

Salish Kootenai College

Teacher Education Program Stage 3 Portfolio Checklist

Candidate Name: _____

Expected Date of TEP Stage 3 Interview: _____

Evaluation of Candidate for TEP Stage 3

The Stage 3 interview will begin with the reviewer asking the candidate to discuss his/her strengths in relationship to the INTASC Principles. The candidate will then present their Portfolio from introduction through the ten sections, especially focusing on items added in each section since Stage 2. Following this, the reviewers may ask some questions about future plans, including student teaching. Reviewers will need 10-15 minutes alone to score and review the rubric, and then will call the candidate back in to share the score and the results of the interview.

The TEP portfolio is organized by the ten national teaching standards, the INTASC Principles. The portfolio is assessed based on the following ratings: **0= Unacceptable**, **1= Developing**, **2= Proficient**, and **3= Exemplary**. To be accepted into Student Teaching, the candidate must have no unacceptable ratings, at least a 2 in each rating, and an overall average score of at least 2.0. Also, refer to the TEP Student Handbook for the actual rubric used by reviewers in scoring your interview. This checklist is intended to simplify the list of items needed, for candidates' organizational purposes.

Introduction

- TABLE OF CONTENTS** *An updated listing of just the major sections is adequate; you may include a more detailed listing of items (or this doc) if you wish to.*
- BACKGROUND CHECK VERIFICATION** *Make sure this is current!*
- STUDENT TEACHING EVALUATION** *Completed by CMT (Midpoint or Final)*
- REFERENCE LETTERS** *Need two (2): 1 from CMT, 1 from other Educ. profssnl.*
- RESUME** *Updated to include student teaching.*

INTASC Principle 1: Learner Development

- REFLECTIVE WRITTEN ANALYSIS (RWA) for PRINCIPLE 1**
Updated to include insights from student teaching.
- TEACHING PHILOSOPHY PAPER** *Updated to include the candidate's personal and professional growth, and insights from student teaching.*

INTASC Principle 2: Learner Differences

- RWA for PRINCIPLE 2** *Updated to include insights from student teaching.*
- REFLECTIVE ESSAY on instructing exceptional learners** *From student teaching. Target 1 page, dbl-spaced; should include examples of teaching circumstances where considerations were made to meet the needs of students with exceptionality.*

INTASC Principle 3: Learning Environments

- RWA for PRINCIPLE 3** *Updated to include insights from student teaching.*
- TECHNOLOGY INTEGRATION SAMPLE** *An artifact representing the integration of technology into instruction, from student teaching.*
- CLASSROOM MANAGEMENT PLAN ADDENDUM** *A brief (1/2 page+) addendum to original CMP, including insights about management learned from student teaching.*

INTASC Principle 4: Content Knowledge

- RWA for PRINCIPLE 4** *Updated to include insights from student teaching.*
- MACK Form** *An evaluation completed by both the CMT and the CS, which serves as an assessment of content knowledge exhibited during the student teaching experience.*

INTASC Principle 5: Application of Content

- RWA for PRINCIPLE 5** *Updated to include insights from student teaching.*
- CRITICAL THINKING SAMPLE** *A self-selected artifact representing critical thinking, creativity, and collaborative problem solving.*

INTASC Principle 6: Assessment

- RWA for PRINCIPLE 6** *Updated to include insights from student teaching.*
- ASSESSMENT PORTFOLIO** *A collection of various assessments created and used during student teaching. Have a minimum of four samples from ST.*

INTASC Principle 7: Planning for Instruction

- RWA for PRINCIPLE 7** *Updated to include insights from student teaching.*
- ARTIFACT REPRESENTING FORMATIVE PLANNING** *An artifact (student task sheet, assessment, lesson plan, or narrative description) that represents a learning experience that was planned and taught during ST wherein the learners' progress guided the instruction.*

INTASC Principle 8: Instructional Strategies

- RWA for PRINCIPLE 8** *Updated to include insights from student teaching.*
- ARTIFACT REPRESENTING DIVERSITY OF INSTRUCTION** *A lesson designed and taught during student teaching that reflects a variety of instructional approaches.*

INTASC Principle 9: Professional Learning and Ethical Practice

- RWA for PRINCIPLE 9** *Updated to include insights from student teaching.*
- ACTION RESEARCH PROJECT** *A full copy of your ARP from EDUC 495.*

INTASC Principle 10: Leadership and Collaboration

- RWA for PRINCIPLE 10** *Updated to include insights from student teaching.*
- TEACHING IMPLICATIONS FROM ARP** *Pasted excerpt from this section of your ARP made in EDUC 495 (put into its own document).*
- WRITTEN COMMUNICATION TO PARENTS** *From student teaching. (introduction letter sent to families of students)*