

Rubric Criteria for Kansas Master Teacher Portfolios

- A. The nominee's teaching practice is **tightly connected (4), connected (3), loosely connected (2), disconnected (1)**, to his/her philosophy of teaching. *(Section 3)(Two-page max)*
- B. The successful lesson description was **clear(4&3), vague(2&1)** and the method of measuring its success was **effective(4&3), somewhat effective(2), ineffective(1)**. The description of how the nominee took (or will take) the information gained from this successful lesson and used it to improve his/her future teaching was **insightful(4), limited(3), reasonable(2), unclear, missing, or illogical(1)**. *(Section 4)(Five-page max combined with C&D)*
- C. The nominee's description of working with hard-to-reach students indicates a **highly effective(4), effective(3), minimally effective(2), limited effectiveness(1)**, level of teaching. *(Section 4)(Five-page max combined with B&D)*
- D. The identification of his/her current greatest challenge in teaching and description of steps to meet this challenge demonstrate **thoughtful and informed(4), reasonable(3), some(2), little(1)** reflection. *(Section 4)(Five-page max combined with B&C)*
- E. The nominee's outreach to parents, families, and community is **highly effective(4), effective(3), moderately effective(2), minimally effective(1)**, is **mutually beneficial(4 &3), may be mutually beneficial(2), one-sided(1)** and shows a **clear impact(4), impact(3), some impact(2), little impact(1)** on student learning and/or the learning community. *(Section 5)(Two-page max)*
- F. The nominee's portfolio shows evidence of **continuous(4&3), intermittent(2), some(1)**, professional growth since the beginning of his/her career with a **clear, thoughtfully stated(4), clearly stated(3), stated(2), no clearly articulated(1)** plan for the future. *(Section 6)(Three-page max combined with G)*
- G. The nominee presents evidence which shows a **close connection(4), connection(3), loose connection(2), little connection(1)**, between a documented need for professional growth, the action taken to address that need, and the impact on student learning. *(Section 6)(Three-page max combined with F)*
- H. The nominee's description of how his/her professional service/service to the profession impacts student learning either directly or indirectly is **stated clearly and logically (4&3), stated, but unclear or illogical(2), missing or questionable(1)**.*(Section 7)(Two-page max)*
- I. The letters of support presented by the nominee **clearly align(4), align(3), loosely align(2), do not align(1)** with the other evidence in the portfolio. *(Section 8)*

Scoring Rubric

Nominee name _____

Criterion	Level	Notes
A. The nominee's teaching practice is tightly connected (4), connected (3), loosely connected (2), disconnected (1) , to his/her philosophy of teaching. <i>(Section 3) (Two-page max)</i>	4 3 2 1	
B. The successful lesson description was clear(4&3), vague(2&1) and the method of measuring its success was effective(4&3), somewhat effective(2), ineffective(1) . The description of how the nominee took (or will take) the information gained from this successful lesson and used it to improve his/her future teaching was insightful(4), limited(3), reasonable(2), unclear, missing, or illogical(1) . <i>(Section 4) (Five-page max combined with C&D)</i>	4 3 2 1	
C. The nominee's description of working with hard-to-reach students indicates a highly effective(4), effective(3), minimally effective(2), limited effectiveness(1) , level of teaching. <i>(Section 4) (Five-page max combined with B&D)</i>	4 3 2 1	
D. The identification of his/her current greatest challenge in teaching and description of steps to meet this challenge demonstrate thoughtful and informed(4), reasonable(3), some(2), little(1) reflection. <i>(Section 4) (Five-page max combined with B&C)</i>	4 3 2 1	
E. The nominee's outreach to parents, families, and community is highly effective(4), effective(3), moderately effective(2), minimally effective(1) , is mutually beneficial(4 &3), may be mutually beneficial(2), one-sided(1) and shows a clear impact(4), impact(3), some impact(2), little impact(1) on student learning and/or the learning community. <i>(Section 5) (Two-page max)</i>	4 3 2 1	
F. The nominee's portfolio shows evidence of continuous(4&3), intermittent(2), some(1) , professional growth since the beginning of his/her career with a clear, thoughtfully stated(4), clearly stated(3), stated(2), no clearly articulated(1) plan for the future. <i>(Section 6) (Three-page max combined with G)</i>	4 3 2 1	
G. The nominee presents evidence which shows a close connection(4), connection(3), loose connection(2), little connection(1) , between a documented need for professional growth, the action taken to address that need, and the impact on student learning. <i>(Section 6) (Three-page max combined with F)</i>	4 3 2 1	
H. The nominee's description of how his/her professional service/service to the profession impacts student learning either directly or indirectly is stated clearly and logically (4&3), stated, but unclear or illogical(2), missing or questionable(1) . <i>(Section 7) (Two-page max)</i>	4 3 2 1	
I. The letters of support presented by the nominee clearly align(4), align(3), loosely align(2), do not align(1) with the other evidence in the portfolio. <i>(Section 8)</i>	4 3 2 1	