



<b>InTASC Principle 1: Learner Development</b>	<b>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<p><b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 1. (Include the InTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio). *Updated unless proficient in Stage 1.</p> <p><b>Score:</b> _____</p>	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as “Proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<p><b>I(d)</b> The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</p> <p><i>Guiding Principle: D</i> <b>(EDUC 250)</b></p>				
<p><b>I(i)</b> The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p><i>Guiding Principle: A &amp; D</i> <b>(EDUC 300)</b></p>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>
Philosophy Paper revised from EDUC 203/250 <i>Indicator 1(d)</i>	EDUC 203/250		
Pen Pal Check List and Summary <i>Indicator 1(i)</i>	EDUC 300		

**Reviewer comments**

<b>InTASC Principle 2: Learning Differences</b>	<b>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<p><b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 2. *Updated unless proficient in Stage 1.</p> <p><b>Score:</b> _____</p>	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as “Proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<p><b>2(b)</b> The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. <i>Guiding Principle: D (EDUC 312)</i></p>				
<p><b>2(h)</b> The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. <i>Guiding Principle: D (EDUC 276)</i></p>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>
Differentiated Lesson Plan <i>Indicator 2(h)</i>	EDUC 276		
Reflection Paper on experiences with students with special abilities. <i>Indicator 2(b)</i>	EDUC 312		

**Reviewer comments:**

<b>InTASC Principle 3: Learning Environments</b>	<b>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 3. <b>(EDUC 309)</b>  <b>Score: _____</b>	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Idea expression may often be awkward or unclear. Word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the Principle's importance; little information relevant to the Principle's implementation; or artifacts and/or life experiences described show limited relationship to Principle.	Organization is logical; transitions are used. Idea expressions usually clear; few or no errors in writing mechanics. Shows solid understanding of the Principle's relationship to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as "Proficient" beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<b>3(c)</b> The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. <i>Guiding Principle: B &amp; D</i> <b>(EDUC 370)</b>				
<b>3(j)</b> The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. <i>Guiding Principle: B</i> <b>(EDUC 309)</b>				
<b>3(m)</b> The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. <i>Guiding Principle: E</i> <b>(EDUC 305)</b>				
<b>3(n)</b> The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. <i>Guiding Principle: B</i> <b>(EDUC 309)</b>				
<b>3(p)</b> The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. <i>Guiding Principle: B</i> <b>(EDUC 309)</b>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>
Integrated Unit Plan <i>Indicator 3(m)</i>	EDUC 305		
Cooperative Learning Lesson Plan <i>Indicator 3(j)</i>	EDUC 309		
Classroom Management Plan <i>Indicator 3(n), 3(p)</i>	EDUC 309		
Problem Solving Lesson Plan <i>Indicator 3(c)</i>	EDUC 370		

**Reviewer comments:**

<b>InTASC Principle 4: Content Knowledge</b>	<b>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 4.  <b>Score: _____</b>	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as “Proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<b>Transcript</b>  <b>GPA: _____</b> <b>Score: _____</b>	GPA below 2.5 in general education courses <u>or</u> required general education courses with a grade lower than C. GPA below 3.0 for required ECED and EDUC courses.	N/A	GPA in required general education courses 2.5 or above; no required general education course grades below C.  Required ECED and EDUC courses: No grade lower than C with a minimum average of 3.0.	GPA in required general education courses 3.0 or above; no required general education course grades below B.  Required ECED and EDUC courses: No grade lower than B with a minimum average 3.25.
<b>4(i)</b> The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language. <i>Guiding Principle: A (EDUC 345)</i>				
<b>4(m)</b> The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge. <i>Guiding Principle: A (EDUC 311)</i>				
<b>4(n)</b> The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches. <i>Guiding Principle: E (Self Selected)</i>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>
Lesson Plan including content standards <i>Indicator 4(n)</i>	Self Selected		
Research Paper and Unit Plan of Montana Indian Tribe <i>Indicator 4(m)</i>	EDUC 311		
Reflective Essay and Checklist from school visit <i>Indicator 4(i)</i>	EDUC 345		

**Reviewer comments:**

<b>InTASC Principle 5: Application of Content</b>	<b>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 5. <b>(EDUC 330)</b>  <b>Score:</b> _____	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; idea expressions sometimes awkward/unclear, some inaccurate/inappropriate word choice. Several errors in spelling/writing mechanics; shows limited understanding of the Principle's importance; little information relevant to Principle's implementation; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as "Proficient" beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<b>5(a)</b> The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills. <i>Guiding Principle: A, B, C, D, E</i> <b>(EDUC 370/390)</b>				
<b>5(d)</b> The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovations and problem solving in local and global contexts. <i>Guiding Principle: A, B, C, D, E</i> <b>(EDUC 370/ 390)</b>				
<b>5(h)</b> The teacher develops and implements supports for learner literacy development across content areas. <i>Guiding Principle: A, B, C, D, E</i> <b>(EDUC 370/390)</b>				
<b>5(j)</b> The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. <i>Guiding Principle: A, B, C, D, E</i> <b>(EDUC 370/390)</b>				
<b>5(m)</b> The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. <i>Guiding Principle: A, B, C, D, E</i> <b>(EDUC 370/390/397)</b>				
<b>5(o)</b> The teacher understands creative thinking processes and how to engage learners in producing original work. <i>Guiding Principle: A, B, C, D, E</i> <b>(EDUC 361)</b>				

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>
Integrated Math/Science Unit Plan <i>Indicator(s) 5(a), 5(d), 5(h), 5(j), 5(m), 5(o)</i>	EDUC 370/390/397		
Creative Arts Lesson Plan and Observation <i>Indicator(s) 5(o)</i>	EDUC 361		

**Reviewer comments:**

<b>InTASC Principle 6: Assessment</b>	<b>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 6. <b>(EDUC 307)</b>  <b>Score: _____</b>	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as "Proficient" beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<b>6(g)</b> The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. <i>Guiding Principle: C &amp; E</i> <b>(EDUC 340)</b>				
<b>6(j)</b> The teacher understands the difference between formative and summative applications of assessment and knows how and when to use each. <i>Guiding Principle: C &amp; E</i> <b>(EDUC 307/340)</b>				
<b>6(r)</b> The teacher takes responsibility for aligning instruction and assessment with learning goals. <i>Guiding Principle: D</i> <b>(EDUC 340)</b>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>
Assessment folder <i>Indicator 6(j)</i>	EDUC 307		
RMA Instructional Plan and Summary <i>Indicator(s) 6(g), 6(j), 6(r)</i>	EDUC 340		

**Reviewer comments:**

<b>InTASC Principle 7: Planning for Instruction</b>	<b>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b> <b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 7. <b>(EDUC 307)</b>  <b>Score:</b> _____	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as “Proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<b>7(a)</b> The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. <i>Guiding Principle: E</i> <b>(EDUC 307)</b>				
<b>7(b)</b> The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. <i>Guiding Principle: A</i> <b>(EDUC 276)</b>				
<b>7(g)</b> The teacher understands content and content standards and how these are organized in the curriculum. <i>Guiding Principle: E</i> <b>(EDUC 330)</b>				
<b>7(k)</b> The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. <i>Guiding Principle: E</i> <b>(EDUC 307)</b>				
<b>7(n)</b> The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction. <i>Guiding Principle: E</i> <b>(EDUC 330)</b>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>
Differentiated Lesson Plan – see also in Principle 3 <i>Indicator 7(b)</i>	EDUC 276		
Lesson Plan Using Research Based Strategies <i>Indicator 7(a), 7(k)</i>	EDUC 307		
Social Studies year-long timeline including IEFA Essential understandings <i>Indicator 7(g), 7(n)</i>	EDUC 330		

<b>InTASC Principle 8: Instructional Strategies</b>	<b>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis</b> (RWA) of your strengths related to InTASC Principle 8. <b>(EDUC 307)</b>  <b>Score:</b> _____	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as “Proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<b>8(m)</b> The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships. <i>Guiding Principle: E</i> <b>(EDUC 300)</b>				
<b>8(o)</b> The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. <i>Guiding Principle: E</i> <b>(EDUC 305)</b>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

Artifact	Course Assessed in	Previous Rubric Score	Complete
Read aloud lesson using children’s literature <i>Indicator 8(m)</i>	EDUC 300		
Lesson / Unit Plan utilizing Technology <i>Indicator 8(o)</i>	EDUC 305		

**Reviewer comments:**

<b>InTASC Principle 9: Professional Learning and Ethical Practice</b>	<b>The candidate teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<p><b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 9. *Updated unless proficient in Stage 1.</p> <p><b>Score:</b> _____</p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Candidate demonstrates the skills described as “Proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.</p>
<p><b>9(e)</b> The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>Guiding Principle: A &amp; C (EDUC 311)</i></p>				
<p><b>9(g)</b> The teacher understands and knows how to use a variety of self-assessments and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p><i>Guiding Principle: C (EDUC 277)</i></p>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>
Self Assessment <i>Indicator 9(e)</i>	EDUC 311		
Self Assessment and Analysis <i>Indicator 9(g)</i>	EDUC 277/337		

**Reviewer comments:**

<b>InTASC Principle 10: Leadership and Collaboration</b>	<b>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</b>			
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 10. *Updated unless proficient in Stage 1.  <b>Score:</b> ____	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Candidate demonstrates the skills described as “Proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.
<b>10(d)</b> The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.  <i>Guiding Principle: B &amp; E (EDUC 340/370)</i>				
<b>10(g)</b> The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.  <i>Guiding Principle: B (EDUC 305)</i>				

**Interviewer:** The following artifact(s) must be included in the portfolio with a previously scored rubric indicating a score of at least 1. Check complete or incomplete box accordingly.

Artifact	Course Assessed in	Previous Rubric Score	Complete
Digital Weekly Plan <i>Indicator 10(g)</i>	EDUC 305		
Written Letter to Parents <i>Indicator 10(d)</i>	EDUC 340/370		

**Reviewer comments:**

SCORING GRID	Unacceptable	Developing	Proficient	Exemplary	
Total of Each Rating					
Multiply by	x 0	x 1	x 2	x 3	<b>TOTAL POINTS EARNED</b> (add total points from each rating)
Total Points from Each Rating					

Average score (Total Points Earned /38) = \_\_\_\_\_ /38 = \_\_\_\_\_

Recommendations and further goals: (required field: to be revisited in EDUC 490)

\_\_\_\_\_  
Faculty Interviewer Date Candidate Date

\_\_\_\_\_  
Faculty Interviewer Date

**Reminder for program faculty review:** To be accepted into Student Teaching, the candidate must have **no** unacceptable ratings, at least a 1 in each rating, and an overall average score of at least 1. The Director of Field Experiences should be notified as soon as possible if there are deficiencies that would keep the candidate from student teaching..5. (The candidate must also meet other requirements for TEP Stage II - refer to the TEP Student Handbook and the correct catalog for the candidate’s program.)

**Program Faculty Decision:** Pass Reject application  
(Circle one)

\_\_\_\_\_  
Department Chair Date

**Remediation:** If the candidate’s application is rejected, please make specific recommendations and provide a timeframe for meeting those recommendations **on a separate, attached sheet.**  
**IMPORTANT:** The Director of Field Experiences should be notified as soon as possible if there are deficiencies that would keep the candidate from student teaching.