

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

**Salish Kootenai College**  
**Teacher Education Program Portfolio – Stage III**  
**Evaluation Form**

Faculty Interviewer: \_\_\_\_\_

Faculty Interviewer: \_\_\_\_\_

**Evaluation of Candidate for TEP Stage III**

**Reviewer:** Circle the appropriate rubric item for each artifact.

The TEP portfolio is organized by the ten InTASC Principles which are the basis for the Program Outcomes. The portfolio artifacts and evidence are assessed based on the following ratings:

**0= Unacceptable      1= Developing      2= Proficient      3=Exemplary**

**Reminder for program faculty review:** To receiving a passing mark for the TEP Portfolio, the candidate must have **no** unacceptable ratings, at least a 2 in each rating, and an overall average score of 2.0. (See other requirements for TEP Stage III in the TEP Student Handbook.)

<b>Introduction:</b>	<b>Table of Contents – Introductory Statement – Background Check Verification – Resume– Reference Letters (2) – Verbal Communication and Presentation Skills ~Items must be current and updated since Stage 1</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>Introductory Materials:</b> <i>(Stage II updates)</i> ~Background check verification ~Student Teaching Evaluation ~Reference Letters (2) 1 student teaching CMT 1 another teaching professional.				
<b>Score:</b>				
<b>Resume</b> updated from Stage 2 to reflect experiences from student teaching.  <b>Score:</b> _____	Difficult to follow; numerous errors in spelling or writing mechanics.	Lists work experiences, but lacks information about volunteer work or experiences with K-12 students. May have a few errors in spelling or writing mechanics.	Professional and easy to follow. Lists academic background, work & volunteer experiences, K-12 school experiences, & personal interests. Shows a clear commitment to becoming a professional educator. No spelling or writing mechanics errors.	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>Verbal communication and presentation skills</b> (TEP Interview II)  <b>Revaluated unless proficient in Stage II</b>  <b>Score:</b> _____	Speech during the interview may be inaudible or poorly articulated. Language may contain numerous grammar or syntax errors. Vocabulary may be vague or words are used inappropriately, or incorrectly.	Speech is generally clear and correct. Vocabulary is correct although limited. Presentation flows smoothly.	Speech is clear and standard usage is evident. Vocabulary is appropriate to the situation. Presentation is professional and the speaker is confident. Information provided is clear and concise.	

**Reviewer Comments:**

<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 an addendum that reflects your growth in this principle during student teaching.</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(b)</b> The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p><i>Guiding Principle: C (EDUC 495)</i></p>				
<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 (EDUC 495)</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>
Philosophy Paper- revised from student teaching to include indicators 1(b) and 1(d). <i>Indicator 1(b) &amp; 1(d)</i>	EDUC 495		

**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. Include an addendum that reflects your growth in this principle during student teaching.</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>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.</p> <p><i>Guiding Principle: D (EDUC 495)</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>
Reflective Essay on instructing exceptional learners during student teaching. <i>Indicator 2(b)</i>	EDUC 495		

**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>				
<p><b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 3. Include an addendum that reflects your growth in this principle during student teaching.</p> <p><b>(EDUC 309)</b></p> <p><b>Score: _____</b></p>	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.
<p><b>3(g)</b> The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p><i>Guiding Principle: E</i> <b>(EDUC 495)</b></p>				
<p><b>3(k)</b> The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p><i>Guiding Principle: E</i> <b>(EDUC 495)</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>
An artifact representing integration of technology into instruction <i>Indicator 3(g), 3(k)</i>	EDUC 495		
Addendum to Classroom Management Plan, reflecting insights from student teaching <i>Indicator 3(g), 3(k)</i>	EDUC 495		

**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. Include an addendum that reflects your growth in this principle during student teaching.  <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>4(a)</b> The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.  <i>Guiding Principle: E &amp; C (EDUC 490)</i>				
<b>4(b)</b> The teacher engages students in learning experiences in the disciplines(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.  <i>Guiding Principle: E &amp; C (EDUC 490)</i>				
<b>4(r)</b> The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.  <i>Guiding Principle: A (EDUC 490)</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
MACK- Assessment of content knowledge demonstrated during student teaching. <i>Indicator 4(a), 4(b), 4(r)</i>	EDUC 490		

**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>				
<p><b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 5. Include an addendum that reflects your growth in this principle during student teaching. <b>(EDUC 307)</b></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; 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.
<p><b>5(d)</b> The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p><i>Guiding Principle: D &amp; E</i> <b>(EDUC 495)</b></p>				
<p><b>5(f)</b> The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p><i>Guiding Principle: D &amp; E</i> <b>(EDUC 495)</b></p>				
<p><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.</p> <p><i>Guiding Principle: D &amp; E</i> <b>(EDUC 495)</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>
A self-selected artifact representing critical thinking, creativity and collaborative problem solving. <i>Indicator 5(d), 5(f), 5(m)</i>	EDUC 495		

**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>				
<p><b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 6. Include an addendum that reflects your growth in this principle during student teaching.</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>6(k)</b> The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. <i>Guiding Principle: D (EDUC 495)</i></p>				
<p><b>6(t)</b> The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. <i>Guiding Principle: D (EDUC 495)</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>
Assessment Folder updated to include student teaching Samples (a minimum of four). <i>Indicator 6(k),6(t)</i>	EDUC 495		

**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</b> (RWA) of your strengths related to InTASC Principle 7. Include an addendum that reflects your growth in this principle during student teaching.  <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(d)</b> The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.  <i>Guiding Principle: A</i> <b>(EDUC 495)</b>				
<b>7(l)</b> The teacher knows when and how to adjust plans based on assessment information and learner responses.  <i>Guiding Principle: A</i> <b>(EDUC 495)</b>				
<b>7(q)</b> The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.  <i>Guiding Principle: A</i> <b>(EDUC 495)</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>
A self-selected artifact representing instruction based upon student formative assessments. <i>Indicator 7(d), 7(l), 7(q)</i>	EDUC 495		

**Reviewer comments:**

<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>				
<p><b>Reflective Written Analysis</b> (RWA) of your strengths related to InTASC Principle 8. Include an addendum that reflects your growth in this principle during student teaching.</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>8(a)</b> The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p><i>Guiding Principle: A (EDUC 495)</i></p>				
<p><b>8(g)</b> The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p><i>Guiding Principle: A (EDUC 495)</i></p>				
<p><b>8(h)</b> The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.</p> <p><i>Guiding Principle: A (EDUC 495)</i></p>				
<p><b>8(k)</b> The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p><i>Guiding Principle: A (EDUC 495)</i></p>				
<p><b>8(p)</b> The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p><i>Guiding Principle: A (EDUC 495)</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.

Artifact	Course Assessed in	Previous Rubric Score	Complete
<p>A lesson designed and taught during student teaching that reflects a variety of instructional approaches.</p> <p><i>Indicator 8(a), 8(g), 8(h), 8(k), 8(p)</i></p>	EDUC 495		

<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>				
<b>Reflective Written Analysis</b> (RWA) of your strengths related to InTASC Principle 9, with particular emphasis on indicator 9(l). Include an addendum that reflects your growth in this principle during student teaching.  <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>9(c)</b> Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.  <i>Guiding Principle: C (EDUC 495)</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
Action Research Project <i>Indicator 9(c)</i>	EDUC 495		

**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. Include an addendum that reflects your growth in this principle during student teaching.  <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: C (EDUC 495)</i>				
<b>10(h)</b> The teacher uses and generates meaningful research on education issues and policies.  <i>Guiding Principle: C (EDUC 495)</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
Teaching implications from Action Research <i>Indicator 10(h)</i>	EDUC 495		
Introduction letter sent to families during student teaching <i>Indicator 10(d)</i>	EDUC 495		

**Reviewer comments:**

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

**Average score** (Total Points Earned /25) = \_\_\_\_\_ /25 = \_\_\_\_\_

**Reminder for program faculty review:** To pass the portfolio, the candidate must have **no** unacceptable ratings, at least a 2 in each rating (an overall average score of at least 2.0). (See other requirements for TEP Phase III in the TEP Student Handbook.)

**Portfolio Evaluation:**  
(Circle one)

**Pass**

**Fail**

**Final Student Teaching Evaluation:**  
(Circle one)

**Pass**

**Fail**

**Recommendations or Remediation, and further professional development goals:**

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Reviewer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Reviewer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Chair or Dean

\_\_\_\_\_  
Date