

# TEP II Interview Portfolio Assessment

by CumberlandUniv ExhibitCenter

## Introduction

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### Context

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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

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This rubric assesses the portfolio quality prior to admission to TEP II. All professional statements required for TEP I (Standards 1, 2, 3, 4) and TEP II (Standards 1, 2, 4) 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

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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

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### TEP II Portfolio rubric

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	<b>Advanced</b> (3 pts)	<b>Target</b> (2 pts)	<b>Developing</b> (1 pt)	<b>Unacceptable</b>
<b>Writing Skill</b> (2, 14%) TN-CU-	Work is well structured with very minimal errors in	Written work is structured but has some errors in	Demonstrates a basic grasp of the skills of written	Written communication skills are poor or not

SOE-SA.6D1 TN-CU- SOE-SA.6K4 TN-CU- SOE-SA.6P3	grammar and spelling. Vocabulary is advanced with being verbose. The work is easy to read without being simplistic.	grammar and spelling. A performance at expectation is evidenced by a sound grasp of the skills of written communication.	communication.	evident. Fragments, misspellings, poor organization, no use of paragraphs and other evidence of hasty work are examples of unacceptable work.
<b>Overall quality of Statements of Belief</b> (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 form 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.
<b>Autobiography &amp; Resume</b> (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.
<b>Standard 1 Subject Matter Knowledge</b> (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.
<b>Standard 2: Learning Theory</b> (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 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.
<b>Standard 4: Instructional Strategies</b> (2, 14%)	Professional statement is concise, and reflects detailed knowledge of specific, different instructional strategies for reaching different	... reflects knowledge and understanding that different learning styles or other classroom context factors require different instructional	... pays 'lip service' to need for different instructional strategies, but does not offer convincing evidence of knowledge of different	... doesn't convincingly convey understanding that different learning styles or other classroom context factors require different instructional

	types of learners. Reflects an awareness of the relationship between class context and choice of strategy.	strategies. Does not discuss examples of specific, different instructional strategies.	strategies or their application.	strategies. Suggests the need for additional coursework.
<b>Standard 5,7,8 Artifacts</b> (2, 14%)	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.
<b>Artifacts</b> (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.
<b>Course List</b> (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.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.1K3** Candidates can relate their disciplinary knowledge to other subject areas.
- 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.1D5** Candidates are committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
- TN-CU-SOE-SA.1P2** Candidates are aware of and can instruct the interconnections of contemporary issues or trends related to their subject or discipline and project future.

- 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.3** Diverse Learners - Candidates understand how students differ in their approaches to learning, and create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
- TN-CU-SOE-SA.3K1** Candidates understand other cultural traditions in order to gain a perspective on personal values and the similarities and differences among individuals and groups and can sensitively and effectively teach to diverse groups of students.
- TN-CU-SOE-SA.3K2** Candidates understand and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students’ strengths as the basis for growth.
- 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.3K4** Candidates know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- 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.3K6** Candidates have a well-grounded framework for understanding cultural and community diversity and know how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.
- TN-CU-SOE-SA.4** Instructional Strategies - Candidates understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
- 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.4K2** Candidates understand individual and group motivation and behavior.

- TN-CU-SOE-SA.4K3** Candidates use effective verbal and nonverbal strategies to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 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.5** Learning Environment - Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 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.5K3** Candidates can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies conducive to creating the most effective culture for learning.
- TN-CU-SOE-SA.5K4** Candidates understand individual and group motivation and behavior and can use strategies to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- TN-CU-SOE-SA.5K5** Candidates understand how social groups function and influence people, and how people influence groups.
- TN-CU-SOE-SA.5K6** Candidates know how to help people work productively and cooperatively with each other in complex social settings.
- 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.5K8** Candidates recognize factors and situations that are likely to promote or diminish intrinsic motivation, and know how to help students become self-motivated.
- TN-CU-SOE-SA.6** Communication - Candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- TN-CU-SOE-SA.6K1** Candidates realize that as teachers all of their actions – intentional or not – represent nonverbal as well as verbal communication between the school and the community.
- TN-CU-SOE-SA.6K2** Candidates understand communication theory, language development, and the role of language in learning.
- TN-CU-SOE-SA.6K3** Candidates understand how cultural and gender differences can affect communication 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.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.
- TN-CU-SOE-SA.7** Planning Instruction - Candidates plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- TN-CU-SOE-SA.7K1** Candidates are proactive in the promotion of learning in all children, including those with exceptional and diverse backgrounds.
- TN-CU-SOE-SA.7K2** Candidates apply critical thinking strategies for solutions to “real-world problems” related to teaching, learning, school performance, and education reform.
- TN-CU-SOE-SA.7K3** Candidates understand why and how written measurable learning objectives (standards) relate to formally and informally identified diverse learner needs.
- TN-CU-SOE-SA.7K4** Candidates understand the impact and role of accountability assessments (TCAP) and can use existing data to plan instruction and create curricula related to test results, balanced against the current needs-based assessments.
- TN-CU-SOE-SA.7K5** Candidates understand the promises and problems of planning instruction in a data-driven decision-making environment.
- TN-CU-SOE-SA.7K6** Candidates understand how students differ in their approaches to learning and are effective in creating instructional opportunities that are adapted to diverse learners.
- 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.7K8** Candidates know how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students’ experiences.
- TN-CU-SOE-SA.7K9** Candidates know when and how to adjust plans based on student responses and other contingencies.
- TN-CU-SOE-SA.8** Assessment - Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of their students.
- TN-CU-SOE-SA.8K1** Candidates understand why and how written measurable learning objectives relate to formally and informally identified diverse learner needs.

- 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.8K4** Candidates understand the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- 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.
- 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.9** Reflection and Professional Development - Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and actively seek out opportunities to grow professionally.
- TN-CU-SOE-SA.9K1** Candidates understand methods of inquiry that provide them with a variety of self-assessment and problem-solving strategies for reflecting on their practice, its influences on students' growth and learning, and the complex interactions between them.
- TN-CU-SOE-SA.9K2** Candidates are aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).
- TN-CU-SOE-SA.9K3** Candidates use concepts from across academic disciplines to understand themselves and their relationships with other people, can comprehend the nature and function of communities, and use this knowledge to the benefit of their teaching.
- TN-CU-SOE-SA.9D5** Candidates are committed to reflection, assessment, and learning as an ongoing process.
- TN-CU-SOE-SA.9P1** Candidates locate, evaluate, interpret and integrate research in teaching and learning to the benefit of their teaching practice.
- 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).