

TEP II Interview Portfolio Assessment

by CumberlandUniv ExhibitCenter

Introduction

Context

This is the portfolio assessment rubric to be used to assess candidates for admission to TEP II. 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 II, *for Undergraduate Candidates; for MAE Candidates, use the MAE TEP II portfolio assessment rubric.* All professional statements required for TEP I (Standards 1, 2, 3, 4) and TEP II (Standards 1, 2, 4 updated) must be complete. 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.

Instructions

For Standards 1, 2, and 4, read and assess each professional statement. When available compare the statement to the TEP I statement and look for evidence of change and growth. Candidates should attach as artifacts lesson plans created in ED301 & 433 to Standard 7, and an assessment plan to Standard 8. If candidates have taken ED432 Classroom management, they should attach a classroom management plan under Standard 5.

For EACH standard, look for additional 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, and CHECK FOR WHETHER THE COURSE APPLIES TO THE STANDARD. For example, ED330 should not be placed under Standard 1 Content Knowledge, but it should go under Standard 3 .

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.

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

TEP II Portfolio rubric

	Advanced (3 pts)	Target (2 pts)	Developing (1 pt)	Unacceptable
Writing Skill	Work is well	Written work is	Demonstrates a	Written

(2, 14%) TN-CU-SOE- SA.6D1 TN-CU- SOE-SA.6K4 TN- CU-SOE-SA.6P3	structured with very minimal errors in grammar and spelling. Vocabulary is advanced with being verbose. The work is easy to read without being simplistic.	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.	basic grasp of the skills of written communication.	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 Statements of Belief (1, 7%) TN-CU-SOE- SA.1K1 TN-CU- SOE-SA.1K3	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.
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 clarity, focus, or organization.	Incomplete, poorly written, sloppy work.
Standard 1 Subject Matter Knowledge (2, 14%) TN-CU-SOE- SA.1D4 TN-CU- SOE-SA.1K3	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; presents poorly articulated knowledge and perspective on subject matter; indicates need for 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.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 discusses one learning theory. No discussion of application to teaching.	... is incomplete, too brief, not well developed, and/or clearly not thought through.
Standard 4: Instructional Strategies	Professional statement is concise, and reflects detailed	... reflects knowledge and understanding that different learning	... pays 'lip service' to need for different instructional	... doesn't convincingly convey understanding that

(2, 14%) TN-CU-SOE- SA.4K1 TN-CU- SOE-SA.4K5	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.	styles or other classroom context factors require different instructional strategies. Does not discuss examples of specific, different instructional strategies.	strategies, but does not offer convincing evidence of knowledge of different strategies or their application.	different learning styles or other classroom context factors require different instructional strategies. Suggests the need for additional coursework.
Standard 5,7,8 Artifacts (2, 14%) TN-CU-SOE- SA.5K2 TN-CU- SOE-SA.7K7 TN- CU-SOE-SA.8K5	A classroom management plan, an assessment plan, and lesson plans are all attached or linked and show proficiency.	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, 7%)	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, 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.

Standards

- TN-CU-SOE-SA.1K1** Candidates are grounded in the historical, sociological, and scientific foundations of education.
- TN-CU-SOE-SA.1K3** Candidates can relate their disciplinary knowledge to other subject areas.
- 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.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.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.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.5K2** Candidates understand different instructional means for establishing safe, effective, socially and emotionally secure learning environments.
- 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.7K7** Candidates understand learning theory, subject matter, curriculum development, community needs, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.
- TN-CU-SOE-SA.8K5** Candidates know how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

