teacher establishes clear and appropriate learning goals that are aligned with state standards and that reflect pupil developmental levels, cognitive skills, and knowledge base. The master teacher selects and creates learning experiences that are appropriate to curriculum goals, are relevant to learners, reflect accurate subject matter, are appropriate for the community and are based upon principles of effective instruction.

Standard 8 INSTRUCTIONAL STRATEGIES: The master teacher understands the principles and techniques associated with various instructional strategies (e.g., cooperative learning, direct instruction, whole group discussion, discovery), successfully implements a variety of strategies, and evaluates the appropriateness of these strategies in instruction. The master teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, memorization and recall) and uses a variety of instruction to assure a range of cognitive complexity, matched to the abilities of individual pupils. Instructional materials and instruction include questions, activities, and products that span the cognitive range from rote learning and factual recall to analysis, synthesis, and application.

Standard 9 PROFESSIONAL LEARNING AND ETHICAL PRACTICE: The master teacher engages in reflective practice and is able to describe his or her teaching, analyze it thoughtfully and in great detail, and reflect on its significance. The master teacher engages in insightful reflection which leads to implications for future teaching. The master teacher engages in conscious and deliberate ongoing professional development to strengthen knowledge, skills, and abilities relevant to the teaching context.

Standard 10 LEADERSHIP AND COLLABORATION: The master teacher values parents, colleagues, and professionals in the community as partners, and uses effective strategies to engage them in reciprocal communication focused on teaching, learning and individual pupil progress. The master teacher works collaboratively with colleagues within the school and in the wider professional community to improve teaching and learning. The master teacher shares expertise in a leadership role with other educators through facilitating professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy. The teacher conducts his/her professional life with integrity, fairness, and in an ethical manner.

Portfolio and Portfolio Entries

Upon approval of the Master Educator application, the teacher holding Tier III license who seeks the Master Educator License will develop and submit a portfolio (a collection of evidence that supports the candidate's mastery). Although no assessment can capture all aspects of one's teaching performance, the portfolio is considered one of the best modes of assessment for this license tier. The artifacts that are to be included in the portfolio are specified and clearly explained in the appropriate entry. All materials to be evaluated by the Master Educator Assessment team must be included in this portfolio.

Portfolio entries are designed to document, to the extent possible, activities that teachers naturally engage in during their work. They are intended to enable teachers to provide sample evidence from their practice and to reflect on that practice through written narratives.

A candidate's portfolio must present evidence of mastery of all ten (10) Teacher Standards. The portfolio is designed to assess performance in a wide range of settings. The applicant must use a different activity/lesson in each entry in order to demonstrate the broadest possible range of his/her practice. The examples and artifacts may be no older than five (5) years from the date of acceptance of the application. Assessment of an individual candidate requires that criteria be made somewhat more specific to the professional role in which the candidate serves.

For the Master Educator Portfolio you will prepare four (4) distinct entries. The entries should be designed to provide a sample of your work as an educator that will be assessed using the Wisconsin Teacher Standards. A summary of the entries is provided below.

Entry One: Formal and Informal Assessment

In this entry you will provide an example of how you assess pupil learning over a period of at least two weeks in one class or content area. You will provide an overview of the assessments and then use the work of two to four pupils to analyze their learning over that time period. The narrative will provide the context of the instruction, including the specific content goals, the learners whose work you use to highlight your teaching, and an overview of the assessments. You will highlight the ways in which you use informal and formal assessment to promote learning, to document learning, and to improve your teaching. Through your reflection of the assessment process, you will demonstrate the ways in which your instruction meets curriculum goals and promotes pupil learning.

Entry Two: Individual, Small / Whole Group Teaching and Instruction

In this entry you will provide an example of one-on-one, small group or whole class instruction. The narrative will provide the context of the instruction, including the specific content goals, why you are using this format of instruction, the learner(s) who constitute the class, and an outline of the lesson. You will demonstrate the ways in which your planning emphasizes important content, is responsive to the specific learner(s) in your class, and involves a variety of instructional strategies. Through the entry, and particularly the video recording, you will demonstrate the environment you have established for learning and the ways in which you use a variety of communication strategies and tools to promote learning and the ways in which you manage time, space, and activities to assure that pupils are engaged in productive tasks. The entry will also demonstrate the ways in which your instruction shows a commitment to high

achievement by all pupils. Through your reflection on the lesson's implementation and the video recording you will demonstrate the ways in which you reflect on and learn from your teaching.

Entry Three: Organizing and Planning Systematic Instruction

In this entry you will provide an example of how you plan for a unit of instruction. The narrative will provide the context of the instruction, including the specific content goals, the learners who constitute the class, and an outline of the unit. You will demonstrate the ways in which your planning emphasizes important content, is responsive to the specific learners in your class, and involves a variety of instructional strategies. Through the entry you will demonstrate the ways in which your instructional planning encompasses important content, addresses the diversity of learners, includes a variety of activities and strategies, and places importance of the assessment of learning. Through your reflection on the unit's implementation you will demonstrate the ways in which you reflect on and learn from your teaching.

Entry Four: Collaborating with Colleagues, Families, and Communities to Promote Pupil Learning

In this entry you will provide examples of how you have contributed to the education profession and how you engage in ongoing professional development, collaborate with parents, family members, and community members to promote teaching, learning, and pupil progress, and how you serve as a leader within an educational community. Through a description and analysis of contributions that you have made to the profession **over the past five years** you will demonstrate the ways in which your leadership has contributed to your own professional development, the professional development of colleagues, and the progress of pupils within your school. The contributions must show you as a current active professional member of a learning community, a life-long learner in your profession, and a leader of educators. Your entry will describe the ways in which you work with families, the ways in which you work with the larger community, and ways in which you collaborate with colleagues and members of groups to promote school and parent/community partnerships. Through your reflection, you will demonstrate how your contributions and collaboration have promoted pupil learning.

The Guidelines

- In the handbook, each entry is formatted in a consistent way. Directions for each entry contain the following:
- The contextual information: In addition to the four entries you will submit Contextual Information. The Contextual Information provides important background information for the Assessment Team as they assess your entries.
- An overview of the entry: The overview provides a general introduction to the entry, highlighting the purpose of the entry and the type of intervention, project, or lesson that you choose to demonstrate your practice.
- The requirements of the entry: The requirements will provide the general description of what comprises that entry.
- The standards that are the focus for that entry: Each entry was designed to assess several Wisconsin Teacher Standards. The standards that underlay each entry are listed to focus your preparation of the entry.
- Questions to guide the writing of the narrative for the entry: Your narrative for each entry will have three distinct sections. The questions included in the handbook for the description, analysis, and reflection sections are designed to help you structure the narrative portion of your entry. Note that the analysis questions are coded to specific standards that are targeted for the entry.
- Suggestions for artifacts to support the entry: Artifacts that illustrate or provide evidence to support your project should be referenced and supported in the narrative. A list of possible artifacts is provided for each entry.
- A description of what assessors will look for when evaluating the entry: Assessors will be evaluating each entry against a rubric designed for the specific entry. You want to be confident that you are providing the assessors with artifacts and narrative that will help them understand the ways in which you have met the performance standards for a Master Educator. The rubrics were created using the Wisconsin Teacher Standards and identify key indicators for meeting those standards. The evaluation of your performance will depend on how well the evidence provided documents Master Educator status. Rubrics for all entries for the Master Educator are available in [Appendix A](#).
- General guidelines and a formatting checklist as you plan the entry: Each entry ends with a checklist of entry contents, formatting requirement checklist, and an Entry-at-a-Glance page for you to remove for easy references as you develop your narrative and collect your artifacts.

Completed portfolios with video must be received by the department by April 30th of the application year.

Each entry, artifact(s) for that entry, and video should be submitted as a separate file. Each file name should include your identification number and entry/artifact number. Contextual Information must be included for each entry.

For example:

- File 1 *(identification number)* Contextual Information, Entry 1
- File 2 *(identification number)* Entry 1 Artifacts
- File 3 *(identification number)* Contextual Information, Entry 2
- File 4 *(identification number)* Entry 2 Artifacts
- File 5 *(identification number)* Entry 2 Video
- File 6 *(identification number)* Contextual Information, Entry 3, Unit Plan
- File 7 *(identification number)* Entry 3 Artifacts
- File 8 *(identification number)* Contextual Information, Entry 4 (Candidate determines the # of Featured Contributions and Collaborative Activities to be submitted). *For example:*

Featured Contribution and Collaborative Activity #1

Description

Analysis

Artifacts

Featured Contribution and Collaborative Activity #2

Description

Analysis

Artifacts

Featured Contribution and Collaborative Activity #3

Description

Analysis

Artifacts

- File 9 *(identification number)* Entry 4 Reflection

All files other than videos must be saved in .pdf format.

Portfolios and artifacts will not be returned to the candidate. You will receive an email from DPI that will provide an individualized link to upload your documents via the secure file transfer system KiteWorks. You must upload all files through KiteWorks.

Portfolios or any component of the portfolio, which arrive late, **will not be accepted** by the department and will not be assessed. They will be eligible to submit for assessment the following April.

Before You Start

Planning and Organization Tips

Portfolios, recordings, and artifacts will not be returned to the candidate. Please make a copy of everything for yourself.

Carefully review the Wisconsin Teacher Standards that will be addressed for each entry as well as the corresponding rubrics used to assess these standards before you choose a teaching experience for one of your entries. It is essential that you understand what you will be asked to demonstrate through each portfolio entry and how it will be assessed before you make any decisions about the lesson you will use. Obtaining a clear understanding of the entry, the standards, and how these standards will be assessed will allow you to choose the most appropriate lesson and will allow you to provide clear, consistent, and convincing evidence that you have met the standards for each entry.

You will need to read the standards and assessment rubrics repeatedly; they tell you exactly what the assessment team is looking for and how they will determine whether you have or have not demonstrated that you are a Master Educator. As the team reviews each entry alongside the rubric and corresponding standard, they will be asking if you have provided clear, consistent, and convincing evidence for each of these standards and their corresponding indicators.

Adapted from "Writing Training Manual for NBPTS Process,"
With permission from the Alabama Education Association

Suggestions

- Start immediately. Become familiar with the standards and rubrics and read the entire handbook from cover to cover.
- Develop a timeline based on the due date. Create deadlines for the completion of each entry, setting aside work time in the evenings and on weekends. Make sure to include time for collecting evidence and re-writing. Successful portfolios cannot be completed at the last minute.
- Read each entry and gather artifacts that address it. Always focus on the standards and the rubrics the assessment teams will be using to assess your portfolio. Make sure you choose lessons for your entries for which you have related artifacts and that help you demonstrate mastery of the standards. Make sure that your chosen lesson will allow you to effectively answer all of the guiding questions before you begin to write.
- Choose your artifacts carefully, as they can be very effective in the creation of clear, consistent, and convincing evidence.
- As you write, revisit the rubrics and mark on the "entry-at-a-glance" the standards you addressed and the rubrics for which you provided evidence.
- Continually ask yourself, "Have I provided the assessors with clear, consistent, and convincing evidence that I have met the standards and their corresponding rubrics?"

- As you write and gather artifacts, continually review and reflect. Use “I” statements, clearly describing your accomplishments.
- Colleagues can be very helpful in the review of your entries. Make sure that anyone reviewing your portfolio has a clear understanding of the standards and rubrics that will be used to assess your entries. Feedback is always important, but if the person is only commenting on your writing ability and not on how well you have addressed the rubrics, their input may be counterproductive and could lead you away from the standards.
- Plan your videos well ahead of time, fully informing the individuals you will be recording. It usually takes several recordings to get the best footage for your entry. Make sure you explain the context of your video in the narrative.
- Maintain electronic and paper copies of everything you do, carefully archiving and organizing them for easy reference as you write each entry.
- Remember, the portfolio is both a process and a product. As you move through the process continually reflect on how you and your work embody the standards.

Formatting Requirement Checklist

Written materials must comply with specific requirements. Submissions that do not comply with the requirements will not be assessed. Materials may be resubmitted during the following year. Use the [Formatting Requirement Checklist in Appendix D](#) to check your materials.

Writing Guidelines

(Adapted with permission from “Writing Training Manual for NBPTS Process,” Alabama Education Association.)

Throughout this handbook, you are asked to describe, analyze, and reflect. Much of the evaluation of the work you select for the purposes of the portfolio assessment depend on your ability to provide insight into not just “what is happening” in the setting you describe, but the rationale for those events and processes and what you learned from them. You provide these insights in your descriptions, analysis and reflections of each entry.

Descriptive Writing

Description is called for when the prompt uses verbs like “state,” “list,” “describe,” or asks “what” or “which” as the opening interrogatory words. Descriptive writing is a retelling of what happened in the environment selected. This kind of writing should allow the assessor to visualize and understand what the educator is describing. Descriptive writing:

1. Sets the scene for the assessors.
2. Retells what happened – Includes all supporting features or elements that would allow an outsider to see as you see whatever is described.
3. Explains accurately and precisely – Accurately and precisely enumerates and explains critical features.
4. Orders elements logically – Clearly and logically order the elements or features of events, persons, concepts or strategy described.

Strategies for Descriptive Writing

- ✓ Develop writing fully and edit later.
- ✓ Use describing words.
- ✓ Use the writing checklist that follows.
- ✓ Use a journal to provide examples.
- ✓ Continually gather artifacts and work samples to support your description.

Analytical Writing

You are explaining what interpretation you make of what happened, your sense of why it happened that way, and your understanding of what should come next:

1. Use analytical writing when an entry asks “how,” “why,” or “in what way.”
2. Focus on “why it happened,” not “what happened.”

3. Address reasons, motive, and interpretation.
4. Use specific examples and provide evidence that clearly support your analysis.

Analysis and reflection overlap, though they are not identical. Analysis involves interpretation and examination of why the elements or events described are the way they are. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence provided by your artifacts. Your analysis provides your understanding and interpretation of the significance of your descriptions and artifacts. When you are asked to analyze, be certain that your response meets these criteria:

- ✓ The subject of the analysis is available to the assessor (i.e., pupil work, video recording, handbooks, minutes, documents, etc.). If such an artifact is not available, a clear description of what you are analyzing must be given prior to the analysis.
- ✓ The focus of your writing is on "why."

Qualities of Analytical Writing

Analysis depends on the interpretations the educator makes of what happened, the examination of why the elements or events described are the way they are. It shows assessors the thought processes the educator employed to arrive at the conclusions made about the situation.

Analysis is called for when educators are asked:

- ✓ To identify a particularly successful moment in a sample of educational practice and why the educator regards it as successful.
- ✓ To provide a rationale.
- ✓ To explain what pupil performance suggests about pupil services techniques or skills.

Strategies for Analytical Writing

- ✓ Consult the standards and rubrics, addressing all guiding questions and parts of the entry.
- ✓ Use analytical words.
- ✓ Answer "why" you made that decision.
- ✓ Gather evidence to support your analysis in each entry.
- ✓ Reference research and best practice in your analytical writing.
- ✓ Know your pupils, their skills and needs.
- ✓ Understand and explain the results of your services and its impact.

Reflective Writing

Reflective writing is a self-analysis of your practice. What happened in relationship to what you had anticipated? What do you think or feel about what happened? What worked, and what didn't work? What are the implications for future practice? Think about "how," "why," and in "what ways" you may change your professional practice in the future:

1. Use reflective writing to tell what you would do differently and why.
2. You are answering "what happened and why it happened that way."
3. Focus on self-analysis and retrospective consideration of your professional practice.
4. Connect the outcomes of your reflections to the implications for your future professional practice.

Qualities of Reflective Writing

Reflection, a particular kind of analysis, always suggests self-analysis and consideration of professional practice. It includes written consideration of what an educator will do next time based on his/her analysis of what happened and why it happened that way. Reflection is called for when the entry prompt asks the educator to consider the successes of her/his examples and what she/he would do differently and why.

Strategies for Reflective Mode

- ✓ Know yourself (weaknesses, strengths, methods) and talk about how that fits into the decisions made.
- ✓ Address what you would change and why.
- ✓ Be introspective and critical without being negative.
- ✓ Describe improvements you may make to your future professional practice.
- ✓ Assess and summarize the experience as a whole.
- ✓ Connect this experience to future professional practice.

Weaving the Writing Modes Together

For each example you provide in the entry:

- ✓ Tell a story;
- ✓ Show how you did it;
- ✓ Explain the impact on your goals and pupil learning;

- ✓ Reflect on your process and implications for future practice;
- ✓ Revise to discover the wonder of your practice through reflection, interesting description, and evidence-based analysis;
- ✓ Reference your artifacts, research, and best practice; and
- ✓ Remember to integrate all modes of writing throughout the entry.

Writing Checklist: Descriptive, Analytical, and Reflective

Use this checklist to evaluate your work.

Descriptive Writing

YES	Checklist Item
	Did I set the stage so the assessors will understand my environment/setting?
	Did I present my pupils/teachers/group in a way that personalizes them for the assessors?
	Does my description allow the assessors to visualize described events?
	Will the assessors actually feel a part of this described educational experience?

Analytical Writing

YES	Checklist Item
	Have I presented reasons for making educational decisions and explained fully what is happening and why?
	What steps did I take to make these decisions?
	What was the prior knowledge available to the pupils/group?
	What was understood and developed because of this prior knowledge?
	What changed because of the above?
	What did I learn because of the above?
	Did I conclude my writing with future service ideas?

Reflective Writing

YES	Checklist Item
	Did I present my logic for future decisions?
	Were these decisions based upon the evidence presented and cross-referenced with documentation (artifacts)?
	What was it about this specific experience that would lead me toward improvement?
	Did I present a summary for my retrospection and assessment of this featured educational experience?

Reviewing All Three Writing Modes

YES	Checklist Item
	Did I follow the necessary requirements and incorporate Wisconsin Teacher Standards and the handbook's vocabulary?
	Did I present enough information, or did I make assumptions that the assessor would understand my writing?
	Does my evidence document all that I have written and is it easily cross-referenced?
	Do I use "I" statements throughout so the assessors know my accomplishments?

Video Requirements

A teacher applying for the Master License must submit in her/ his portfolio one (1) video demonstrating his/her exemplary performance as specified under Entry Two – Individual, Small/Whole Group Teaching and Instruction. The candidate must be an active participant, leader or facilitator on the video. Please review the following procedures and guidelines for effective video recording and those that are provided in Appendix B to assure the quality of your video submittal.

The video must be an authentic episode, not one that has been staged, scripted, produced, edited or contrived in any way.

- The video must be accompanied by a photocopy of a government-issued photo ID, such as a driver's license or photo ID card issued to non-drivers by a state, a military ID, or a passport. The photo ID should be enlarged to fit on 8.5" by 11" paper, so that both your photo and your name are clearly visible. The photo-identification is required to authenticate the individual being showcased in the video. Upload the copy of your ID with your portfolio to KiteWorks.
- The video must be current within five (5) years of the application.
- The video must be submitted in a viewable format. (Please submit in an .mp4 format, or other video formats that can be played on a Windows computer.)
- The episode(s) on the video must demonstrate "exemplary teaching performance."
- The video needs to capture the environment and support the description of that environment you provided in your narrative.
- Maximum time of the video is thirty (30) minutes. Do not submit more than thirty (30) minutes, as only the first thirty (30) minutes will be reviewed.
- The candidate may submit up to three (3) separate uninterrupted teaching events within the thirty (30) minute time frame.
- The video must be clearly labeled with the entry number and the candidate's number.
- The explanation for and an analysis of the video must be included in the narrative of the entry, not on the video itself.
- The video should be of sufficient quality to allow assessors to clearly view and evaluate your exemplary teaching performance.

Video Recording Strategies

(Adapted from “Learn North Carolina – New Teacher Support”)

The following guidelines will optimize the quality of your video. It is recommended that you practice video recording several times prior to recording an activity for your portfolio. Be patient and ask for help with your video recording. Realize it is the quality of the activity presented, not the quality of the video, that is most important. However, a quality video will allow assessors to more easily see how you perform pupil service tasks.

Subjects

- Explain to the subjects in the video what you will be doing days in advance. Practice having the camera recording during many sessions.
- Obtain permission to video record from subjects using the school/district permission forms. (See section on confidentiality).
- Have those subjects who have not given permission to video record sit out of camera range.
- Focus the camera in on group work, group participation (faces), demonstrations, materials, activities, discussions, etc.
- Make sure subjects are audible.
- Select a typical activity you engage in and for which you can demonstrate your mastery. Let subjects know in advance that the situation will be video recorded. Explain that the recording is a way for you to review your performance, not theirs, and improve your skills.
- Try to make your video convey the climate of the environment, participant engagement, verbal and nonverbal interactions, and your role in facilitating the activities.
- While you are being video recorded try to focus on your role, not on the camera. Video equipment is not intrusive; no extra lighting is required.
- Though you may feel uncomfortable and awkward at the beginning of recording, these feelings usually wear off quickly. Keep in mind that no one will see the recording except you and the assessment team unless you choose to invite others to view it with you. Remember, too, you can erase the recording whenever you wish.

Mechanics

- Make sure you have enough battery power to capture the entire session.
- Hang a “Do Not Disturb” sign on the door to the room in which you are recording.
- Turn off mechanical equipment in the room that creates extraneous noise.

- Consider the composition of the picture. Clutter can be a real problem in classrooms; remove items that may detract from the message/image you may want to project. Also consider the background you will be against. Avoid dark backgrounds.
- Consider your clothing. Dark colors, very bright colors, and plaids do not video record as well as medium colors and plain designs. Avoid busy prints.
- Do not video record facing bright sunlight. If possible, place camera near windows with the light behind the camera. Pull the shades and make sure the room is well lit.
- Press the record button 5 seconds before the actual time you wish to start recording, and leave the camera running 5 seconds after you are finished.
- Avoid unnecessary panning and zooming. Unnecessary panning and zooming may cause images to appear fuzzy. However, do zoom on a chalkboard to ensure your writing is captured or on faces as they speak. Otherwise, keep the lens at the widest possible setting.
- If possible, use a tripod for most camera work and place the camera as high as possible at the side of the room. This will help you achieve smooth, steady images.
- Most camera microphones produce acceptable, but not great, audio. Since sound is critical to your video, consider an external microphone. Position the microphone close to the speakers. Eliminate extraneous sound.
- Contact a media specialist in your school to reserve equipment and to receive information (camera manual, tutoring, etc.) regarding the operation of the equipment. If you're lucky, she/he may record for you.
- Find a volunteer to video record your class/activity, if possible. This could be a colleague, a reliable pupil or parent volunteer. He/She may need some time to familiarize himself/herself with the camera equipment. Warn the camera operator that his/her voice will be heard distinctly on the recording. If you will not have someone to record, place the camera on a tripod in an area of the room where there is a view of the entire activity and you.
- Ask the camera operator to record the lesson to include pupils and materials as well as you. The cameraperson will know not to disrupt the lesson in any way. Feel free to remind the camera operator to break away from focusing on you in order to show the participants' reactions to you and to each other or the responses of the participants to the activity.

Composing

- Review your recording to check its quality. If your video does not have good sound and visual quality, you may wish to video record another session.

- View the video recording as soon as possible. Plan to view the recording on the day it is made or the next day so that your memory is fresh and you can readily recall what you were thinking or feeling during the episode. Run the video through once or twice just to get used to seeing yourself on video. During these first viewings, be prepared for a dose of "video-induced despair" (Krupnick, 1987), a common ailment brought about by the visual distortions of the medium. Most people tend to notice their voice, appearance, gestures, and mannerisms - Do I really sound like that? Is my hair always this disheveled? Why didn't I notice that my shirt was untucked? It is important to realize that these details are exaggerated on video and are far less noticeable and distracting in real life. In any case, a wrinkled blouse or a crooked tie has nothing to do with being an effective educator. (Krupnick, 1987)
- Plan to spend twice as long analyzing the video as it took to record it. Once you've adjusted to seeing yourself on video, set aside sufficient time to analyze it, about two hours to review a one-hour session. As you start to analyze the video, remember to focus on your strengths as well as aspects needing improvement.
- If you are using three (3) episodes, they may be submitted as separate files but should be clearly labeled.

Artifact Guidelines

Artifacts provide evidence of mastery and are documents, videos, recordings, and images demonstrating your professional activities. They need to be directly linked to the Wisconsin Standards referenced in the portfolio entries. They must be referenced in your narrative as evidence to support your statements (e.g., see artifact B). They should represent the work you are most proud of and for which you are passionate. You should begin gathering and selecting your artifacts very early in the process and build your narrative around them.

Artifacts may include:

- Educator notes
- Overheads
- Pupil work
- Productions
- Accomplishments
- Charts of data
- Record of assessments
- Photos of chalkboard
- Computer print outs
- Logs (phone, parent contacts, teacher contacts)
- Unit/lesson plans
- Test results
- Community partnerships
- Professional articles and books
- IEPs
- Program and initiatives you spearheaded
- Newsletters
- Letters (from faculty, parents, organizations, community stakeholders)
- Awards
- Consultation notes/tapes
- Curricula you developed
- Materials/equipment you developed
- Policies/procedures you developed
- Workshops or presentations that you have developed or conducted
- Programs and initiatives you have spearheaded
- Grant proposal abstracts
- Syllabuses for professional education classes you have taught
- Other activities that demonstrate your mastery

For long artifacts such as publications (e.g., an article or newsletter), you may submit the title page only or specific representative pages.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact (see the attached sample).

Your artifacts may not exceed fifteen (15) total pages for each entry. Artifacts that exceed the limit will not be reviewed. A video recording used as an artifact may not exceed ten (10) minutes in length. Any video recording over the limit of ten (10) minutes will not be reviewed. Each video recording that is used as an artifact is considered one page of the total number of artifacts.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).

- Any unedited video recording identified as **two artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).
- Any unedited video recording identified as **three artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

SAMPLE FORMAT -INFORMATION TO BE INCLUDED IN THE HEADER

Candidate Identification Number, Entry #, Entry Title, Licensure Area Seeking

T38 Entry 1-Formal and Informal Assessment, Speech & Language Pathology

Artifact A

Sample

Portfolio Assessment

Confidentiality Guidelines

The Department of Public Instruction believes it is consistent with state and federal law to release to the department without consent all materials in the candidate's portfolio (including narratives, artifacts, videos, pupil work, district information, and parent and community communication) for the purpose of evaluating the educator's application for a Master Educator license. After the licensing decision has been made and the time for appeal has lapsed, the materials will be destroyed or stored, consistent with department policy. The department will maintain the confidentiality of the portfolios. However, the department does recommend following the local district's/school's policy (if there is one) for video recording pupils. If obtaining parent permission is required, the candidate should maintain those permission forms and only include pupils in the video whose parents provided video recording permission.

The candidate's portfolio will be assessed by a team of three (3) trained assessors who will sign a pledge of confidentiality and recuse themselves from reviewing portfolios or candidates in their own districts, to whom they are/were related, and with whom they cannot be impartial.

See [Appendix B](#) for legal references to confidentiality issues.

Assessors

The candidate for a master educator's license shall be assessed by a team of three (3) educators who:

1. Have the same or similar job responsibilities;
2. Have been nominated by professional organizations, including school board organizations;
3. Have been provided training by the department;
4. Have been approved for appointment by the state superintendent.

In addition, the assessors are educators who:

1. Are not current or non-achieving candidates for the Wisconsin Master Educator Process;
2. Hold a Tier III license in the assessment area;
3. Have at least (five) 5 years of successful experience under a Tier III license in the assessment area;
4. Hold a master's degree related to the assessment area.

School board members may be an additional member of the assessment team. To be a member of the assessment team, a school board member must:

1. Be nominated by professional organizations, including school board organizations;
2. Have been provided training by the department;
3. Not be a current or non-achieving candidate for the Wisconsin Master Educator Process;
4. Be approved for appointment by the State Superintendent.

All assessors will sign a pledge of confidentiality and will not assess:

1. Candidate applications from their own school/district;
2. The applications of candidates to whom they are/were related;
3. The applications of candidates for whom they could not remain impartial and objective.

Master Educator Assessor Team Training

Assessors are trained using a portfolio assessment guide developed by a national expert in teacher portfolio assessment and Wisconsin educators involved in developing the Wisconsin Master Educator Assessment Process. Only educators and school board members nominated by their professional organizations, trained in the Wisconsin assessment process, and appointed by the state superintendent may assess portfolios. The training and portfolio assessment occurs annually during the summer. The assessors are trained in using procedures that are designed to ensure objectivity, accurate reference to the Wisconsin Educator Standards and assessment rubrics for each entry, control of bias, accuracy of pattern-finding, and attaining consensus. Assessors use note-taking strategies, summary statements, rubrics, and a judgment of each entry's documentation of mastery.

Portfolio Assessment Procedures

Each entry is assessed using the Standards and rubrics listed in that entry.

Each member of the assessment team individually reviews each portfolio entry using the rubrics as the basis for demonstrating mastery. Through note taking and team discussion, the team comes to consensus on the mastery of each portfolio entry. Candidates must achieve mastery of each portfolio entry in order to attain the Wisconsin Master Educator license. If one or more entries in the portfolio do not attain mastery, the candidate has one more school year to revise and resubmit those entries for reassessment the following spring. The communication of the Master Educator Assessment Team's decision will include which entries achieved master level and which entries did not. If a candidate does not achieve mastery after resubmission, he or she will have his/her license(s) renewed at the professional stage or may appeal to the state superintendent for reconsideration.

Contextual Information

Contextual information must be included at the beginning of each entry. The contextual information is limited to two pages. The two (2) pages of contextual information will be the first two pages submitted with every entry, but these two pages will NOT be included in the total number of pages allowed for each entry.

The contextual information provides the assessor the context in which you work. Refrain from naming the community, school, or district you work in. If you work in one school and this information applies to every portfolio entry, you can submit the same information at the beginning of every entry. If you work in different schools that have different characteristics, and your entries feature information or subjects from more than one school, please submit the appropriate contextual information for each entry. If you need to modify the contextual information for specific portfolio entries, you may. Follow the same formatting requirements outlined for the portfolio. (Please refer to the checklist at the end of this section.)

Contextual information is required for each entry. Each entry is reviewed independently, thus assessors need to review the contextual information with each entry.

Include the candidate identification number, name of the entry, and page number in the header on each page. The two contextual pages are not included in the total number of pages allowed for each entry (refer to the checklist at the end of each entry).

Use no more than two (2) pages total to address to the following:

1. Describe the school/program/district in which you work, the grade configuration (single grade, departmentalized, interdisciplinary, teams, etc.) teaching environment, school configurations, size of the school/district, and local community characteristics.
2. Provide information about your school/district context that you believe would be important for assessors to know in order to understand your portfolio entries. You may include details of any state or district mandates that may shape your work.
3. Describe your vision of teaching and learning.

SAMPLE RESPONSE FOR QUESTION 1

Candidate Identification Number, Entry #, Entry Title, Licensure Area Seeking

Contextual Information

Entry 1

Page i

1. Describe the school/program/district in which you work, the grade configuration (single grade, departmentalized, interdisciplinary, teams, etc.) teaching environment, school configurations, size of the school/district, and local community characteristics.

This rural school district serves a student population of approximately 1800. There is one high school, one middle school, and a large elementary school with a smaller outlying elementary school. There are also 2 parochial grade schools within the community. The elementary school that I provide speech & language services at is a kindergarten to grade 5 school. There are 4-5 sections of each grade level. It also includes 2 sections of a Title I pre-K program and an early childhood program. In addition to speech & language services, this school also provides services for Title 1 reading, English language learners, cognitive disabilities, specific learning disabilities, deaf and hard of hearing, vision impairments, autism and other health impaired. There are approximately 630 students and over 60 professional staff. It varies year to year, but my caseload currently consists primarily of preschool and kindergarten students along with some first graders. My students range in age from 3 to 7. I see most students in small groups of 3-4 or in pairs. Therapy is typically twice a week from ½ to 1 hour each. Presently my class list is 40+ students. The majority of my students this year are seen for speech & language concerns relating to phonology, articulation, and language. I also teach a phonological awareness program to all of the kindergarten students in our school on a weekly basis. I provide speech & language services to a few parochial students as well.

Entry

1

Entry 1 – Formal and Informal Assessment

Overview

In this entry you will provide an example of how you assess pupil learning over a period of at least two (2) weeks in one class or content area. You will provide an overview of the assessments and then use the work of two (2) to four (4) pupils to analyze their learning over that time period. The entry will provide the context of the instruction, including the specific content goals and the learners whose work you use to highlight your teaching. You will highlight the ways in which you use formal and informal assessment to promote learning, document learning, and improve your teaching. You will provide assessments that are both formative and summative in nature.

You will prepare the following materials that comprise entry one:

1. A written narrative, not to exceed twelve (12) pages, that includes: a description of the instruction, an analysis of the instruction, and your reflection on the instruction.
2. A collection of artifacts, not to exceed fifteen (15) pages, that provides illustration and evidentiary support for the statements in the narrative. Artifacts must include assessment evidence from two (2) to four (4) pupils that illustrate the ways in which you used assessment over a period of at least two (2) weeks. Artifacts should also include copies of formal and informal assessments which are formative and summative in nature, including evaluation criteria or scoring handbooks, summary analysis, completed rubrics for pupil performance, pupil work samples with feedback to pupils, or other documentation that will substantiate the written narrative.

Please note that each of the lessons that are used for each entry in this portfolio must be unique and of current pupils. Once you have used a lesson for an entry, it may not be used again in another entry. The lessons that comprise this entry must be different than the lessons used for other entries.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Teaching Standards 1, 2, 4, 5, 6, and 9.

Wisconsin Teacher Standard 1 – PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Wisconsin Teacher Standard 2 – LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Wisconsin Teacher Standard 4 – CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Wisconsin Teacher Standard 5 – APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Wisconsin Teacher Standard 6 – ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher’s and pupil’s decision making.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.

In preparation for this entry, think about the best way to illustrate how you assess learning in your classroom. Consider what unit or series of lessons can best demonstrate assessment. Choose pupils who are typical of the class as well as pupils who are not typical to highlight in this entry. This will allow you to demonstrate the range of ways in which you assess learning. Presenting a complete picture will require documentation of the formal assessments you use as well as the informal assessments. For formal assessments, include the assessment, the evaluation criteria, and samples of pupil work that you have evaluated. Informal assessments may include observations, interviews, checklists, progress data, etc.

The Narrative and Supporting Evidence

You will begin by writing a three-part narrative (not to exceed 12 pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to fifteen (15) pages of artifacts.

Description (suggested 2 pages)

Provide an overview of learning and assessment for two (2) to four (4) pupils of different needs and abilities over a period of at least two (2) weeks of instructional time. The overview should include:

The content of instruction:

- ✓ What is the content area for the assessment?
- ✓ What is the course or subject from which this assessment is chosen?
- ✓ Describe the state, professional, or national organization standards (within your discipline) you are addressing in these assessments. (See [Appendix C: Tips for Speech/Language Pathologists \[SLPs\]](#).)

An overview of the pupils:

- ✓ What are the ages and abilities of the pupils in this class?
- ✓ What are the relevant features of this class that affect the teaching, instruction, and learning? (personality, learning styles, special needs pupils, available materials, curricular requirements, prior learning, socio-economic status, ethnicity)
- ✓ What are the characteristics of the pupils whose work you have highlighted, and how do these characteristics affect the assessment of their learning?

Provide an overview of the assessments across the weeks of instruction:

- ✓ Describe assessments used before, during, and after instruction?
- ✓ What opportunities were provided to the pupils for self-assessment?
- ✓ What feedback did you give to the pupils, and how did you provide it?
- ✓ How did you communicate pupil progress to parent/colleagues/pupils?

Analysis (suggested 8 pages)

For each featured pupil:

- Describe the ways in which you assessed learning with these pupils. Describe the ways in which you contextualized the content to make the subject matter meaningful for the pupils in the assessment process. What is the importance of the content and its assessment to these pupils at this time? What challenges are inherent in assessing the concept or skill? (Standard 4, Standard 5, and Standard 7)
- How did you design these assessments to accommodate the different abilities of these specific learners? (Standard 1)
- What modifications did you make to the assessment to accommodate any special needs of the learners? (Standard 3)
- Why did you use those specific ways to assess? What was the connection between the assessments and the state's standards, your learning objectives, and the instructional processes? (Standard 6)
- In what ways were pupils partners in the assessment of their learning? How did self-assessment play out in this work? (Standard 6)
- What did the pupil work you included tell you about the pupils' attainment of your objectives? Where were they successful, and what learning still needs to take place? In what ways did you communicate your evaluation of pupils' work to the stakeholders? How did they use your feedback? How did these efforts support pupil learning? (Standard 6)

Reflection (suggested 2 pages)

- Based upon your assessment of pupil learning within these assessments, how would you modify your instruction for the instruction that follows? (Standard 6)
- Given the opportunity to repeat these assessments, what would you do differently and why? (Standard 6)
- In what ways were your assessment strategies particularly effective in meeting curriculum goals and why? (Standard 9)
- In what ways were your assessments particularly effective in promoting pupil learning and why? (Standard 9)
- What did you learn about assessment using these procedures? (Standard 9)

Artifacts (up to 15 pages)

You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. If you use a ten (10) minute audio or video representation as an artifact, it equals one written page of the artifacts. Make specific reference to the artifacts in your narrative.

Artifacts for this entry may include:

- Copies of formal and informal assessments which are formative or summative in nature.
- Evaluation criteria or scoring handbooks, summary analysis, completed rubrics for pupil performance, or pupil work samples with feedback to pupils.
- Other documentation that will substantiate the written narrative.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact.

Artifacts may not exceed fifteen (15) total pages for each entry. Artifacts that exceed the limit of fifteen (15) pages will not be reviewed. Each unedited segment of a video recording that is up to ten (10) minutes in length is considered one page of the total number of artifacts. Up to three (3) segments (a total of thirty (30) minutes) of video recording may be used as artifacts of each entry.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).
- Any unedited video recording identified as **two (2) artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).
- Any unedited video recording identified as **three (3) artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recording and submitted as a single artifact.

The Evaluation of Entry One

The evaluation of your performance will address the following nine (9) indicators:

- 1a. The teacher's instruction accommodates the developmental levels of his or her pupils.

The master teacher understands expected developmental progressions and ranges of individual variation, assesses the developmental levels of pupils, and designs instruction that is sufficiently varied and is responsive to most of the individuals in the class in a way that meets learners' current needs in each domain.

- 4a. The teacher demonstrates a knowledge and understanding of subject matter.

The master teacher has a command of the knowledge and has an understanding of the discipline and demonstrates the depth and breadth of the knowledge through precise, thorough, and accurate communication of content in written and oral presentations that are part of instruction.

- 5a. The teacher creates connections between the subject matter knowledge and its application in order to make the learning meaningful to pupils.

The master teacher creates rich opportunities for pupils to contextualize the content knowledge and understanding through examples, applications, representations, synthesis, and connections to the world and to pupils' lives that make learning meaningful for pupils.

- 6a. The teacher understands the principles, purposes, and characteristics of assessments and integrates assessment techniques into instructional planning.

The master teacher designs and implements appropriate assessments that are aligned with standards, objectives, and instructional processes.

- 6b. The teacher views assessment as an integral part of teaching and uses a variety of formal and informal assessment techniques to enhance knowledge of learners and to evaluate pupil's progress.

The master teacher can accurately describe, analyze, and evaluate pupil thinking and pupil work; demonstrate an understanding of their learning; and provide appropriate feedback to pupils.

- 6c. The teacher effectively analyzes data from the assessment of pupil learning and uses this information to modify instruction.

The master teacher makes connections between pupil learning and his or her teaching and uses this information to improve the learning and teaching in the classroom.

- 6d. The teacher maintains useful records of pupil work and performance and communicates progress knowledgeably and responsibly to pupils, parents, and colleagues.

The master teacher documents what pupils do well and what they need to work on and clearly communicates this analysis to pupils, families, and colleagues.

- 9a. The teacher uses classroom observation, information about pupils, and research as sources for evaluating the outcomes of teaching and learning.

The master teacher engages in reflective practice and is able to describe his or her teaching, analyze it thoughtfully and in great detail, and reflect on its significance.

- 9b. The teacher uses classroom observation, information about pupils, and research as a basis for experimenting with, reflecting on, and revising practice.

The master teacher engages in insightful reflection which leads to implications for future teaching.

A complete rubric is available in [Appendix A](#).

Prepare Entry

Your materials for Entry One should have a header that includes your candidate identification number, "Entry One", and the page number (e.g., 1-1, 1-2, 1-3). The entry should begin with the narrative – Description, Analysis, or Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative and be inserted after the narrative for which they provide evidence.

Checklist of Entry Contents

- Contextual information (2 pages)
- Narrative of up to twelve (12) pages meeting formatting requirements
- Description
- Analysis
- Reflection
- Up to fifteen (15) pages of artifacts providing evidence for your narrative. A 10-minute audio or video representation for an artifact replaces one (1) written page of artifacts
- Your narrative addresses all nine (9) evaluation indicators based on the standards

Formatting Requirement Checklist

Written materials must comply with specific requirements. Submissions that do not comply with the requirements will not be assessed. Materials may be resubmitted during the following year. Use the [Formatting Requirement Checklist in Appendix D](#) to check your materials.

Entry-1

At-a-Glance

Teacher

Entry One:

Formal and Informal Assessment

In this entry you will provide an example of how you assess pupil learning over a period of at least two weeks in one class or content area. You will provide an overview of the assessments and then use the work of two to four pupils to analyze their learning over that time period. The entry will provide the context of the instruction, including the specific content goals, the learners whose work you use to highlight your teaching, and an overview of the assessments. You will highlight the ways in which you use informal and formal assessment to promote learning, document learning, and improve your teaching.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Teaching Standards 1, 2, 4, 5, 6, and 9.

Wisconsin Teacher Standard 1 – PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Wisconsin Teacher Standard 2 – LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Wisconsin Teacher Standard 4 – CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Wisconsin Teacher Standard 5 – APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Wisconsin Teacher Standard 6 – ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

In preparation for this entry, think about the best way to illustrate how you assess learning in your classroom. What unit or series of lessons can best demonstrate assessment? You will be choosing several pupils to highlight as a part of this entry. You will want to choose pupils who are typical of the class as well as pupils who are not typical. This will allow you to demonstrate the range of ways in which you assess learning. Presenting a complete picture will require documentation of the informal assessments you use as well as the formal assessments. For formal assessments include the assessment, the evaluation criteria, and samples of pupil work that you have evaluated. Please note that each of the lessons used for each entry in this portfolio must be unique. Once you have used a lesson for an entry, it may not be used again in another entry. The lesson for this entry must be different than the lesson used for other entries.

You will produce a narrative

Description (suggested 2 pages)

Provide an overview of learning and assessment for 2-4 pupils of different needs and abilities over a period of at least two weeks of instructional time. The overview should include:

The content of instruction:

- What is the content area for the assessment?
- What is the course or subject from which this assessment is chosen?
- Describe the state, professional, or national organization standards (within your discipline) you are addressing in these assessments.

An overview of the pupils:

- What are the ages and abilities of the pupils in this class?
- What are the relevant features of this class that affect the teaching, instruction, and learning? (personality, learning styles, special needs pupils, available materials, curricular requirements, prior learning, SES, ethnicity)
- What are the characteristics of the pupils whose work you have highlighted, and how do these characteristics affect the assessment of their learning?

Provide an overview of assessment across the weeks of instruction:

- Describe assessments used before, during, and after instruction?
- What opportunities were provided to this pupil for self-assessment?
- What feedback did you give to the pupil and how did you provide it?
- How did you communicate pupil progress to parent/colleagues/pupils?

Analysis (suggested 8 pages)

For each featured pupil:

- Describe the ways in which you assessed learning with these pupils. Describe the ways in which you contextualized the content to make the subject matter meaningful for the pupils in the assessment process. What is the importance of the content and its assessment to these pupils at this time? What challenges are inherent in assessing the concept or skill? (Std 4, Std 5, and Std 7)

- How did you design these assessments to accommodate the different abilities of these specific learners? (Std 1)
- What modifications did you make to the assessment to accommodate any special needs of the learners? (Std 2)
- Why did you use those specific ways to assess? What was the connection between the assessments and the state's standards, your learning objectives, and the instructional processes? (Std 6)
- In what ways were pupils partners in the assessment of their learning? How did self-assessment play out in this work? (Std 6)
- What did the pupil work you included tell you about the pupils' attainment of your objectives? Where were they successful, and what learning still needs to take place? In what ways did you communicate your evaluation of pupils' work to the stakeholders? How did they use your feedback? How did these efforts support pupil learning? (Std 6)

Reflection (suggested 2 pages)

- Based upon your assessment of pupil learning within these assessments, how would you modify your instruction for the instruction that follows? Given the opportunity to repeat these assessments, what would you do differently and why? (Std 6)
- In what ways were your assessment strategies particularly effective in meeting curriculum goals and why? (Std 9)
- In what ways were your assessments particularly effective in promoting pupil learning and why? (Std 9)
- What did you learn about assessment using these procedures? (Std 9)

Supported by Artifacts

Artifacts must include (maximum of 15 pages): both formative and summative assessments, both formal and informal assessments, descriptions for the assessments provided (copies of any formal assessments and copies of answer keys or evaluation criteria. Artifacts may include criteria for assessments, completed rubrics for pupil performance, pupil work samples with feedback to pupils.

How your work will be evaluated

1a. The teacher's instruction accommodates the developmental levels of his or her pupils.

The master teacher understands expected developmental progressions and ranges of individual variation, assesses the developmental levels of pupils, and designs instruction that is sufficiently varied and is responsive to most of the individuals in the class in a way that meets learners' current needs in each domain.

4a. The teacher demonstrates a knowledge and understanding of subject matter.

The master teacher has a command of the knowledge and has an understanding of the discipline and demonstrates the depth and breadth of the knowledge through precise, thorough, and accurate communication of content in written and oral presentations that are part of instruction.

5a. The teacher creates connections between the subject matter knowledge and its application in order to make the learning meaningful to pupils.

The master teacher creates rich opportunities for pupils to contextualize the content knowledge and understanding through examples, applications, representations, synthesis, and connections to the world and to pupils' lives that make learning meaningful for pupils.

6a. The teacher understands the principles, purposes, and characteristics of assessments and integrates assessment techniques into instructional planning.

The master teacher designs and implements appropriate assessments that are aligned with standards, objectives, and instructional processes.

6b. The teacher views assessment as an integral part of teaching and uses a variety of formal and informal assessment techniques to enhance knowledge of learners and to evaluate pupil's progress.

The master teacher can accurately describe, analyze, and evaluate pupil thinking and pupil work; demonstrate an understanding of their learning; and provide appropriate feedback to pupils.

6c. The teacher effectively analyzes data from the assessment of pupil learning and uses this information to modify instruction.

The master teacher makes connections between pupil learning and his or her teaching and uses this information to improve the learning and teaching in the classroom.

6d. The teacher maintains useful records of pupil work and performance and communicates progress knowledgeably and responsibly to pupils, parents, and colleagues.

The master teacher documents what pupils do well and what they need to work on and clearly communicates this analysis to pupils, families, and colleagues.

9a. The teacher uses classroom observation, information about pupils, and research as sources for evaluating the outcomes of teaching and learning.

The master teacher engages in reflective practice and is able to describe his or her teaching, analyze it thoughtfully and in great detail, and reflect on its significance.

9b. The teacher uses classroom observation, information about pupils, and research as a basis for experimenting with, reflecting on, and revising practice.

The master teacher engages in insightful reflection which leads to implications for future teaching.

Entry 2 – Individual, Small/Whole Group Teaching, and Instruction

Overview

In this entry you will provide an example of your individual, small group, or whole group instruction. In the entry you will describe the context of your instruction, including the specific content goals, the learner(s) who constitute the class, and an outline of the lesson. You will demonstrate the ways in which your planning emphasizes important content, is responsive to the specific learners in your class, and involves a variety of instructional strategies. Through the entry, and particularly the video recording, you will demonstrate the environment you have established for learning and the ways in which you use a variety of communication strategies and tools to promote learning and the ways in which you manage time, space and activities to assure that pupils are engaged in productive tasks. Your entry will also demonstrate the ways in which your instruction shows a commitment to high achievement by all pupils. Through your reflection on the lesson's implementation and the video recording, you will demonstrate the ways in which you reflect on and learn from your teaching.

Requirements

You will prepare the following materials that comprise Entry 2:

1. A written narrative, not to exceed twelve (12) pages, that includes: a description of the instruction; an analysis of the instruction; and your reflection on the instruction.
2. A video, showing one (1) exemplary instructional episode not to exceed thirty (30) minutes from one (1) lesson. The video may be one continuous episode or up to three (3) segments of the same lesson. The video must provide an example of individual, small group or whole group instruction of your current pupils for the school year in which you submit the entry. The video must demonstrate pupils engaged in discourse. The faces and the voices of the teacher and the pupils must be captured on the video. The video cannot be edited. See page 17 for video guidelines.

Use the video to demonstrate:

- ✓ The environment for learning;
- ✓ Interactions between teacher and pupil and/or pupil and pupil;
- ✓ Informal evaluation of pupil learning;
- ✓ The variety of strategies you use in the lesson.

3. In addition to the video, a collection of artifacts, not to exceed fifteen (15) pages, should provide illustration and evidentiary support for the statements in the narrative. Please make specific reference to the artifacts in your narrative. Artifacts might be lesson plans, teacher notes, photos, overheads, charts of pupil data, photos of chalkboard, handouts to pupils, curriculum guides, IEP's, samples of work, classroom rules, or other documentation that will substantiate the written narrative.

Please note that the lessons that are used for each entry in this portfolio must each be unique and of current pupils. Once you have used a lesson for an entry, it may not be used again in another entry.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9

Wisconsin Teacher Standard 1 – PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Wisconsin Teacher Standard 2 – LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Wisconsin Teacher 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.

Wisconsin Teacher Standard 4 – CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Wisconsin Teacher Standard 5 – APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Wisconsin Teacher Standard 6 – ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Wisconsin Teacher Standard 7 – PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by, drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Wisconsin Teacher Standard 8 - INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

The Narrative and Supporting Evidence

You will begin by writing a three-part narrative (not to exceed twelve [12] pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. These questions may apply to individual, small group, or whole group instruction. The narrative must be supported by artifacts in addition to the video.

Description (suggested 2 pages)

Provide an overview of the class and the lesson that demonstrates whole group teaching and instruction. The overview should include:

The content of instruction

- ✓ What is the course or subject from which this lesson is chosen?
- ✓ What is the content area for the instruction?
- ✓ What are the goals of this lesson?
- ✓ Describe the state, professional, or national organization standards (within your discipline) you are addressing in these assessments. (Speech and language pathologists see [Appendix C: Tips for SLPs.](#))

An overview of the learners

- ✓ What are the ages and abilities of the pupils in this class?
- ✓ What are the relevant features of this class that affect the teaching, instruction, and learning? (personality, learning styles, special needs pupils, available materials, curricular requirements, prior learning, socio-economic status, ethnicity...)
- ✓ What challenges for teaching and instruction are presented by the pupils in this class?
- ✓ If you used small group instruction, how were pupils assigned to these groups?
- ✓ If you used small group instruction, why did you make the assignments in that way?

An outline of the lesson

- ✓ Describe the activities used and their sequence.
- ✓ What happened immediately before and after this lesson, and what happened immediately before and after the video episode?

Analysis (suggested 8 pages)

Explain how your video and artifacts support what you have written.

- Why are these goals important and appropriate to these pupils at this time? What challenges are inherent in teaching the concept or skill? Describe the ways in which you make the content meaningful for the pupils. (Standard 4, Standard 5, and Standard 7)
- How did you design the instruction to meet the developmental levels of this group of pupils? In what ways did you help pupils connect the content of this lesson to prior learning? (Standard 1)
- How did you design this lesson to accommodate the different approaches to learning and performance in this class? Identify ways in which you designed the instruction to be effective with specific learners in this classroom. (Standard 2)
- How does this instruction support pupils' intellectual, social, and personal development? How did you use your knowledge of pupils' thinking and prior experience to plan this instruction for their current needs? (Standard 1 and Standard 2)
- What modifications did you make to the lesson to accommodate any special needs of learners and pupils with disabilities? (Standard 2)
- What instructional strategies did you use within the lesson? Why were these strategies the most effective for your objectives and your learners? (Standard 8)
- How did you vary your use of instructional strategies within the lesson based on pupils' needs, ideas, responses, and feedback? (Standard 8)
- What evidence demonstrates that your classroom environment is characterized by high expectations for learning by all pupils? (Standard 3)
- How did you establish and maintain the learning environment that led to positive social interactions and active engagement in learning? (Standard 3)
- How have you managed resources of time, space, and activities to assure pupils are engaged in productive tasks? (Standard 3)
- How did you facilitate this instruction using a variety of communication strategies and communication tools including verbal, nonverbal, and media communications? (Standard 3)

Reflections (suggested 2 pages)

- Based upon your assessment of pupil learning within this lesson, how would you modify your instruction for lessons that follow? Given the opportunity to repeat this lesson, what would you do differently and why? (Standard 6 and Standard 9)
- What parts of the lesson were particularly effective in meeting your goals for this lesson and why? (Standard 9)

- What parts of the lesson were particularly effective in promoting pupil learning and why? (Standard 9)
- How did the activities that occurred before and after this lesson support and reinforce the content and learning? (Standard 9)

Artifacts (up to 15 pages)

Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your individual, small/whole group teaching and instruction will guide the type of artifacts that you use. For this entry artifacts might include: lesson plans, teacher notes, photos, overheads, charts of pupil data, photos of chalkboard, handouts to pupils, curriculum guides, IEP's, samples of work, or classroom rules.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact.

Artifacts may not exceed fifteen (15) total pages for each entry. Artifacts that exceed the limit of fifteen (15) pages will not be reviewed. Each unedited segment of a video recording or DVD that is up to ten (10) minutes in length is considered one page of the total number of artifacts. Up to three (3) segments (a total of thirty (30) minutes) of video recording may be used as artifacts of each entry.

- Any unedited video recording identified as a single artifact will be reviewed for the first ten (10) minutes (e.g., A1).
- Any unedited video recording identified as two (2) artifacts will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).
- Any unedited video recording identified as three (3) artifacts will be reviewed for the first 30 minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

The Evaluation of Entry Two

The evaluation of your performance will address the following seventeen (17) indicators:

- 1a. The teacher's instruction accommodates the developmental levels of his or her pupils.

The master teacher understands expected developmental progressions and ranges of individual variation, assesses the developmental levels of pupils, and designs instruction that is sufficiently varied and is responsive to most of the individuals in the class in a way that meets learners' current needs in each domain.

1b. The teacher's instruction is responsive to the abilities and prior learning of pupils.

The master teacher understands the influence of prior knowledge and abilities on learning and designs instruction that bridges prior knowledge and skills to current learning for individual pupils and the class as a whole.

2a. The teacher's instruction is differentiated in response to the different approaches to learning and performance of his or her pupils.

The master teacher understands and identifies differences in approaches to learning and performance, including learning styles, multiple intelligences, and performance modes, and designs instruction that builds on specific pupils' strengths while providing strategies to improve their areas of need.

2b. The teacher's instruction is responsive to the abilities and learner characteristics of his or her pupils.

The master teacher understands how experiences, interests, talents, and exceptionalities, as well as language, culture, and family, influence learning of individuals and groups and designs and implements instruction accordingly. The master teacher demonstrates ways in which instruction has been modified to include pupils with specific needs (e.g., ELL, special needs).

3a. The teacher establishes a classroom with high expectations for learning by all pupils and shares this vision with the pupils.

The master teacher promotes and communicates high expectations for learning to all pupils and expects pupils to have equally high expectations for themselves.

3b. The teacher works with pupils to create a classroom characterized by openness, mutual respect, support, and inquiry.

The master teacher helps the class develop shared values and expectations for individual and group responsibilities to create and maintain a positive classroom climate of openness, mutual respect, support, and inquiry. Discourse within the classroom flows freely as pupils build on ideas and feel comfortable taking intellectual risks. Classroom interactions between teacher and pupil and among pupils are positive and inappropriate behavior is addressed effectively.

3c. The teacher manages resources of time, space, activities, and attention to engage pupils in productive tasks.

The master teacher understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. The master teacher organizes, allocates and manages the resources of time, space, activities, and attention to provide active and equitable engagement of pupils in productive tasks.

- 3d. The teacher models a variety of effective communication strategies (e.g., verbal, nonverbal) and uses a variety of media communication tools (e.g., audio visual, technological) to enrich learning.

The master teacher models a variety of effective communication strategies in conveying ideas and information, including consistent and accurate use of language in discussion and inquiry. The master teacher uses effective communication tools to enhance learning.

- 4a. The teacher demonstrates a knowledge and understanding of subject matter.

The master teacher has a command of the knowledge and has an understanding of the discipline and demonstrates the depth and breadth of the knowledge through precise, thorough, and accurate communication of content in written and oral presentations that are part of instruction.

- 5a. The teacher creates connections between the subject matter knowledge and its application in order to make the learning meaningful to pupils.

The master teacher creates rich opportunities for pupils to contextualize the content knowledge and understanding through examples, applications, representations, synthesis, and connections to the world and to pupils' lives that make learning meaningful for pupils.

- 6c. The teacher effectively analyzes data from the assessment of pupil learning and uses this information to modify instruction

The master teacher makes connections between pupil learning and his or her teaching and uses this information to improve the learning and teaching in the classroom.

- 7a. The teacher establishes clear and appropriate learning goals.

The master teacher establishes clear and appropriate learning goals that are aligned with state standards and that reflect pupil developmental levels, cognitive skills, and knowledge base.

- 7b. The teacher designs effective appropriate learning experiences.

The master teacher selects and creates learning experiences that are appropriate to curriculum goals, are relevant to learners, reflect accurate subject matter, are appropriate for the community, and are based upon principles of effective instruction.

- 8a. The teacher effectively uses a variety of instructional strategies in his or her classroom.

The master teacher understands the principles and techniques associated with various instructional strategies (e.g., cooperative learning, direct instruction, whole group discussion, discovery), successfully implements a variety of strategies, and evaluates the appropriateness of these strategies in instruction.

8b. The teacher designs instruction that addresses a range of cognitive levels.

The master teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, memorization and recall) and uses a variety of instruction to assure a range of cognitive complexity, matched to the abilities of individual pupils. Instructional materials and instruction include questions, activities, and products that span the cognitive range from rote learning and factual recall to analysis, synthesis, and application.

9a. The teacher uses classroom observation, information about pupils, and research as sources for evaluating the outcomes of teaching and learning.

The master teacher engages in reflective practice and is able to describe his or her teaching, analyze it thoughtfully and in great detail, and reflect on its significance.

9b. The teacher uses classroom observation, information about pupils, and research as a basis for experimenting with, reflecting on, and revising practice.

The master teacher engages in insightful reflection which leads to implications for future teaching.

A complete rubric is available in [Appendix A](#).

Prepare Entry

Your materials for Entry Two should have a header that includes your candidate identification number, "Entry Two", and the page number (e.g., 2-1, 2-2, 2-3). The entry should begin with the narrative – Description, Analysis, and Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative and be inserted after the narrative for which they provide evidence.

Checklist of Entry Contents

- Contextual information (2 pages)
- Narrative of up to twelve (12) pages meeting formatting requirements
- Description
- Analysis
- Reflection
- A 30-minute video recording of your exemplary teaching practice.
- Up to fifteen (15) pages of artifacts providing evidence for your narrative.
- Your narrative addresses all seventeen (17) evaluation indicators based on the standards.

Formatting Requirement Checklist

Written materials must comply with specific requirements. Submissions that do not comply with the requirements will not be assessed. Materials may be resubmitted during the following year.

Use the [Formatting Requirement Checklist in Appendix D](#) to check your materials.

Entry-2 At-a-Glance

Teacher Entry Two: *Individual, Small/Whole Group Teaching and Instruction*

In this entry you will provide an example of your individual, small group, or whole group instruction. In the entry you will describe the context of your instruction, including the specific content goals, the learner(s) who constitute the class, and an outline of the lesson. You will demonstrate the ways in which your planning emphasizes important content, is responsive to the specific learners in your class, and involves a variety of instructional strategies. Through the entry, and particularly the videotape, you will demonstrate the environment you have established for learning and the ways in which you use a variety of communication strategies and tools to promote learning and the ways in which you manage time, space, and activities to assure that pupils are engaged in productive tasks. Your entry will also demonstrate the ways in which your instruction shows a commitment to high achievement by all pupils. Through your reflection on the lesson's implementation and the video, you will demonstrate the ways in which you reflect on and learn from your teaching. As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Wisconsin Teacher Standard 1 – PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Wisconsin Teacher Standard 2 – LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Wisconsin Teacher 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.

Wisconsin Teacher Standard 4 – CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Wisconsin Teacher Standard 5 – APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Wisconsin Teacher Standard 6 – ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Wisconsin Teacher Standard 7 – PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by, drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Wisconsin Teacher Standard 8 – INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

In preparation for this entry, think about:

- the ways you identify important content and learning goals;
- what constitutes important content;
- the similarities and differences of learners in your class;
- how you assure that the lesson is appropriate for all learners and how you tailor instruction to meet individual learner characteristics;
- what a visitor to your class would they see that would assure them that you have created a positive learning environment;
- how she/he would know that the discourse of the class is highly interactive;
- how you motivated the pupils to facilitate their own learning;
- (if using small group instruction) what structures you built into the lesson to assure adequate support for small groups to be sure they are working effectively.
- these elements of your classroom learning environment should be the highlight of the video.

You will produce a narrative

Description (suggested 2 pages)

Provide an overview of the class and the lesson that demonstrates individual, small, or whole group teaching and instruction. The overview should include:

The content of instruction:

- What is the course or subject from which this lesson is chosen?
- What is the content area for the instruction?
- What are the goals of this lesson?
- Describe the state, professional, or national organization standards (within your discipline) you are addressing in these assessments. (Speech and language pathologists, see [Appendix C: Tips for SLPs.](#))

An overview of the learners:

- What are the ages and abilities of the pupils in this class?
- What are the relevant features of this class that affect the teaching, instruction, and learning? (personality, learning styles, special needs pupils, available materials, curricular requirements, prior learning, SES, ethnicity . . .)
- What challenges for teaching and instruction are presented by the pupils in this class?
- If you used small group instruction, how were pupils assigned to these groups?
- If you used small group instruction, why did you make the assignments in that way?

An outline of the lesson:

- Describe the activities used and their sequence.
- What happened immediately before and after this lesson, and what happened immediately before and after the video episode?

Analysis (suggested 8 pages)

Explain how your video and artifacts support what you have written.

- Why are these goals important and appropriate to these pupils at this time? What challenges are inherent in the concept or skill? Describe the ways in which you contextualized the content to make the subject matter meaningful for the pupils. (Std 4, Std 5, and Std 7)
- How did you design the instruction to meet the developmental levels of this group of pupils? In what ways did you help pupils connect the content of this lesson to prior learning? (Std 1)

- How did you design this lesson to accommodate the different approaches to learning and performance in this class? Identify ways in which you designed the instruction to be effective with specific learners in this classroom. (Std 2)
- How does this instruction support pupils' intellectual, social and personal development? How did you use your knowledge of pupils' thinking and prior experience to plan this instruction for their current needs? (Std 1 and Std 2)
- What modifications did you make to the lesson to accommodate any special needs of learners? (Std 2)
- What instructional strategies did you use within the lesson? Why were these strategies the most effective for your objectives and your learners? (Std 8)
- How did you vary your use of instructional strategies within the lesson based on pupils' needs, ideas, responses, and feedback? (Std 8)
- What evidence in your video demonstrates that your classroom environment is characterized by high expectations for learning by all pupils? (Std 3)
- How did you establish and maintain the learning environment that led to positive social interactions and active engagement in learning? (Std 3)
- How have you managed resources of time, space, and activities to assure pupils are engaged in productive tasks? (Std 3)
- How did you facilitate this instruction using a variety of communication strategies and communication tools including verbal, nonverbal, and media communications? (Std 3)

Reflection (suggested 2 pages)

- Based upon your assessment of pupil learning within this lesson, how would you modify your instruction for lessons that follow? Given the opportunity to repeat this lesson, what would you differently and why? (Std 6 and Std 9)
- What parts of the lesson were particularly effective in meeting your goals for this lesson and why? (Std 9)
- What parts of the lesson were particularly effective in eliciting pupil learning and why? (Std 9)
- How did the activities that occurred before and after this lesson support and reinforce the content and learning? (Std 9)

Supported by Artifacts

Your artifacts may include, but are not limited to, copies of any handout or worksheet, pupil work samples, copy of what is written on a chalkboard, overhead or computer screen. You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence (in addition to the video) in support of your written narrative. Please make specific reference to the artifacts in your narrative.

How your work will be evaluated

1a. The teacher's instruction accommodates the developmental levels of his or her pupils.

The master teacher understands expected developmental progressions and ranges of individual variation, assesses the developmental levels of pupils, and designs instruction that is sufficiently varied and is responsive to most of the individuals in the class in a way that meets learners' current needs in each domain.

1b. The teacher's instruction is responsive to the abilities and prior learning of pupils.

The master teacher understands the influence of prior knowledge and abilities on learning and designs instruction that bridges prior knowledge and skills to current learning for individual pupils and the class as a whole.

2a. The teacher's instruction is differentiated in response to the different approaches to learning and performance of his or her pupils.

The master teacher understands and identifies differences in approaches to learning and performance, including learning styles, multiple intelligences, and performance modes, and designs instruction that builds on specific pupils' strengths while providing strategies to improve their areas of need.

2b. The teacher's instruction is responsive to the abilities and learner characteristics of his or her pupils.

The master teacher understands how experiences, interests, talents, and exceptionalities, as well as language, culture, and family, influence learning of individuals and groups and designs and implements instruction accordingly. The master teacher demonstrates ways in which instruction has been modified to include pupils with specific needs (e.g., ELL, special needs).

3a. The teacher establishes a classroom with high expectations for learning by all pupils and shares this vision with the pupils.

The master teacher promotes and communicates high expectations for learning to all pupils and expects pupils to have equally high expectations for themselves.

3b. The teacher works with pupils to create a classroom characterized by openness, mutual respect, support, and inquiry.

The master teacher helps the class develop shared values and expectations for individual and group responsibilities to create and maintain a positive classroom climate of openness, mutual respect, support, and inquiry. Discourse within the classroom flows freely as pupils build on ideas and feel comfortable taking intellectual risks. Classroom interactions between teacher and pupil and among pupils are positive and inappropriate behavior is addressed effectively.

3c. The teacher manages resources of time, space, activities, and attention to engage pupils in productive tasks.

The master teacher understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. The master teacher organizes, allocates and manages the resources of time, space, activities, and attention to provide active and equitable engagement of pupils in productive tasks.

3d. The teacher models a variety of effective communication strategies (e.g., verbal, nonverbal) and uses a variety of media communication tools (e.g., audio visual, technological) to enrich learning.

The master teacher models a variety of effective communication strategies in conveying ideas and information, including consistent and accurate use of language in discussion and inquiry. The master teacher uses effective communication tools to enhance learning.

How your work will be evaluated (continued)

4a. The teacher demonstrates a knowledge and understanding of subject matter.

The master teacher has a command of the knowledge and has an understanding of the discipline and demonstrates the depth and breadth of the knowledge through precise, thorough, and accurate communication of content in written and oral presentations that are part of instruction.

5a. The teacher creates connections between the subject matter knowledge and its application in order to make the learning meaningful to pupils.

The master teacher creates rich opportunities for pupils to contextualize the content knowledge and understanding through examples, applications, representations, synthesis, and connections to the world and to pupils' lives that make learning meaningful for pupils.

6c. The teacher effectively analyzes data from the assessment of pupil learning and uses this information to modify instruction

The master teacher makes connections between pupil learning and his or her teaching and uses this information to improve the learning and teaching in the classroom.

7a. The teacher establishes clear and appropriate learning goals.

The master teacher establishes clear and appropriate learning goals that are aligned with state standards and that reflect pupil developmental levels, cognitive skills, and knowledge base.

7b. The teacher designs effective appropriate learning experiences.

The master teacher selects and creates learning experiences that are appropriate to curriculum goals, are relevant to learners, reflect accurate subject matter, are appropriate for the community, and are based upon principles of effective instruction.

8a. The teacher effectively uses a variety of instructional strategies in his or her classroom.

The master teacher understands the principles and techniques associated with various instructional strategies (e.g., cooperative learning, direct instruction, whole group discussion, discovery), successfully implements a variety of strategies, and evaluates the appropriateness of these strategies in instruction.

8b. The teacher designs instruction that addresses a range of cognitive levels.

The master teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, memorization and recall) and uses a variety of instruction to assure a range of cognitive complexity, matched to the abilities of individual pupils. Instructional materials and instruction include questions, activities, and products that span the cognitive range from rote learning and factual recall to analysis, synthesis, and application.

9a. The teacher uses classroom observation, information about pupils, and research as sources for evaluating the outcomes of teaching and learning.

The master teacher engages in reflective practice and is able to describe his or her teaching, analyze it thoughtfully and in great detail, and reflect on its significance.

9b. The teacher uses classroom observation, information about pupils, and research as a basis for experimenting with, reflecting on, and revising practice.

The master teacher engages in insightful reflection which leads to implications for future teaching.

Entry 3 – Organizing and Planning Systemic Instruction

Overview

In this entry you will provide an example of how you plan for a unit of instruction. The entry will provide the context of the instruction, including the specific content goals, the learners who constitute the class, and an outline of the unit. You will demonstrate the ways in which your planning emphasizes important content, is responsive to the specific learners in your class, and involves a variety of instructional strategies. Through the entry you will demonstrate the ways in which your instructional planning encompasses important content, addresses the diversity of learners, includes a variety of activities and strategies, and your assessment of learning. Through your reflection on the unit's implementation, you will demonstrate the ways in which you reflect on and learn from your teaching.

Requirements

You will prepare the following materials that comprise Entry 3:

1. A written narrative, not to exceed twelve (12) pages, that includes: a description of the instruction; an analysis of the instruction; and your reflection on the instruction.
2. A unit plan which includes at least five (5) associated lesson plans for one (1) class, content area, or IEP goal, not to exceed five (5) pages. Your unit should document how you organize and plan systematic instruction.
3. In addition to the unit plan, a collection of artifacts not to exceed fifteen (15) pages, that provides illustration and evidentiary support for the statements in the narrative. Pupil work samples should constitute an important part of these artifacts. Other artifacts might be handouts to pupils, analysis of work, curriculum guides, IEP progress updates, teacher checklists, or other documentation that will substantiate the written narrative.

Please note that the lessons that are used for each entry in this portfolio must each be unique and of current pupils. Once you have used a lesson for an entry, it may not be used again in another entry. The lessons that comprise the unit for this entry must be different than the lessons used for other entries.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Teaching Standards 2, 3, 4, 5, 6, 7, 8, and 9.

Wisconsin Teacher Standard 2 – LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Wisconsin Teacher 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.

Wisconsin Teacher Standard 4 – CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Wisconsin Teacher Standard 5 – APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Wisconsin Teacher Standard 6 – ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher’s and pupil’s decision making.

Wisconsin Teacher Standard 7 – PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by, drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils’ communities.

Wisconsin Teacher Standard 8 – INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.

In preparation for this entry, think about a coherent unit of instruction that will highlight the ways in which you address the needs of your pupils through a variety of tasks and strategies. Choose a unit that will highlight the ways in which you assess pupil learning and use that information to improve learning and teaching. Think about the ways you identify important content and learning goals. Think about what constitutes important content. Consider the similarities and differences of learners in your classroom. How do you assure that the lessons are appropriate for all learners, and how do you tailor instruction to meet individual learner characteristics? In what ways will the unit highlight the ways in which you assess learning?

The Narrative and Supporting Evidence

You will begin by writing a three-part narrative (not to exceed twelve (12) pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to fifteen (15) pages of artifacts.

Description (suggested 2 pages)

Provide an overview of the unit plan. The overview should include at least five (5) associated lesson plans for one class, content area, or IEP goal.

The content of the instruction:

- ✓ What is the content area for the instruction?
- ✓ What is the course or subject from which this lesson is chosen?
- ✓ What are goals of this lesson?
- ✓ Describe the state, professional, or national organization standards (within your discipline) you are addressing in these assessments. (Speech and language pathologists see [Appendix C: Tips for SLPs.](#))

An overview of the learners:

- ✓ What are the ages and abilities of the pupils in this class?
- ✓ What are the relevant features of this class that affect the teaching, instruction, and learning? (personality, learning styles, special needs pupils, available materials, curricular requirements, prior learning, socio-economic status, ethnicity . . .)
- ✓ What challenges for teaching and instruction are presented by the pupils in this class?

A summary of the unit with an emphasis on the instruction and the assessment-

- ✓ Briefly describe the lessons and their sequence.
- ✓ Provide an overview of the informal and formal assessment throughout the unit.

Analysis (suggested 8 pages)

- Why are the goals of this unit important and appropriate to these pupils at this time? What challenges are inherent in the concept or skill? Describe the ways in which you contextualized the content to make the subject matter meaningful for the pupils. (Standard 4, Standard 5, and Standard 7)
- How did you design this lesson to accommodate the different approaches to learning and performance in this class? Identify ways in which you designed the instruction to be effective with the specific learners in this classroom. (Standard 2)
- What modifications did you make to the lesson(s) to accommodate any special needs of the learners? (Standard 2)
- What instructional strategies did you use within the lesson(s)? Why were these strategies the most effective for your objectives and your learners? (Standard 8)

- How did these different strategies address a range of cognitive levels? (Standard 8)
- How have you managed resources of time, space, and activities to assure pupils are engaged in productive tasks? (Standard 3)
- Explain why you chose the specific learning activities you used to meet the goals. How were these activities relevant to your learners, the content, and appropriate to the community in which you teach? (Standard 7)
- Describe the ways in which you assessed learning in the unit. Why did you use those specific ways to assess? What was the connection between the assessments and the state's standards, your learning objectives, and the instructional processes? (Standard 6)
- What did the pupil work that you included tell you about the pupils' attainment of your objectives? Where were they successful and what learning still needs to take place? How did you communicate your evaluation of pupils' work to the stakeholders? How did they use your feedback? (Standard 6)
- Based upon your assessment of pupil learning within this unit, how would you modify your instruction for the instruction that follows? (Standard 6)

Reflection (suggested 2 pages)

- In what ways was this unit particularly effective in meeting your goals? Why? (Standard 9)
- In what ways was this unit particularly effective in promoting pupil learning? Why? (Standard 9)
- Why were modifications made during this unit? (Standard 9)
- Given the opportunity to repeat this unit, what would you do differently and why? (Standard 6 and Standard 9)

Artifacts (up to 15 pages)

Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your organizing and planning of systematic instruction will guide the type of artifacts that you use. For this entry artifacts might include handouts to pupils, analysis of work, curriculum guides, IEP progress updates, and teacher checklists. Artifacts may also include other documentation that will substantiate the written narrative. Your unit plan is not considered an artifact.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact.

Artifacts may not exceed 15 total pages for each entry. Artifacts that exceed the limit of 15 pages will not be reviewed. Each unedited segment of a video recording that is up to 10 minutes in length is considered one page of the total number of artifacts. Up to 3 segments (a total of 30 minutes) of video recording may be used as artifacts of each entry.

- Any unedited video recording identified as a single artifact will be reviewed for the first ten (10) minutes (e.g., A1).
- Any unedited video recording identified as two (2) artifacts will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).
- Any unedited video recording identified as three (3) artifacts will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

The Evaluation of Entry 3

The evaluation of your performance will address the following eleven (11) indicators:

- 2a. The teacher's instruction is differentiated in response to the different approaches to learning and performance of his or her pupils.

The master teacher understands and identifies differences in approaches to learning and performance, including learning styles, multiple intelligences, and performance modes, and designs instruction that builds on specific pupils' strengths while providing strategies to improve their areas of need.

- 3c. The teacher manages resources of time, space, activities, and attention to engage pupils in productive tasks.

The master teacher understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. The master teacher organizes, allocates and manages the resources of time, space, activities, and attention to provide active and equitable engagement of pupils in productive tasks.

- 5a. The teacher creates connections between the subject matter knowledge and its application in order to make the learning meaningful to pupils.

The master teacher creates rich opportunities for pupils to contextualize the content knowledge and understanding through examples, applications, representations, synthesis, and connections to the world and to pupils' lives that make learning meaningful for pupils.

- 6a. The teacher understands the principles, purposes, and characteristics of assessments and integrates assessment techniques into instructional planning.

The master teacher designs and implements appropriate assessments that are aligned with standards, objectives, and instructional processes.

- 6b. The teacher views assessment as an integral part of teaching and uses a variety of formal and informal assessment techniques to enhance knowledge of learners and to evaluate pupil's progress.

The master teacher can accurately describe, analyze, and evaluate pupil thinking and pupil work; demonstrate an understanding of their learning; and provide appropriate feedback to pupils.

- 6c. The teacher effectively analyzes data from the assessment of pupil learning and uses this information to modify instruction.

The master teacher makes connections between pupil learning and his or her teaching and uses this information to improve the learning and teaching in the classroom.

A complete rubric is available in [Appendix A](#).

Prepare Entry

Your materials for Entry Three should have a header that includes your candidate identification number, "Entry Three", and the page number (e.g., 3-1, 3-2, 3-3). The entry should begin with the narrative – Description, Analysis, and Reflection headings, in that order. The unit plan should be inserted after the narrative and include page numbers in the upper right-hand corner (e.g. Entry 3, Unit Plan, page 1). All artifacts must also be numbered and be inserted after the unit plan.

Checklist of Entry Contents

- Contextual information form
- Narrative of up to twelve (12) pages meeting formatting requirements
- Description
- Analysis
- Reflection
- A unit plan which includes at least five (5) associated lesson plans for one class, content area, or IEP goal, not to exceed five (5) pages
- Up to fifteen (15) pages of artifacts providing evidence for your narrative
- Your narrative addresses all eleven (11) evaluation indicators based on the standards.

Formatting Requirement Checklist

Written materials must comply with specific requirements. Submissions that do not comply with the requirements will not be assessed. Materials may be resubmitted during the following year. Use the [Formatting Requirement Checklist in Appendix D](#) to check your materials.

Entry-3 At-a-Glance

Teacher Entry Three: *Organizing and Planning Systematic Instruction*

In this entry you will provide an example of how you plan for a unit of instruction. The entry will provide the context of the instruction, including the specific content goals, the learners who constitute the class, and an outline of the unit. You will demonstrate the ways in which your planning emphasizes important content, is responsive to the specific learners in your class, and involves a variety of instructional strategies. Through the entry you will demonstrate the ways in which your instructional planning encompasses important content, addresses the diversity of learners, includes a variety of activities and strategies, and places importance of the assessment of learning. Through your reflection on the unit's implementation you will demonstrate the ways in which you reflect on and learn from your teaching.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Teaching Standards 2, 3, 4, 5, 6, 7, 8, and 9.

Wisconsin Teacher Standard 2 – LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Wisconsin Teacher 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.

Wisconsin Teacher Standard 4 – CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Wisconsin Teacher Standard 5 – APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Wisconsin Teacher Standard 6 – ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Wisconsin Teacher Standard 7 – PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by, drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Wisconsin Teacher Standard 8 – INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

In preparation for this entry, consider a coherent unit of instruction that will highlight the ways in which you address the needs of all pupils through a variety of tasks and strategies. Make sure you choose a unit that will highlight the ways in which you assess pupil learning and use that information to improve learning and teaching. Think about the ways you identify important content and learning goals. What constitutes important content? Think also about the similarities and differences of learners in your classroom. How do you assure that the lessons are appropriate for all learners, and how do you tailor instruction to meet individual learner characteristics? In what ways will the unit highlight the ways in which you assess learning? Looking at pupil work, how does it demonstrate the role of assessment in promoting learning in your classroom? Note: lessons that are used for each entry in this portfolio must each be unique. Once you have used a lesson for an entry, it may not be used again in another entry. The lessons that comprise the unit for this entry must be different than the lessons used for other entries.

You will produce a narrative

Description (suggested 2 pages)

Provide an overview of the unit plan of two weeks instruction. The overview should include:

The content of the instruction:

- What is the content area for the instruction?
- What is the course or subject from which this lesson is chosen?
- What are goals of this lesson?
- Describe the state, professional, or national organization standards (within your discipline) you are addressing in these assessments. (Speech and language pathologists, see [Appendix C: Tips for SLPs.](#))

An overview of the learners:

- What are the ages and abilities of the pupils in this class?
- What are the relevant features of this class that affect the teaching, instruction, and learning? (personality, learning styles, special needs pupils, available materials, curricular requirements, prior learning, SES, ethnicity)
- What challenges for teaching and instruction are presented by the pupils in this class?

An outline of the unit with an emphasis on the instruction and the assessment:

- Describe the lessons and their sequence.
- Provide an overview of the informal and formal assessment throughout the unit.

Analysis (suggested 8 pages)

- Why are the goals of this unit important and appropriate to these pupils at this time? What challenges are inherent in the concept or skill? Describe the ways in which you contextualized the content to make the subject matter meaningful for the pupils. (Std 4, Std 5, and Std 7)
- How did you design this lesson to accommodate the different approaches to learning and performance in this class? Identify ways in which you designed the instruction to be effective with the specific learners in this classroom. (Std 2)

- What modifications did you make to the lesson(s) to accommodate any special needs of the learners? (Std 2)
- What instructional strategies did you use within the lesson(s)? Why were these strategies the most effective for your objectives and your learners? (Std 8)
- How did these different strategies promote the use of a range of cognitive processes? (Std 8)
- How have you managed resources of time, space, and activities to assure pupils are engaged in productive tasks? (Std 3)
- Explain why you chose the specific learning activities you used to meet the goals. How were these activities relevant to your learners, the content, and appropriate to the community in which you teach? (Std 7)
- Describe the ways in which you assessed learning in the unit. Why did you use those specific ways to assess? What was the connection between the assessments and the state's standards, your learning objectives, and the instructional processes? (Std 6)
- What did the pupil work that you included tell you about the pupils' attainment of your objectives? Where were they successful and what learning still needs to take place? How did you communicate your evaluation of pupils' work to the stakeholders? How did they use your feedback? (Std 6)
- Based upon your assessment of pupil learning within this unit, how would you modify your instruction for the instruction that follows? (Std 6)

Reflection (suggested 2 pages)

- In what ways was this unit particularly effective in meeting curriculum goals? Why? (Std 9)
- In what ways was this unit particularly effective in promoting pupil learning? Why? (Std 9)
- Why were modifications made during this unit? (Std 9)
- Given the opportunity to repeat this unit, what would you do differently and why? (Std 6 and Std 9)

Supported by Artifacts

Artifacts must include a unit plan of not less than 2 weeks duration with corresponding lesson plan(s). Artifacts (maximum of 15 pages) in addition to the unit plan may include samples of pupil work during the unit, curriculum guides, materials, resources, and assessments.

How your work will be evaluated

2a. The teacher's instruction is differentiated in response to the different approaches to learning and performance of his or her pupils.

The master teacher understands and identifies differences in approaches to learning and performance, including learning styles, multiple intelligences, and performance modes, and designs instruction that builds on specific pupils' strengths while providing strategies to improve their areas of need.

3c. The teacher manages resources of time, space, activities, and attention to engage pupils in productive tasks.

The master teacher understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. The master teacher organizes, allocates and manages the resources of time, space, activities, and attention to provide active and equitable engagement of pupils in productive tasks.

5a. The teacher creates connections between the subject matter knowledge and its application in order to make the learning meaningful to pupils.

The master teacher creates rich opportunities for pupils to contextualize the content knowledge and understanding through examples, applications, representations, synthesis, and connections to the world and to pupils' lives that make learning meaningful for pupils.

6a. The teacher understands the principles, purposes, and characteristics of assessments and integrates assessment techniques into instructional planning.

The master teacher designs and implements appropriate assessments that are aligned with standards, objectives, and instructional processes.

6b. The teacher views assessment as an integral part of teaching and uses a variety of formal and informal assessment techniques to enhance knowledge of learners and to evaluate pupil's progress.

The master teacher can accurately describe, analyze, and evaluate pupil thinking and pupil work; demonstrate an understanding of their learning; and provide appropriate feedback to pupils.

6c. The teacher effectively analyzes data from the assessment of pupil learning and uses this information to modify instruction.

The master teacher makes connections between pupil learning and his or her teaching and uses this information to improve the learning and teaching in the classroom.

7a. The teacher establishes clear and appropriate learning goals.

The master teacher establishes clear and appropriate learning goals that are aligned with state standards and that reflect pupil developmental levels, cognitive skills, and knowledge base.

7b. The teacher designs effective appropriate learning experiences.

The master teacher selects and creates learning experiences that are appropriate to curriculum goals, are relevant to learners, reflect accurate subject matter, are appropriate for the community, and are based upon principles of effective instruction.

8a. The teacher effectively uses a variety of instructional strategies in his or her classroom.

The master teacher understands the principles and techniques associated with various instructional strategies (e.g., cooperative learning, direct instruction, whole group discussion, discovery), successfully implements a variety of strategies, and evaluates the appropriateness of these strategies in instruction.

8b. The teacher designs instruction that addresses a range of cognitive levels.

The master teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, memorization and recall) and uses a variety of instruction to assure a range of cognitive complexity, matched to the abilities of individual pupils. Instructional materials and instruction include questions, activities, and products that span the cognitive range from rote learning and factual recall to analysis, synthesis, and application.

9a. The teacher uses classroom observation, information about pupils, and research as sources for evaluating the outcomes of teaching and learning.

The master teacher engages in reflective practice and is able to describe his or her teaching, analyze it thoughtfully and in great detail, and reflect on its significance.

Entry 4 – Collaborating with Colleagues, Families, and Communities to Promote Pupil Learning

Overview

In this entry you will provide examples of how you have contributed to the education profession; how you engage in ongoing professional development; collaborate with parents, family members and community members to promote teaching, learning, and pupil progress; and how you serve as a leader within an educational community. Through a description and analysis of contributions that you have made to the profession **within five (5) years of your application for the Master Educator license** you will demonstrate the ways in which your leadership has contributed to your own professional development, the professional development of colleagues, and the progress of pupils within your school. The contributions must show you as a current active professional member of a learning community, a life-long learner in your profession, and a leader of educators. Your entry will describe the ways in which you work with families, the ways in which you work with the larger community, and ways in which you collaborate with colleagues and members of groups to promote school and parent/community partnerships.

Requirements

You will prepare the following materials that comprise Entry 4:

1. A written narrative, not to exceed twelve (12) pages, that includes a description and analysis of each contribution and/or activity. Your written narrative will also include a reflection that encompasses your contributions as a whole.
2. A collection of artifacts, not to exceed fifteen (15) pages, that provides illustration and evidentiary support (within five [5] years) for the statements in the narrative. Artifacts may include curricula reviews, professional articles or publications you have authored, overviews of presentations or workshops you have developed or conducted, awards, letters of commendation, syllabuses for courses you have taught, or other evidence that supports contributions. In addition, artifacts may include communication with parents, guardians, or other adults responsible for current pupils; work in cooperative programs (e.g., PTO, community based agencies); products from involvement in community organizations (e.g., neighborhood groups, Girls Inc., community cultural organizations); or other evidence that supports outreach contributions.
3. When you produce this entry, organize the materials in a way that begins with a narrative for the first contribution/activity followed by the artifact/s that support that narrative. Continue with that pattern for all contributions (e.g. Narrative of 1st contribution/activity and supporting artifact/s, narrative of 2nd contribution/activity and supporting artifact/s, etc.). Follow the last contribution/activity and supporting artifact/s, with your reflection.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Teacher Standards 9 and 10.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.

Wisconsin Teacher Standard 10 – LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

In preparation for this entry, think about the best way to illustrate the contributions you make to the profession and community and how these support your own professional development and the professional development of your colleagues. Among the contributions you choose to highlight, you might focus on service as a mentor or cooperating teacher, instructional leadership (e.g., department head, team leader, lead teacher, resource teacher), service or leadership on district committee(s), providing professional development for other educators, collaboration with an institution of higher education, published articles, service for professional organizations, or ways in which you have collaborated with others to promote learning. Please note that all contributions documented must be within five (5) years from the acceptance of the application of the portfolio. Also illustrate the ways that you work with families and other community partners to promote pupil learning. These activities should go beyond the work that is normally expected of teachers in communicating with parents and community agencies. Among the activities you choose to highlight, you might focus on building partnerships with families who have not been successful working with schools, identifying ways in which the school can expand its work with families, ways in which you have served as an advocate for families, and ways in which you have collaborated with others in the broader community to promote pupil learning. Please note that your examples of family and community collaboration must be from **current pupils**.

The Narrative and Supporting Evidence

You will begin by writing a three-part narrative (not to exceed twelve (12) pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to fifteen (15) pages of artifacts.

Description (suggested 5 pages)

For each featured contribution and collaborative activity:

- Describe the contribution and collaboration.
- Explain why it is significant.
- Analyze how it positively influenced pupil learning and/or well-being.
- Be sure the connection is clear as to how your contribution/activity has impacted the progress of pupils in your school.

Analysis (suggested 5 pages)

For each featured contribution and collaborative activity:

- Describe the contribution and collaboration.
- Explain why it is significant.
- Analyze how it positively influenced pupil learning and/or well-being.
- Be sure the connection is clear how your contribution/activity has impacted the progress of pupils in your school.

Reflection (suggested 2 pages)

- What do these contributions to the profession, as a whole, say about your role as a life-long learner, leader of educators, and a collaborator? (Standard 9 and Standard 10)
- How do these contributions demonstrate your conscious and deliberate ongoing professional development to strengthen your knowledge, skills, and abilities relevant to your teaching context? (Standard 9)
- How do these activities as a whole demonstrate that you value and effectively engage parents, and professionals in the community as partners focused on teaching, learning and individual pupil progress? (Standard 10)
- How do these activities and contributions as a whole demonstrate that you work collaboratively with colleagues within the school and in the wider professional community to improve teaching, learning and pupil well-being? (Standard 10)

Artifacts (up to 15 pages)

Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate collaborating with colleagues, families and communities to promote pupil learning will guide the type of artifacts that you use. For this entry artifacts might include curricula reviews; professional articles or publications you have authored; overviews of presentations or workshops you have developed or conducted; grant proposal abstracts; syllabuses for professional courses you have taught; awards; letters of commendation; letters to community leaders or a newspaper; letters from colleagues, parents, community members, or others; communications within the current year which identify contact with pupils' parents, guardians, or other adults concerned with pupils' learning; or other evidence that supports contributions.

In addition, artifacts may include; participation in cooperative programs (e.g., PTO, community-based agencies), products from involvement in community organizations (e.g., neighborhood groups, Boys and Girls Club, Girls Inc., community cultural organizations), or other evidence that supports outreach contributions.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact letter, and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right-hand corner of the artifact.

Artifacts may not exceed fifteen (15) total pages for each entry. Artifacts that exceed the limit of fifteen (15) pages will not be reviewed. Each unedited segment of a video recording that is up to ten (10) minutes in length is considered one page of the total number of artifacts. Up to three (3) segments (a total of thirty (30) minutes) of video recording may be used as artifacts of each entry.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).
- Any unedited video recording identified as **two (2) artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).
- Any unedited video recording or identified as **three (3) artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be videotaped and submitted as a single artifact.

The Evaluation of Entry 4

The evaluation of your performance will address the following four (4) indicators:

- 9c. The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and as a teacher.

The master teacher engages in conscious and deliberate ongoing professional development to strengthen knowledge, skills, and abilities relevant to the teaching context.

- 10a. The teacher collaborates with parents, school staff, and professionals in community agencies on behalf of pupils.

The master teacher values parents, colleagues, and professionals in the community as partners and uses effective strategies to engage them in reciprocal communication focused on teaching, learning, and individual pupil progress. The master teacher works collaboratively with colleagues within the school and in the wider professional community to improve teaching and learning.

- 10b. The teacher provides leadership to the profession through the professional development of other teachers, contributions to the professional associations, or advocating in other ways for positive change in educational policy.

The master teacher shares expertise in a leadership role with other educators through facilitating professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.

- 10c. The teacher conducts his/her professional life with integrity, fairness, and in an ethical manner.

The master teacher acts with integrity, fairness, and in an ethical manner.

A complete rubric is available in [Appendix A](#).

Prepare Entry

Your materials for Entry Four should have a header that includes your candidate identification number, “Entry Four,” and the page number (e.g., 4-1, 4-2, and 4-3). The entry should begin with the narrative – Description, Analysis, and Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative and be inserted after the narrative for which they provide evidence.

Checklist of Entry Contents

- Contextual information form
- Narrative of up to twelve (12) pages meeting formatting requirements
- Description
- Analysis
- Reflection
- A description, analysis, and documentation of those activities and contributions associated with your teaching, instruction, and professional development that involve your school, colleagues, families, and communities.
- Up to fifteen (15) pages of artifacts providing evidence for your narrative.
- Your narrative addresses all four (4) evaluation indicators based on the standards.

Formatting Requirement Checklist

Written materials must comply with specific requirements. Submissions that do not comply with the requirements will not be assessed. Materials may be resubmitted during the following year. Use the [Formatting Requirement Checklist in Appendix D](#) to check your materials.

Entry-4 At-a-Glance

Teacher Entry Four: *Collaborating with Colleagues, Families, & Communities to Promote Pupil Learning*

In this entry you will provide examples of how you have contributed to the education profession; how you engage in ongoing professional development; collaborate with parents, family members and community members to promote teaching, learning, and pupil progress; and how you serve as a leader within an educational community. Through a description and analysis of contributions that you have made to the profession over the past five years you will demonstrate the ways in which your leadership has contributed to your own professional development, the professional development of colleagues, and the progress of pupils within your school. The contributions must show you as a current active professional member of a learning community, a life-long learner in your profession, and a leader of educators. Your entry will describe the ways in which you work with families, the ways in which you work with the larger community, and ways in which you collaborate with colleagues and members of groups to promote school and parent/community partnerships. As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Teacher Standards 9 and 10.

Wisconsin Teacher Standard 9 – PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.

Wisconsin Teacher Standard 10 – LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

In preparation for this entry, think about the best way to illustrate the contributions you make to the profession and community and how these support your own professional development, the professional development of your colleagues, and the progress of pupils within your school. Among the contributions you choose to highlight, you might focus on service as a mentor or cooperating teacher, instructional leadership (e.g., department head, team leader, lead teacher, resource teacher), service or leadership on district committee(s), providing professional development for other educators, collaboration with an institution of higher education, published articles, service for professional organizations, or ways in which you have collaborated with others to promote learning. Please note that all contributions documented must be within 5 years of the portfolio. Also illustrate the ways that you work with families and other community partners to promote pupil learning. These activities should go beyond the work that is normally expected of teachers in communicating with parents and community agencies. Among the activities you choose to highlight, you might focus on building partnerships with families who have not been successful working with schools, identifying ways in which the school can expand its work with families, ways in which you have served as an advocate for families, and ways in which you have collaborated with others in the broader community to promote pupil learning. Please note that your examples of family and community collaboration must be current.

You will produce a narrative

Description and Analysis (suggested 10 pages: 5 pages of description, 5 pages of analysis)

For each featured contribution and collaborative activity:

- Describe the contribution and collaboration.
- Explain why it is significant.
- Analyze how it positively influenced pupil learning and/or well-being.
- Be sure the connection is clear as to how your contribution/activity has impacted the progress of pupils in your school.

Reflection (suggested 2 pages)

- What do these contributions to the profession, as a whole, say about your role as a life-long learner, leader of educators, and a collaborator? (Std 9 and Std 10)
- How do these contributions demonstrate your conscious and deliberate ongoing professional development to strengthen your knowledge, skills, and abilities relevant to your teaching context? (Std 9)
- How do these activities as a whole demonstrate that you value and effectively engage parents, and professionals in the community as partners focused on teaching, learning, and individual pupil progress? (Std 10)
- How do these activities and contributions as a whole demonstrate that you work collaboratively with colleagues within the school and in the wider professional community to improve teaching, learning, and pupil well-being? (Std 10)

Supported by Artifacts

You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. For this entry artifacts might include: reviews of curricula; professional articles or other publications; overviews of presentations or workshops you have developed or conducted; letters to community leaders or a newspaper; grant proposal abstracts; syllabuses for professional classes you have taught; letters from colleagues, parents, community members or others; letters of commendation; awards; communications within the current year which identify contact with pupils' parents, guardians, or other adults concerned with pupils' learning; participation in cooperative programs (e.g., PTO, community-based agencies); products from involvement in community organizations or other evidence that supports outreach contributions.

How your work will be evaluated

9c. The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and as a teacher.

The master teacher engages in conscious and deliberate ongoing professional development to strengthen knowledge, skills, and abilities relevant to the teaching context.

10a. The teacher collaborates with parents, school staff, and professionals in community agencies on behalf of pupils.

The master teacher values parents, colleagues, and professionals in the community as partners and uses effective strategies to engage them in reciprocal communication focused on teaching, learning, and individual pupil progress. The master teacher works collaboratively with colleagues within the school and in the wider professional community to improve teaching and learning.

10b. The teacher provides leadership to the profession through the professional development of other teachers, contributions to the professional associations, or advocating in other ways for positive change in educational policy.

The master teacher shares expertise in a leadership role with other educators through facilitating professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy

10c. The teacher conducts his/her professional life with integrity, fairness, and in an ethical manner.

The master teacher acts with integrity, fairness, and in an ethical manner.

Appendix A – Master Educator Rubrics for Teachers

Standard 1: Pupil Development (Entry 1 and 2)

The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
1a. The teacher's instruction accommodates the developmental levels of his or her pupils.	The master teacher understands expected developmental progressions and ranges of individual variation, assesses the developmental levels of pupils, and designs instruction that is sufficiently varied and is responsive to most of the individuals in the class in a way that meets learners' current needs in each domain.	The teacher understands expected developmental progressions and ranges of individual variation and has designed instruction that is varied and appears to address the needs of some learners whose development is not typical for the class.	The teacher's instruction appears to be developmentally appropriate for the expected progressions within this group of learners; however, there may be little variation in the instruction and there may be individuals within the class whose needs are not being met.	There is little or no evidence that the teacher provides variation within the class to accommodate different developmental levels. The overall instruction may not be appropriate for the expected developmental level for this class. There are some pupils for whom the level of instruction is clearly not appropriate.
1b. The teacher's instruction is responsive to the abilities and prior learning of pupils.	The teacher understands the influence of prior knowledge and abilities on learning and designs instruction that bridges prior knowledge and skills to current learning for individual pupils and the class as a whole.	The teacher knows how individuals' prior learning provides a basis for future learning. The teacher knows the abilities of the class as a whole and is able to make connections between new instruction and prior instruction.	The teacher makes connections to prior learning within the curriculum; however, the connection may not extend beyond sequencing. The link to prior learning is unclear.	The teacher may see the connection, but pupils don't understand it and there is little or no activation of prior knowledge. Instruction is a series of discrete activities without connections to prior learning.

Standard 2: Learning Differences (Entry 1, 2, 3)

The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
2a. The teacher's instruction is differentiated in response to the different approaches to learning and performance of his or her pupils.	The teacher understands and identifies differences in approaches to learning and performance, including learning styles, multiple intelligences, and performance modes, and designs instruction that builds on specific pupils' strengths while providing strategies to improve their areas of need.	The teacher is able to identify common learning styles and performance modes within the classroom and has designed instruction that is responsive to many of the learning styles of pupils within the class.	The teacher's instruction includes variation and has the potential to accommodate different learners within the classroom; however, there is limited evidence that the teacher has been responsive to the learning styles of the pupils.	<p>There is little or no evidence of the teacher understands of learning styles to accommodate different approaches to learning.</p> <p>Instruction appears to be primarily in one mode across lessons.</p> <p>In some instances there is a mismatch between instruction and learning style, resulting in missed opportunities for differentiation in instruction, which may interfere with pupil learning.</p>
2b. The teacher's instruction is responsive to the abilities and learner characteristics of his or her pupils.	<p>The teacher understands how experiences, interests, talents, and exceptionalities, as well as language, culture, and family, influence learning of individuals and groups and designs and implements instruction accordingly.</p> <p>The teacher demonstrates a variety of ways in which instruction has been modified to include pupils with diverse needs (e.g., ELL, special needs).</p>	<p>The teacher understands how individual experiences provide a basis for learning.</p> <p>The teacher is able to distinguish the experiences, interests, and backgrounds of groups of pupils and has incorporated this knowledge into instruction.</p> <p>The teacher demonstrates more than one way in which the instruction has been modified to include pupils with diverse needs.</p>	<p>The instruction has the potential to accommodate the general experiences, interests, and backgrounds of the class of pupils; however the teacher may miss many opportunities to make connections between the content and his or her pupils</p> <p>The teacher demonstrates at least one way in which the instruction has been modified to include pupils with diverse needs.</p>	<p>There is little or no evidence that the teacher knows the experiences, interests, and backgrounds of groups of pupils and there is little or no evidence of how this instruction makes connections for this class of pupils.</p> <p>There is little or no evidence of modification of instruction to include pupils with diverse needs.</p>

Standard 3: Learning Environments (Entry 1, 2)

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.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
3a. The teacher establishes a classroom with high expectations for learning by all pupils and shares this vision with the pupils.	The teacher promotes and communicates high expectations for learning to all pupils and expects pupils to have equally high expectations for themselves.	The teacher promotes and communicates high expectations for learning for most pupils.	The teacher has high expectations for most pupils; however there are some pupils who don't share in these expectations.	There is little or no evidence that the teacher has high expectations for pupils.
3b. The teacher works with pupils to create a classroom characterized by openness, mutual respect, support, and inquiry.	<p>The teacher helps the class develop shared values and expectations for individual and group responsibilities to create and maintain a positive classroom climate of openness, mutual respect, support, and inquiry.</p> <p>Discourse within the classroom flows freely as pupils build on ideas and feel comfortable taking intellectual risks.</p> <p>Classroom interactions between teacher and pupil and among pupils are positive and inappropriate behavior is addressed effectively.</p>	<p>The classroom is characterized by mutual respect and support. The teacher is the person primarily responsible for maintaining classroom climate; however, pupils appear to assume personal responsibility for their own role in maintaining the climate.</p> <p>Inappropriate behaviors are addressed.</p> <p>Discourse may primarily be teacher directed with some pupils taking responsibility.</p>	<p>The classroom may be one that affords mutual respect; however, there is limited evidence that pupils will take risks in this classroom.</p> <p>The teacher works to assure that the appropriate climate is maintained; however, there is limited evidence to show that inappropriate behaviors are addressed effectively.</p>	<p>There is little or no evidence of mutual respect, openness, or support. Pupil does not take intellectual risks.</p> <p>There is little or no evidence to show the teacher knows how to deal with inappropriate behaviors.</p>

Standard 3: Learning Environments (Entry 1, 2) continued

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.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
3c. The teacher manages resources of time, space, activities, and attention to engage pupils in productive tasks.	<p>The teacher understands the principles of effective classroom management and uses a wide range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</p> <p>The teacher organizes, allocates and manages the resources of time, space, activities, and attention to provide active and equitable engagement of pupils in productive tasks.</p>	<p>The teacher understands the principles of effective classroom management. However, he/she may be more directive and use a limited number of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</p> <p>The teacher organizes, allocates and manages the resources of time, space, activities, and attention to provide engagement of pupils in productive tasks.</p>	<p>The teacher demonstrates limited understanding of effective classroom management principals. He/she uses limited variation in strategies to engage pupils in their learning and productive tasks.</p> <p>The teacher has established routines for time management, space, activities, and attention; however, there is limited evidence that these routines promote pupil learning.</p>	<p>There is little or no evidence of classroom management and pupil learning.</p> <p>The teacher has not established routines for time management, space, activities or attention.</p>
3d. The teacher models a variety of effective communication strategies (e.g., verbal, nonverbal) and uses a variety of media communication tools (e.g., audio visual, technological) to enrich learning.	<p>The teacher models a variety of effective communication strategies in conveying ideas and information, including consistent and accurate use of language in writing, discussion, and inquiry.</p> <p>The teacher uses a variety of effective communication tools to enhance learning.</p>	<p>The teacher models verbal and non-verbal communication strategies in conveying ideas and information and models the accurate use of language.</p> <p>The teacher uses some effective communication tools to enhance learning.</p>	<p>The teacher demonstrates limited variation in communication strategies.</p> <p>The teacher generally knows the proper use of language but may model some inaccuracies.</p> <p>The teacher uses limited communication tools, which may or may not enhance pupil learning.</p>	<p>The teacher models inconsistent and inaccurate use of language.</p> <p>There is a little or no evidence that the teacher uses a variety of media communication tools and/or those used are not effective.</p>

Standard 4: Content Knowledge (Entry 1, 2, 3)

The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
4a. The teacher demonstrates a knowledge and understanding of subject matter.	The master teacher has a command of the knowledge and has an understanding of the discipline and demonstrates the depth and breadth of the knowledge through precise, thorough, and accurate communication of content in written and oral presentations that are part of instruction.	The teacher demonstrates an understanding of core content. The teacher presents information accurately in written and oral presentations.	The teacher generally knows the core content; however, there may be some imprecision or lack of detail that suggests incomplete understanding or limitations on the depth and breadth of knowledge. The presentation of information is generally accurate in written and oral presentations; however, the limitations may cause some confusion for learners.	The teacher shows a lack of subject matter knowledge and understanding of the content. There are inaccuracies in presentations and In some instances wrong information is provided. The teacher is careless in use of terminology and presents information that can create misconceptions and may lead to confusion on the part of pupils.

Standard 5: Application of Content (Entry 1, 2, 3)

The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
5a. The teacher creates connections between the subject matter knowledge and its application in order to make the learning meaningful to pupils.	The master teacher creates rich opportunities for pupils to contextualize the content knowledge and understanding through examples, applications, representations, synthesis, and connections to the world and to pupils' lives that make learning meaningful for pupils.	The teacher guides pupils to contextualize the content knowledge to make the learning more meaningful for pupils.	The teacher demonstrates contexts for the content knowledge as one way of demonstrating why the knowledge should be meaningful for pupils; however, the pupil may not make these connections.	There is limited or no evidence of ways in which the subject matter is placed in a meaningful context for pupils and connected to the world and the lives of pupils.

Standard 6: Assessment (Entry 1, 2, 3, 4)

The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
6a. The teacher understands the principles, purposes, and characteristics of assessments and integrates assessment techniques into instructional planning.	The teacher designs and implements appropriate assessments that are aligned with standards, objectives, and instructional processes.	The teacher designs and implements appropriate assessments.	The teacher implements assessments.	There is no evidence of assessments, or planned assessments are not implemented or are not aligned to instruction.
6b. The teacher views assessment as an integral part of teaching and uses a variety of formal and informal assessment techniques, including the use of feedback, to enhance knowledge of learners and to evaluate pupil's progress.	The teacher uses a variety of formal/informal assessment techniques and can accurately describe, analyze, and evaluate pupil thinking and pupil work; demonstrate an understanding of their learning; and provide appropriate feedback to pupils.	The teacher uses formal/informal assessments and can describe, analyze and evaluate pupil thinking and work; demonstrate an understanding of their learning; and provide appropriate feedback to pupils.	The teacher may base evaluation of pupil work on opinion not necessarily supported by evidence. The teacher gives feedback that may be inappropriate.	The teacher's analysis of pupil learning is minimal, flawed, or wrong. The teacher does not provide feedback to pupils.
6c. The teacher effectively analyzes data from the assessment of pupil learning and uses this information to modify instruction.	The teacher makes connections between pupil learning and his or her teaching and uses this information/data to improve the learning and teaching in the classroom.	The teacher collects and accurately analyzes assessment data to inform instruction.	The teacher collects assessment data to make instructional decisions, but many decisions are not based upon pupil learning.	The teacher makes little or no attempt to collect and use assessment data to inform instruction.
6d. The teacher maintains useful records of pupil work and performance and communicates progress knowledgeably and responsibly to pupils, parents, and colleagues.	The teacher documents what pupils do well and what they need to work on and clearly communicates this analysis to pupils, families, and colleagues.	The teacher documents pupil work and performance and communicates this information to pupils, families, and colleagues.	There is limited evidence the teacher documents pupil work or performance or communicates pupil progress to stakeholders.	There is no evidence the teacher maintains records of pupil work or performance. The teacher does not communicate pupil progress to stakeholders.

Standard 7: Planning for Instruction (Entry 2, 3)

The teacher plans instruction that supports every pupil in meeting rigorous learning goals by, drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
7a. The teacher establishes clear and appropriate learning goals.	The teacher establishes and communicates clear and appropriate learning goals that are aligned with state standards and that reflect pupil developmental levels, cognitive skills, and knowledge base.	The teacher establishes and communicates clear and appropriate goals, which reflect pupil abilities and needs.	The teacher establishes unclear or inappropriate learning goals. The teacher establishes learning goals that may not be appropriate for all pupils. The teacher did not clearly communicate the learning goals to the pupils.	The teacher has not established learning goals. The teacher did not match the learning goals to the pupils' ability, or the goals are disconnected from unit. The teacher has not communicated the learning goals to pupils.
7b. The teacher designs effective appropriate learning experiences.	The teacher organizes and designs learning experiences that are relevant to learners, reflect accurate subject matter, are appropriate for the community and applies principles of effective instruction. The teacher provides detailed contingencies or options for instruction.	The teacher utilizes learning experiences that are relevant to learners, reflect accurate subject matter, and are appropriate for the community. The teacher understands principles of effective instruction to plan learning experiences. The teacher plans for, monitors, and adjusts instruction appropriately.	There is limited evidence that the teacher utilizes learning experiences that are relevant to learners, may reflect inaccuracies in subject matter, and may or may not be appropriate for the community. There is limited evidence the teacher plans or monitors and adjusts instruction appropriately.	There is no evidence that the teacher is able to thoughtfully organize and plan for instruction. The teacher does not link previous instruction to new lessons or use appropriate learning experiences. There is no evidence the teacher uses back-up teaching strategies.

Standard 8: Instructional Strategies (Entry 2, 3)

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.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
8a. The teacher effectively uses a variety of instructional strategies in his or her classroom.	<p>The teacher understands and applies the principles and techniques associated with various instructional strategies, including technology (e.g., cooperative learning, direct instruction, whole group discussion, and discovery).</p> <p>The teacher successfully implements a variety of strategies and evaluates the appropriateness of these strategies to inform instruction.</p>	<p>The teacher understands a variety of instructional strategies, including technology, and varies instruction across lessons.</p> <p>The teacher is able to implement various strategies and evaluate successes and areas for instructional improvement.</p>	<p>The teacher uses only a few instructional strategies and there is limited evidence of evaluation of those strategies.</p>	<p>There is little or no evidence of the use of different strategies by the teacher.</p>
8b. The teacher designs instruction that addresses a range of cognitive levels.	<p>The teacher understands the cognitive processes associated with various kinds of learning.</p> <p>The teacher uses a variety of instruction to assure a range of cognitive levels extending beyond recall and through analysis, synthesis, application, and problem solving that match the abilities of individual pupils.</p>	<p>The teacher designs instruction that includes a range of cognitive levels extending beyond recall and through analysis, synthesis, and problem solving.</p> <p>The instruction is responsive to the range of abilities within the classroom, not individual pupils.</p>	<p>Opportunities for higher order thinking may be limited or may only be offered to some pupils; however, instruction focuses primarily on lower level cognitive demands.</p> <p>The teacher’s instruction may include a range of cognitive levels; however, much of the instruction may occur primarily at one level.</p>	<p>There is little or no evidence that the teacher’s instruction addresses a range of cognitive levels.</p> <p>Most instruction may be at the factual or recall level.</p>

Standard 9: Professional Learning and Ethical Practice (Entry 1, 2, 3, 4)

The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
9a. The teacher uses classroom observation, information about pupils and research as sources for evaluating the outcomes of teaching and learning.	The teacher engages in reflective practice and is able to describe his or her teaching, analyze it accurately and in great detail, and reflect on its significance.	The teacher accurately describes, analyzes, and reflects on practice.	Although the teacher engages in reflective practice, the reflection may not be specific or it may lack insight.	There is little or no evidence the teacher engages in reflective practice, or reflection is vague or not appropriate to the teaching context.
9b. The teacher uses classroom observation, information about pupils, and research as a basis for experimenting with, reflecting on, and revising practice.	Teacher is able to describe and analyze his/her practice accurately and to reflect on its implications and significance for his/her future teaching.	The teacher engages in insightful reflection which leads to implications for future teaching.	Limited evidence that the teacher is able to describe and analyze his/her practice. Teacher reflection may be vague, restricted, or focused solely on procedural aspects of teaching.	Reflection may be missing or not linked to improving practice.
9c. The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and as a teacher.	The teacher engages in conscious and deliberate ongoing professional development to strengthen knowledge, skills, and abilities relevant to the teaching context.	The teacher engages in ongoing professional development focused on teaching and learning.	The teacher engages in professional development to strengthen knowledge, skills, or abilities.	The teacher does not engage in professional development, or the professional development may not be relevant to the teaching context.

Standard 10: Leadership and Collaboration (Entry 4)

The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Performance Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
10a. The teacher collaborates with parents, school staff, and professionals in community agencies on behalf of pupils.	<p>The teacher promotes parents, colleagues, and professionals in the community as partners and uses effective strategies to engage them in reciprocal communication focused on teaching, learning, and individual pupil progress.</p> <p>The teacher works collaboratively with colleagues within the school and in the wider professional community to improve teaching and learning.</p>	<p>The teacher communication is appropriate, extensive, and focuses on pupil learning.</p> <p>The teacher engages in two-way/interactive communication with families, colleagues, and the community.</p> <p>Although the teacher works collaboratively with colleagues within the school and in the wider professional community, they may have limited impact on improved teaching and learning.</p>	<p>The teacher's communication is limited and/or inappropriate.</p> <p>The teacher communicates and collaborates with some families, but not all.</p> <p>The teacher engages in one-way communication with families, colleagues, and the community.</p> <p>The teacher works collaboratively with colleagues within the school.</p>	<p>Little or no meaningful communication is evident.</p> <p>Communication is infrequent.</p> <p>There is little or no evidence of teacher collaboration.</p>
10b. The teacher provides leadership to the profession through the professional development of other teachers, contributions to the professional associations, or advocating in other ways for positive change in educational policy.	<p>The teacher shares expertise by seeking out leadership roles with other educators through facilitating professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.</p>	<p>The teacher shares expertise with other educators through facilitating professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.</p>	<p>The teacher shares expertise with other educators.</p>	<p>There is no evidence the teacher shares his/her expertise with other educators.</p>
10c. The teacher conducts his/her professional life with integrity, fairness, and in an ethical manner.	<p>The teacher acts with integrity, fairness, and in an ethical manner and expects the same from pupils.</p>	<p>The teacher acts with integrity, fairness, and in an ethical manner.</p>	<p>The teacher sometimes acts with integrity, fairness, and in an ethical manner.</p>	<p>The evidence indicates the teacher does not act with integrity, fairness, or in an ethical manner.</p>

Appendix B - Confidentiality

PRIVACY AND CONFIDENTIALITY CONCERNS FOR VIDEOS

Producing the Video

In the production of the video recording, the educator must consider the privacy concerns of others in the video. Before video recording, the educator should get permission to video from the person(s) being video recorded. For example, if the educator is recording a classroom, he/she should follow the school board policy. If the board does not have a policy, the educator should get permission from the appropriate administrator of the building, district, or school board. If the educator is recording a public event, she/he should get permission from that entity. If the educator is recording at an institution of higher education, he/she must get permission from the institution.

Sharing the Video with Others

Depending on how the video is produced, who maintains it, and if it individually identifies a pupil, it may be considered a pupil record. If it is a pupil record, then Wis. Stat. §118.125 and FERPA (Family Education Rights and Privacy Act, 34 CFR 99) must be followed. The following information will allow the educator and school district to determine whether the record is a pupil record, and, if so, what must be done to release the record. In addition, the educator must consider the school board policies which may provide more confidentiality protections. If there is doubt as to whether it is a pupil record, it is best to err on the side of the pupil and treat the record accordingly.

Definition of Pupil Record

State Law

Under Wis. Stat. 118.125, “pupil records” means all records relating to individual pupils maintained by a school but does not include any of the following: 1) notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under s. 115.28 (7) to hold a certificate, license or permit if such records and notes are not available to others, 2) records necessary for, and available only to persons involved in, the psychological treatment of a pupil, or 3) law enforcement unit records. This same law defines a “record” as any material on which written, drawn, printed. Spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Federal Law

Education records. (34 CFR 99.3)

- (a) The term means those records that are:
 - (1) Directly related to a pupil; and
 - (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

(b) The term does not include:

(1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

(2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.

(3) (i) Records relating to an individual who is employed by an educational agency or institution, that:

(A) Are made and maintained in the normal course of business;

(B) Relate exclusively to the individual in that individual's capacity as an employee; and

(C) Are not available for use for any other purpose.

(3) (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a pupil are education records and not excepted under paragraph (b)(3)(i) of this definition.

Restrictions on Disclosure

State Law

Confidentiality. Wis. Stat. § 118.125(2)(2) All pupil records maintained by a public school shall be confidential, except as provided in pars. (a) to (m) and sub. (2m). The school board shall adopt regulations to maintain the confidentiality of such records.

Exceptions: Wis. Stat. § 118.125(2)(g)

(1) The school board may provide any public officer with any information required to be maintained under Ch. 115 to 121.

(2) Upon request by the department, the school board shall provide the department with any information contained in a pupil record that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with requirements under Ch. 115 to 121. The department shall keep confidential all pupil records provided to the department by a school board.

Federal Law

Confidentiality: 34 CFR 99.30 *Under what conditions is prior consent required to disclose information?*

(a) The parent or eligible pupil shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the pupil's education records, except as provided in Sec. 99.31.

Exceptions: 34 CFR 99.31 *Under what conditions is prior consent not required to disclose information?*

(a) An educational agency or institution may disclose personally identifiable information from an education record of a pupil without the consent required by Sec. 99.30 if the disclosure meets one or more of the following conditions:

(3) The disclosure is, subject to the requirements of Sec. 99.35, to authorized representatives of—

(iv) State and local educational authorities.

34 CFR 99.35 What conditions apply to disclosure of information for Federal or State program purposes?

(a) The officials listed in Sec. 99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.

(b) Information that is collected under paragraph (a) of this section must:

(1) Be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to in paragraph (a) of this section; and

(2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.

(c) Paragraph (b) of this section does not apply if:

(1) The parent or eligible pupil has given written consent for the disclosure under Sec. 99.30; or

(2) The collection of personally identifiable information is specifically authorized by Federal law.

Providing the Video to DPI with WMEAP Portfolio

When the video is submitted to the Department of Public Instruction for the purpose of evaluating the educator's portfolio for a Master Educator license, the department believes it is consistent with state and federal law to release to the department without consent. After the department has made its licensing decision, and the time for appeal has lapsed, the department will store and then destroy your portfolio according to the department's record retention schedule. The current record retention schedule for licensure is 75 years.

Sharing the Video with Others

If it is being shared with other educators at the same school district, the educator should consult local policy and determine whether the disclosure is allowed under the federal and state pupil record laws quoted above. In general, if the educator wants to share the video with non-department personnel and if it contains pupil records, parental or pupil consent is required.

Using Non-Pupil Records

Some aspects of the video may not concern pupils. In some instances, such as a teacher discipline meeting or hearing, the participants will have a privacy right. In that case, written permission must be obtained to take and share the video. In other instances, such as a mentoring session or school board meeting, the participants may not have an absolute privacy right. In these cases, it is recommended that participants be informed that the session is being recorded and allow them to not participate or voice an objection.

Appendix C – Tips for Speech/Language Pathologists

General Comments

The purpose of this process is to allow educational professionals the opportunity to submit evidence that they are master educators in their respective fields. DPI licensure for Speech/Language Pathologists (SLPs) is included in the category of “Special Education Teacher” and, therefore, is included in this group for the purpose of evaluation for a Master Educator license. It is recognized, however, that while SLPs take coursework in teaching (typically through curriculum and instruction departments), a SLP is not licensed with the same credentials as a teacher in a content area or in special education. The assessment team will include members who hold a DPI 1820 License and are, at the time of assessment, practicing Speech/Language Pathologists.

Speech/Language Pathologists (SLPs) do not have Wisconsin Model Academic Standards in a discipline area, nor are there national organization standards to be addressed. The professional standards that are being addressed for these entries are those based in theories of normal language acquisition and speech development (including articulation, voice, fluency, and phonology). A discussion in your entry, therefore, may include a descriptive summary of the developmental level and sequence for the acquisition of the skill area(s) you are teaching in your lessons. You should show through your entries the broad scope of speech/language pathology, showing a wide variety of speech/language disabilities. Each entry should emphasize a different aspect of the field. For example, the pupils in Entry 1 *could be* a phonological group. Entry 2 *could be* pupils who are dysfluent, Entry 3 *could be* pupils who have language concerns, etc. Remember - once you have used a lesson for an entry, it may not be used again.

ENTRY 1: FORMAL AND INFORMAL ASSESSMENT

SLPs do not typically administer group assessments. It is permissible for the SLP to focus on responding to the questions regarding “a featured pupil”. A suggestion may be to include the work and assessment of pupils for as short as a quarter of a year to as long as a year so that a variety of assessment tools, techniques and data-gathering strategies may be shown. Make connections with the pupil’s IEP goals and objectives. Demonstrating ongoing assessment techniques and strategies during separate therapy sessions is only one part of the requirements of this entry. Competency in the diagnostic process, using formal and informal assessment which may be formative or summative in nature, should also be demonstrated in your submission. When discussing this assessment, make connections to the WI State S/L Criteria. Once again, as suggested above, for questions which ask about “content” and “standards”, reply with information that informs the assessors about normal language acquisition and the developmental scope and sequence in the acquisition of speech and language skills. Remember - once you have used a lesson for an entry, it may not be used again. In each entry, although you must stay within the page limits, you may divide the pages in a manner which satisfies both requirements of this entry.

ENTRY 2: INDIVIDUAL, SMALL/WHOLE GROUP TEACHING AND INSTRUCTION

While some SLPs may teach a “language class” of as many as 10 – 15 pupils, or team-teach in a full-sized classroom where they take the lead in teaching, many SLPs do not use the “Whole Group” service delivery model. For SLPs who do not teach a “whole class”, it is permissible to submit this entry using a small group of pupils or one-on-one instruction. As suggested above, for questions which ask about content and standards, reply with information that informs the assessors about normal language acquisition and the developmental scope and sequence in the acquisition of speech and language skills. SLPs should address annual and short-term IEP goals and how they relate to the individual, small group, or whole group teaching and instruction. Remember - once you have used a lesson for an entry, it may not be used again.

ENTRY 3: ORGANIZING AND PLANNING SYSTEMATIC INSTRUCTION

Entry 3 asks for a unit plan that is not less than two weeks in duration. For those using a whole class, this should be able to be accomplished because the class most likely meets 3 – 5 times per week. For those using a small group or individual pupil, the unit plan should be a variety of skills that address one goal or objective and need to be developed and taught over time. These skills would most likely be complex in nature so that the SLP can demonstrate the sequential steps that are necessary to teach the whole skill. The unit plan would then be documentation of systematic planning of therapy objectives and activities to meet those objectives. Once again, as suggested above, for questions which ask about content and standards, reply with information that informs the assessors about normal language acquisition and the developmental scope and sequence in the acquisition of speech and language skills. SLPs should address annual and short-term IEP goals and how they relate to the organization and planning of the systematic instruction. Remember - once you have used a lesson for an entry, it may not be used again.

ENTRY 4: COLLABORATING WITH COLLEAGUES, FAMILIES, AND COMMUNITIES TO PROMOTE PUPIL LEARNING

For this entry, follow the guidelines as they are written. Please note that all contributions documented must be within five (5) years of the portfolio. Remember to choose the contributions that have the greatest impact on pupil learning and well-being and for which you have the documentation and evidence to substantiate the nature of your involvement as related to the field of speech/language pathology. Think about the best way to illustrate the contributions you make to the profession and the community and how these support your own professional development and the professional development of your colleagues. These activities should go beyond the work that is normally expected of teachers in communicating with parents and community agencies. Your examples of family and community collaboration must be from current pupils. Quality is more important than quantity. Remember the community agencies with whom you collaborate such as clinics, Head Start, early childhood programs, etc.

SUMMARY

Remember that the purpose of this process is for you to demonstrate your mastery of your profession in knowledge, skills, ethics, and practice, as well as that you have a lifelong commitment to education for all – your pupils, your colleagues and yourself – by meeting the Wisconsin Teacher Standards at the highest levels. You should show through your entries the broad scope of speech/language pathology showing a wide variety of speech/language disabilities. Entries 1, 2, and 3 should emphasize a different aspect of the field.

Appendix D - Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials may be resubmitted during the following year.

YES	Checklist Item
	Is each entry based upon a separate and different activity/lesson?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: <ul style="list-style-type: none"> • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of 2 pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3...and included on the top right-hand side of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand side of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Are copies of all work, artifacts, and photos legible and readable? Artifacts must be legible and readable when the file is opened and require no manipulation (e.g. enlarging, rotating) by the assessor. Entries that are not legible or readable will not be assessed. Note: All documents other than the video must be saved in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Appendix E – Resubmission of Entries

Resubmission Requirements

- Candidates may submit a maximum of two entries that did not demonstrate mastery from the original portfolio for resubmission.
- If the candidates have three of four entries to resubmit, they must reapply through the Wisconsin Master Educator Assessment Process.
- Candidates must submit only entries that did not demonstrate mastery.
- Candidates may submit an entirely different initiative if they desire, but a different initiative is not required.
- Candidates may submit an initiative that is a continuation or modification of the previous entry if they desire.

Timelines

- ✓ DPI will notify candidates of their Master Educator license status no later than August 1st of the year they submit their portfolio for assessment.
- ✓ DPI will provide candidates with a letter from the Director of Licensing, Educator Advancement and Development identifying the entries that did not achieve mastery and may be resubmitted.
- ✓ Resubmitted entries must be submitted to the DPI Educator Licensing Online application system by April 30th of the year following notification of Master Education license status.

Submittal Deadlines – Summary

- August 1st – DPI notification to candidates.
- April 30th – Candidate resubmits entries for assessment.

Glossary

Analysis: “Analysis deals with reasons, motives, and interpretation and is grounded in the concrete evidence provided by the materials you submit. Analytic writing shows assessors the thought processes that you used to arrive at the conclusions you made about a teaching situation. Analysis demonstrates the significance of the evidence you submit.” (NBPTS)

Artifacts: provide evidence of your educational mastery and are documents, video recordings, and audio recordings demonstrating your professional education activities. They need to be directly linked to the Wisconsin Standards referenced in the Portfolio Entries. They should represent the work you are most proud of and for which you are passionate.

Assessment Rubrics: authentic scoring guidelines that evaluate performance based on a range of criteria rather than a single numerical score. A rubric is a working guide for candidates and assessors and is shared with candidates to explain the expectations and criteria upon which their portfolios will be judged.

Assessment: The formal or informal process of collecting evidence about progress, analyzing and evaluating progress, communicating about progress, and adjusting educational practice based on reflection.

Class: “A section or group of pupils that you teach during a specified time period (e.g., 4th period English). This is different from a Subject Area (e.g., English). This distinction is important because although you may teach several classes in a subject area, portfolio directions ask you to consider a specific group of pupils in a class, rather than all of the pupils in a particular subject area.” (NBPTS)

Content Guidelines: the central concepts, tools of inquiry and structures of a license subject or program area in an educator licensing program. The guidelines are based upon national and state standards. License candidates are tested on the content standards prior to program completion and the state approves IHEs’ programs based upon their student assessments that include the content guidelines. (<https://dpi.wi.gov/licensing/epp>)

Criteria: standards by which to make judgments

Description: a retelling or explanation of what happened in an intervention/situation. This kind of writing is meant to “set the scene” for assessors. Your description should be logically ordered and detailed enough to allow assessors to have a basic sense of your situation so that they can understand what you are conveying in your Analysis.

Documentation: the act of supplying supporting references or records

Evidence: the data on which a judgment or conclusion may be based

Feedback: the return of information about the result of a process

Formative assessment: the assessment at regular intervals of a pupil's progress with accompanying feedback in order to help to improve the pupil's performance

Inform: give structure or substance to

Instruction: teaching in a particular subject or skill or the facts or skills taught

KSDs: knowledge, skill, and dispositions (i.e., head, hands, heart) under each Pupil Services Standard which each IHE defines as a requirement for student performance within an education program and upon which the students will be assessed

Lesson: material to be taught or studied, a period of time spent teaching or learning a subject

PI 34: Wisconsin Administrative Code which defines state requirements for Teacher Education Program Approval and Licensing

Prompt: "Anything that causes or stimulates pupils to produce responses. A prompt can be formal or informal, and could be anything from a specific assignment to a piece of art, a photograph, or a theory in your field of teaching." (NBPTS)

Pupil: "any person age birth through 21 who is enrolled in a pre-kindergarten through grade 12 school or a school program." (PI 34)

Pupil response: "Any kind of pupil work that result from an assignment by the teacher. This may be a formal writing assignment, a drawing, a journal entry, or any other work a pupil completes under a teacher's guidance." (NBPTS)

Reflection: "A thought process that occurs after a situation. This is the thinking that allows you to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, the "Reflection" section of your Written Commentary is where you must show assessors how you use what you learn from your experiences to inform and improve your practice in the future." (NBPTS)

Rubric: See "assessment rubric"

Small group: a whole class divided into smaller groups of pupils working cooperatively and independently. A small group generally consists of three to five pupils, although this may vary

Student: "a person enrolled in a professional education program leading to licensure." (PI 34)

Summative assessment: a comprehensive evaluation process which measures the cumulative learning experience at the end of a program

Teaching: "improving pupil learning by planning instruction, diagnosing learning needs, prescribing content delivery through classroom activities, assessing pupil learning, reporting outcomes to administrators and parents and evaluating the effects of instruction." (PI 34)

Technology: Tools, equipment and resources that support pupils' learning

Unit: "A section of an academic course focusing on a selected skill, theme or concept. A unit may also correspond to a chapter in a curriculum text." (NBPTS)

Wisconsin Academic Standards

Wisconsin Academic Standards specify what Wisconsin PK-12 pupils should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to what pupils should know and be able to do.
- Performance standards tell how pupils will show that they are meeting a standard.
- Proficiency standards indicate how well pupils must perform.

<https://dpi.wi.gov/standards>

Acknowledgements

In 1995, the state of Wisconsin embarked upon the monumental task of redesigning our entire professional education preparation program approval process and professional educator licensing system to reflect the accomplishment and demonstration of accepted educational standards. This undertaking was conducted with participation and cooperation from education constituencies across the state: teacher organizations, higher education organizations and institutions, school board organizations, parent organizations, administrative leadership organizations, minority education organizations, and practicing educators at all levels (Pupil Services, Administration and Teachers). Their hard work resulted in the implementation of new program approval and licensing standards and procedures defined in PI 34, Wisconsin Administrative Code.

The Department of Public Instruction wishes to thank the generous and expert contributions provided by the educators, past and present, whose commitment to quality education has made the Wisconsin Master Educator Assessment Process and this document a reality. Wisconsin is in the vanguard in the nation in providing a Master Educator licensing stage option to our exemplary PK-12 educators.

Bill Thompson, a national consultant on portfolio development and assessment, is given special recognition for pulling all the work of the sub-committees together, providing a clear direction and assistance to team members that resulted in cohesive handbooks, valid and reliable rubrics to assess the portfolio entries, and an assessment training program for new assessors.

The department also acknowledges the National Board for Professional Teaching Standards upon which the Wisconsin Master Educator Assessment Process is modeled as required by Wis. Admin. Code sec. PI 34. The administration sub-committees recognize the contributions of the Interstate School Leaders Licensure Consortium (ISLLC), whose Standards for School Leaders were the basis for the portfolio entry requirements and their assessment to determine mastery.

References

Krupnick, C.G. 1987. "The Uses of Videotape Replay" In *Teaching and the Case Method*, eds. C.R. Christensen & A.J. Hansen. Boston: Harvard Business School.

National Board for Professional Teaching Standards. 2019. "General Portfolio Instructions." Retrieved from https://www.nbpts.org/wp-content/uploads/NB_general_portfolio_instructions.pdf.