

TEP I Interview Portfolio Rubric (2010)

by CumberlandUniv ExhibitCenter

Introduction

Context

This is the portfolio assessment rubric to be used to assess candidates for admission to TEP I. A minimum composite score is required for the portfolio to be minimally acceptable.

Purpose

This rubric assesses the portfolio quality prior to admission to TEP I. Professional statements required for TEP I are located in Standards 1, 2, 3, and 4. Classes taken that have content related to the standards should be listed under those standards. Artifacts from those classes should be attached or linked under those standards.

Assessor

For Standards 1, 2, 3 and 4, read and assess each professional statement.

Assess the writing quality of their autobiography, and provide feedback on their resume. Autobiographies should be concise, and stick only to stories relevant to their becoming a teacher.

For EACH standard, look for the addition of artifacts (papers, powerpoints, assignments, any school assignment) in which evidence is presented that the student has learned material related to the standard. OPEN and read the attachments. If they do not show clear evidence of material related to the standard, deduct points where applicable.

For EACH standard, check that classes have been added to the list where applicable.

Provide brief, helpful comments to the student. If their final portfolio score is low, students can resubmit once without having to reapply to TEP I, but they are to be admitted Conditionally, until the improvements are made.

When the assessment is complete, at the bottom of the assessment choose for Reporting Type: "official."

Standard Assessment

TEP I Portfolio assessment rubric

	Advanced (3 pts)	Target (2 pts)	Developing (1 pt)	Unacceptable
Autobiography & Resume (1, 7%)	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	Incomplete, poorly written, sloppy work.

			clarity, focus, or organization.	
Writing Skill (2, 14%) TN-CU-SOE-SA.6D1 TN-CU-SOE-SA.6D3 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.
Overall Quality of Thought in Statements of Belief (1, 7%)	Statements show evidence of strong thought and serious consideration. ...are supported with students own artifacts and other evidence. ... offer original insights on the content of the standards or their own experiences.	Statements are well structured and succinct. ...are informative and demonstrate evidence of serious thought on the content of the standard. ... show evidence of benefit from courses. ... demonstrate originality.	Thinking is acceptable but typically predictable; ... says the expected things about the expected topics. ... ideas go in the right direction, but not very far. ... ideas presented without careful or critical evaluation. Ideas are asserted but not fully explained or are left unsupported.	Statements are minimally effective and appear random and fragmented. Often judgmental in nature rather than analytic. Supporting statements lack specificity. There is minimal connection to the standard and competencies.
Standard 1: Content Knowledge (2, 14%) TN-CU-SOE-SA.1D4 TN-CU-SOE-SA.1K2	Professional statement shows enthusiasm for & a well-developed knowledge of the importance and relevance of their topic area(s).	... is concise, and shows enthusiasm for content area, though they may not demonstrate well-developed knowledge in the content area(s) yet.	... is too brief or too long; reflects knowledge and perspective that is developing and will benefit from additional coursework.	... is incomplete, too brief, not well developed, and/or clearly not thought through.
Standard 2: Learning Theory (2, 14%) TN-CU-SOE-SA.2D1 TN-CU-SOE-SA.2K2 TN-CU-SOE-SA.2K3 TN-CU-SOE-SA.2K4	Professional statement is well-developed; discusses the advantages of several learning theories with references or citations. Links learning theory to potential instructional choices.	... demonstrates accurate knowledge of and perspective on at least two different types of learning theory.	... demonstrates basic or incomplete knowledge and perspective about specific learning theory (-ies) that is developing and will benefit from additional coursework.	... does not discuss learning THEORY, though it discusses personal views or anecdotes; is incomplete, inaccurate, irrelevant to learning theory and/or clearly not thought through.
Standard 3: Diverse Learners (2, 14%) TN-CU-SOE-SA.3D7 TN-CU-SOE-SA.3K3 TN-CU-SOE-SA.3K5	Professional statement is concise, and reflects an understanding of the value that a diverse student group brings to improving	... is concise, and reflects a healthy perspective on the value, benefits and importance of diversity in improving experiences in a	... is a basic or rote discussion of diversity that does not directly discuss the value, benefits, and importance of diversity in improving	... resists the idea that a diverse student group improves experiences in a classroom or school; indicates a belief that not all students can

	experiences in a classroom or a school. Indicates a disposition that ALL STUDENTS can and must learn.	classroom or school.	experiences in a classroom or school.	learn the standards to the same level of mastery.
Standard 4: Instructional Strategies (2, 14%) 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 between class context and choice of strategy.	... reflects knowledge and understanding that different learning styles or other classroom context factors require different instructional strategies. Does not discuss examples of specific, different instructional strategies.	Professional statement is concise, and reflects knowledge and perspective that is developing and will benefit from additional coursework.	Professional statement is incomplete, sloppy, and/or clearly not thought through.
Course List (1, 7%)	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.
Artifacts (1, 7%)	Artifacts are listed for Standards 1-4 and others. Artifacts are effective and organized, and exhibit strengths in the standard and indicators. They contain accurate and credible information.	Artifacts are listed for Standards 1-4; they effectively demonstrate knowledge of content in the standards.	Artifacts are not listed for all of Standards 1-4; they provide basic evidence of competency in this standard.	Artifacts are not listed for Standards 1-4, or only one of those; they are minimally effective and connection to the standard and competencies are minimal.

Standards

- TN-CU-SOE-SA.1K2** Candidates understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.
- TN-CU-SOE-SA.1D4** Candidates have enthusiasm for the discipline(s) they teach and make connections to everyday life.
- 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.2K3** Candidates understand that students' physical, social, emotional, moral and cognitive development influence learning and know how to address these factors when making instructional decisions.

- 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.2D1** Candidates appreciate that children come to the classroom with different backgrounds, abilities and expectations, and candidates are disposed to use this knowledge as a basis for their professional practice.
- 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.3D7** Candidates make students feel valued for their potential as people and help them learn to value each other.
- 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.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.6D3** Candidates recognize the power of language for fostering self-expression, identity development, and learning.
- 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.