

MAE TEP II Interview Portfolio Assessment

by CumberlandUniv ExhibitCenter

Introduction

Context

This rubric is used to assess admission to TEP II for MAE CANDIDATES ONLY. A minimum composite score is required for the portfolio to be acceptable. A score of unacceptable in any of the domains requires resubmission. Candidates can resubmit once after the TEP II interview. A score of unacceptable in any domain after resubmission will prohibit the candidate from student teaching.

Purpose

To provide a basis by which faculty or other reviewers determine whether a portfolio demonstrates that, prior to student teaching, a candidate has been exposed to course work and experiences that have prepared them to meet national standards for beginning teachers.

Instructions

For Standards 1, 2, 3, 4, and 7, read and assess each professional statement. Statements and artifacts should demonstrate proficiency in the standard being assessed. Proficiencies are listed at the bottom of the section. If candidates have completed Advanced Classroom Management at the time of the interview, they should attach a classroom management plan under Standard 5.

OPEN and read a sample set of the artifacts. If they do not show clear evidence of material related to the standard, deduct points where applicable. Assess the quality of their references and ability to incorporate research materials into their work, and to cite and reference the material properly.

For EACH standard, check that classes have been added to the list where applicable, and CHECK FOR WHETHER THE COURSE APPLIES TO THE STANDARD. For example, MAE5070 should not be placed under Standard 1 Content Knowledge, but it should go under Standard 5 .

Provide brief, helpful comments to the student. You can add text-level comments by clicking on the text, or by clicking "add comment" on the section, page, or document level of the portfolio, or in the rubric. If their final portfolio score is low, students can resubmit once without having to reapply to TEP II. Instruct them to notify you when they have resubmitted so you can evaluate the resubmission quickly. "Unacceptable" scores in

any domain may prohibit the candidate from student teaching.

When the assessment is complete, at the bottom of the assessment for Milestone choose "TEP II" and for Reporting Type, choose "official." If you are sending it back to the student for additional work, you may choose "practice."

Standard Assessment

MAE TEP II Portfolio rubric

	Advanced (3 pts)	Target (2 pts)	Developing (1 pt)	Unacceptable
Writing Skill (2, 11%) TN-CU-SOE-SA.6D1 TN-CU-SOE-SA.6K4 TN-CU-SOE-SA.6P3	Work is well structured with very minimal errors in grammar and spelling. Vocabulary is advanced with being verbose. The work is easy to read without being simplistic.	Written work is structured but has some errors in grammar and spelling. A performance at expectation is evidenced by a sound grasp of the skills of written communication.	Demonstrates a basic grasp of the skills of written communication.	Written communication skills are poor or not evident. Fragments, misspellings, poor organization, no use of paragraphs and other evidence of hasty work are examples of unacceptable work.
Use of source materials (1, 5%) TN-CU-SOE-SA.9P5	Candidates incorporate peer reviewed, professional sources into statements and artifacts. Proper citation and reference format are used.	Candidates consistently (if not completely) incorporate and properly cite and reference quality materials in statements and artifacts. Some sources may be of questionable quality (wikipedia, blogs, opinion pieces, etc.)	Candidates include a limited amount of citation and/or reference materials in statements and artifacts, but materials are generally not of high quality (wikipedia, blogs, opinion pieces, etc.).	No citations or references are made. Or, evidence of copying or paraphrasing others' work without proper citation is found.
Autobiography & Resume (1, 5%)	Resume is concise and complete. Autobiography is concise and informative.	Resume is up to date. Autobiography is informative, with relevant content only.	Resume is fairly complete and organized. Autobiography is too lengthy or uninformative. Both would benefit from clarity, focus, or organization.	Incomplete, poorly written, sloppy work.
Standard 1	Professional	... is concise, and	... is too brief or	... is incomplete,

(2, 11%) TN-CU-SOE-SA.1D2 TN-CU-SOE-SA.1D4 TN-CU-SOE-SA.1K3	statement shows enthusiasm for & a well-developed knowledge of the importance and relevance of their topic area(s).	shows enthusiasm for content area, though they may not demonstrate well-developed knowledge in the content area(s) yet.	too long; presents poorly articulated knowledge and perspective on subject matter; indicates need for additional coursework.	too brief, not well developed, and/or clearly not thought through.
Standard 2 (2, 11%) TN-CU-SOE-SA.2K1 TN-CU-SOE-SA.2K2 TN-CU-SOE-SA.2K3 TN-CU-SOE-SA.2K4	Professional statement reflects a detailed understanding of multiple learning theories and their practical applications to teaching.	... reflects a working understanding of at least two theories of learning, or a thorough understanding of one, and their application to teaching.	... reflects a shallow understanding of learning theory or only briefly discusses one learning theory. No discussion of application to teaching.	... is incomplete, too brief, not well developed, and/or clearly not thought through.
Standard 3 (2, 11%) TN-CU-SOE-SA.3K3 TN-CU-SOE-SA.3K5	Statement demonstrates knowledge of areas of exceptionality in learning (including learning styles and disabilities) and how all students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. Demonstrates strategies for inclusion of ALL students in building positive CR environment.	... demonstrates appropriate awareness of the range of diversity - going beyond Standard 2 material to discuss cultural, racial, ethnic, community differences in experience. Discusses appropriate strategies for incorporating diversity as valuable to the classroom experience.	... demonstrates developing awareness of the value of diverse student experiences and backgrounds. Does not supply appropriate strategies for incorporating diversity as valuable to the classroom experience.	... reflects a shallow understanding of diversity or dedication to reaching all children. No discussion of application to teaching.
Standard 4 (2, 11%) TN-CU-SOE-SA.4K1 TN-CU-SOE-SA.4K4 TN-CU-SOE-SA.4K5	Professional statement is concise, and reflects detailed knowledge of specific, different instructional strategies for reaching different types of learners. Reflects an awareness of the relationship	... reflects knowledge and understanding that different learning styles or other classroom context factors require different instructional strategies. Does not discuss examples of specific, different	... pays 'lip service' to need for different instructional strategies, but does not offer convincing evidence of knowledge of different strategies or their application.	... doesn't convincingly convey understanding that different learning styles or other classroom context factors require different instructional strategies. Suggests the need for

	between class context and choice of strategy.	instructional strategies.		additional coursework.
Standard 7 (2, 11%) TN-CU-SOE-SA.7P1 TN-CU-SOE-SA.7P4	Statement demonstrates that candidate plans based upon knowledge of subject matter, students, the community, and state curriculum goals.	... that planning is based upon knowledge of subject matter, and state curriculum goals (GLEs, SPIs).	...that plans are based on knowledge of subject matter; may reflect some awareness of standards, but is not complete.	...that plans are based on intent to deliver content without appreciation for state curriculum goals, student needs, or community issues.
Standard 5,7,8 Artifacts (2, 11%)	A classroom management plan, an assessment plan, and lesson plans are all attached or linked and operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.	At least two of these sections have adequate attachments or links (sometimes students haven't yet completed the assignment if currently enrolled in the course).	At least two of these sections have attachments or links, but evidence pieces are not strong.	Attachments or links are not present to requested documents for more than one standard, or attachments are too weak to demonstrate readiness to student teach.
Artifacts (1, 5%)	Artifacts are effective and organized. Artifacts exhibit strengths in the standard and indicators and contain accurate and credible information.	Artifacts effectively demonstrate knowledge of content in the standards.	Artifacts are moderately effective and provide basic evidence of competency in this standard.	Artifacts are minimally effective and appear random and fragmented. Connection to the standard and competencies are minimal.
Course List (1, 5%)	All courses are listed in appropriate sections. Evidence that student has critically considered course content and identified the standards that content applies to.	Most standards have course content identified.	Student has not thought through the content they have learned to identify which standards the content applied to.	Student has made little or no effort to place their courses under the standards sections.

Standards

TN-CU-SOE-SA.1D2

Candidates realize that subject matter knowledge is not a fixed body of facts but is complex and

ever-evolving. They seek to keep abreast of new ideas and understandings in the field.

- TN-CU-SOE-SA.1D4** Candidates have enthusiasm for the discipline(s) they teach and make connections to everyday life.
- TN-CU-SOE-SA.2K1** Candidates understand how students differ in their approaches to learning and is effective in creating instructional opportunities that are adapted to diverse learners.
- TN-CU-SOE-SA.2K2** Candidates understand how learning occurs – how students construct knowledge, acquire skills, and develop habits of mind – and knows how to use instructional strategies that promote student learning.
- TN-CU-SOE-SA.2K4** Candidates are aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understand how development in any one domain may affect performance in others.
- TN-CU-SOE-SA.3K3** Candidates know about areas of exceptionality in learning – including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- TN-CU-SOE-SA.3K5** Candidates understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- TN-CU-SOE-SA.4K1** Candidates understand principles and techniques associated with, along with the advantages and limitations of, various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- TN-CU-SOE-SA.4K4** Candidates understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

- TN-CU-SOE-SA.4K5** Candidates know how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).
- TN-CU-SOE-SA.5K1** Candidates understand how to use physical space and classroom accoutrements to create safe and orderly learning environments.
- TN-CU-SOE-SA.5K2** Candidates understand different instructional means for establishing safe, effective, socially and emotionally secure learning environments.
- TN-CU-SOE-SA.5K7** Candidates understand the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- TN-CU-SOE-SA.6K4** Candidates know about and can use effective verbal, nonverbal, and media communication techniques.
- TN-CU-SOE-SA.6D1** Candidates understand that their language and writing skills create impressions in others of their teaching ability, competence, and level of professionalism.
- TN-CU-SOE-SA.6P3** Candidates model effective skills in writing, reading, and speaking English clearly in conveying ideas and information not only with students, but with colleagues and community members.
- TN-CU-SOE-SA.7P1** Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- TN-CU-SOE-SA.7P4** Candidates create lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- TN-CU-SOE-SA.8K2** Candidates have learned assessment methodologies for individual, classroom, and school-level performance methodologies including, but not limited to, application of

individualized services, instructional plans, and school improvements.

- TN-CU-SOE-SA.8K3** Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.
- TN-CU-SOE-SA.8K6** Candidates understand measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.
- TN-CU-SOE-SA.9P5** Candidates seek out professional literature, colleagues, and other resources to support their own development as learners and teachers and to stay abreast of current issues in American education (both learning, instructional, and classroom management strategies as well as educational issues of social or political importance).

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