

## *ECE Appendix 12 - Evaluation form - TEP Stage I Portfolio*

### **Salish Kootenai College Early Childhood Education Stage I Portfolio**

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

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

#### ***Evaluation of Candidate for TEP Stage I***

**Interviewer:** Begin the interview by asking the candidate to discuss his/her strengths in relationship to the NAEYC Standards. Score each item for the portfolio in the documentation box. Artifacts previously scored in classes will be included with appropriate rubrics and should have a minimum score of two. Check complete for included artifacts and that have a score of two or more. All artifacts must be included and checked complete for candidates to pass the interview.

The candidate's portfolio is assessed based on the following ratings:

1=Unacceptable                      2=Developing                      3=Proficient                      IC=Incomplete

Phase I does not include an "Exemplary" rating, as this is an entry-level interview. The TEP portfolio is organized by Early Childhood Education Outcomes which correspond to NAEYC and Montana PEPP Standards.

There are six principles in all. Students will be asked to update reflection written analyses of their strengths based on the six NAEYC Standards during each TEP interview stage.

**Reminder for program faculty review:** To be accepted into the Early Childhood Teacher Education Program, the candidate must first meet the General Requirements (refer to the Student Handbook and the correct catalog for the candidate's program). The portfolio must be complete and have **no unacceptable ratings** and all artifacts must be included; artifacts previously scored must have a score of two or more to be considered complete. The average of the six RWA scores must be at least a 2.5 for the candidate to pass the interview.

<b>Introduction</b>				
<b>Level of Performance:</b>	<b>1 Unacceptable</b>	<b>IC</b>	<b>2 Developing</b>	<b>3 Proficient</b>
<b>Documentation:</b>				
<b>Resume</b>  Score: _____	Difficult to follow; numerous errors in spelling or writing mechanics.		Lists work experiences, but lacks information related to experience with children age 0 – 8. May have a few errors in spelling or writing mechanics.	Professional and easy to follow. Lists academic background, work and volunteer experiences, professional experiences with children age 0 – 8, & personal interests. Shows a clear commitment to becoming a professional educator. No errors in spelling or writing mechanics.
<b>Introductory Materials:</b> Introductory Statement Table of contents Reference letters (2)  Score: _____	Introduction lacks one or more components.		Introductory materials are all present, but may have a few errors.	Introductory materials are all present and are well organized and written.
<b>Verbal communication and presentation skills</b>  (TEP Interview)  Score: _____	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.

<b>Transcripts</b>  <b>Score:</b> _____	GPA below 2.5 in general education courses <b>or</b> 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 B.
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***Reviewer Comments:***

<b>NAEYC Standard 1:</b>	<b>Promoting child development and learning:</b> <i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children:</i> 1a) knowing young children's characteristics and needs; 1b) understanding multiple influences of development and learning; 1c) using developmental knowledge to create learning environments.			
<b>Level of Performance:</b>	<b>1=Unacceptable</b>	<b>IC</b>	<b>2=Developing</b>	<b>3=Proficient</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to NAEYC Standard 1. (Include the NAEYC Standard at the top of a 1-2 page essay. (1) Explain how the standard is important in your teaching; (2) describe ways you have implemented the principle in your lessons and what you plan to do when you teach; (3) conclusion should reinforce your belief in the importance of the standard and make reference to the artifacts/evidence in that section of the portfolio.  <b>Score:</b> _____	One or more of the required elements are missing. Candidate does not articulate an understanding of the standard. Standard is not related back to candidate's teaching or future teaching experiences or portfolio artifacts. Essay is not reflective of candidate's strengths related to the standard.		All required elements are addressed. Candidate articulates a clear understanding of the standard. Standard is related to candidate's teaching or future teaching experiences and portfolio artifacts. Essay is reflective of candidate's strengths related to the standard.	All required elements are addressed and candidate articulates understanding of the standard through reflective examples and ideas. The candidate provides several examples of his/her teaching and future teaching experiences along with portfolio artifacts to express the importance of the standard. The candidate reflects on his/her strengths related to the standard as well as how to build on those strengths in future teaching experiences.

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>	<b>IC</b>
Guidance Plan- Case study	ECED 103/104			
Sample of indoor or outdoor plan for a developmentally appropriate early learning environment.	ECED 117			
Final Project	ECED 235			
Standard 1 component of Practicum Observation Form	ECED 298			

**Reviewer Comments:**

<b>NAEYC Standard 2:</b>	<b>Building family and community relationships:</b> <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning: 2a) understanding family and community characteristics; 2b) supporting and empowering families and communities through respectful, reciprocal relationships; 2c) involving families and communities in children's development.</i>			
<b>Level of Performance:</b>	<b>1=Unacceptable</b>	<b>IC</b>	<b>2=Developing</b>	<b>3=Proficient</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to NAEYC Standard 1. (Include the NAEYC Standard at the top of a 1-2 page essay. (1) Explain how the standard is important in your teaching; (2) describe ways you have implemented the principle in your lessons and what you plan to do when you teach; (3) conclusion should reinforce your belief in the importance of the standard and make reference to the artifacts/evidence in that section of the portfolio.  <b>Score:</b> _____	One or more of the required elements are missing. Candidate does not articulate an understanding of the standard. Standard is not related back to candidate's teaching, future teaching experiences or portfolio artifacts. Essay is not reflective of candidate's strengths related to the standard.		All required elements are addressed. Candidate articulates a clear understanding of the standard. Standard is related to candidate's teaching or future teaching experiences as well as portfolio artifacts. Essay is reflective of candidate's strengths related to the standard.	All required elements are addressed and candidate articulates understanding of the standard through reflective examples and ideas. The candidate provides several examples of his/her teaching and future teaching experiences along with portfolio artifacts to express the importance of the standard. The candidate reflects on his/her strengths related to the standard as well as how to build on those strengths in future teaching experiences.

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>	<b>IC</b>
Parent teacher conference summary packet	ECED 109			
Parent meeting, activity and summary packet	ECED 109			
Service learning-photo essay journal	EDUC 175			
Standard 2 component of Practicum Observation Form	ECED 298			

**Reviewer Comments:**

<b>NAEYC Standard 3:</b>	<b>Observing, documenting, and assessing to support young children and families:</b> <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning:</i> 3a) understanding assessment goals, benefits, and uses; 3b) using appropriate assessments; 3c) Practicing responsible assessment; 3d) Knowing about assessment partnerships with families and professionals.			
<b>Level of Performance:</b>	<b>1=Unacceptable</b>	<b>IC</b>	<b>2=Developing</b>	<b>3=Proficient</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to NAEYC Standard 1. (Include the NAEYC Standard at the top of a 1-2 page essay. (1) Explain how the standard is important in your teaching; (2) describe ways you have implemented the principle in your lessons and what you plan to do when you teach; (3) conclusion should reinforce your belief in the importance of the standard and make reference to the artifacts/evidence in that section of the portfolio.  <b>Score:</b> _____	One or more of the required elements are missing. Candidate does not articulate an understanding of the standard. Standard is not related back to candidate's teaching, future teaching experiences or portfolio artifacts. Essay is not reflective of candidate's strengths related to the standard.		All required elements are addressed. Candidate articulates a clear understanding of the standard. Standard is related to candidate's teaching or future teaching experiences as well as portfolio artifacts. Essay is reflective of candidate's strengths related to the standard.	All required elements are addressed and candidate articulates understanding of the standard through reflective examples and ideas. The candidate provides several examples of his/her teaching and future teaching experiences along with portfolio artifacts to express the importance of the standard. The candidate reflects on his/her strengths related to the standard as well as how to build on those strengths in future teaching experiences.

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>	<b>IC</b>
Temperament scale.	ECED 230			
Health and safety assessment: indoor and outdoor environments.	ECED 111 or ECED 230			
Standard 3 component of Practicum Observation Form	ECED 298			

**Reviewer Comments:**

<b>NAEYC Standard 4:</b>	<b>Using Developmentally Effective Approaches to Connect with Children and Families:</b> <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families:</i> 4a) Understanding supportive relationships and supportive interactions as the foundation for their work with children; 4b) Knowing and understanding effective strategies and tools for early education; 4c) Using a broad repertoire of developmentally appropriate teaching/learning approaches; 4d) Reflecting on their own practice to promote positive outcomes for each child.			
<b>Level of Performance:</b>	<b>1=Unacceptable</b>	<b>IC</b>	<b>2=Developing</b>	<b>3=Proficient</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to NAEYC Standard 1. (Include the NAEYC Standard at the top of a 1-2 page essay. (1) Explain how the standard is important in your teaching; (2) describe ways you have implemented the principle in your lessons and what you plan to do when you teach; (3) conclusion should reinforce your belief in the importance of the standard and make reference to the artifacts/evidence in that section of the portfolio.  <b>Score:</b> _____	One or more of the required elements are missing. Candidate does not articulate an understanding of the standard. Standard is not related back to candidate's teaching, future teaching experiences or portfolio artifacts. Essay is not reflective of candidate's strengths related to the standard.		All required elements are addressed. Candidate articulates a clear understanding of the standard. Standard is related to candidate's teaching or future teaching experiences as well as portfolio artifacts. Essay is reflective of candidate's strengths related to the standard.	All required elements are addressed and candidate articulates understanding of the standard through reflective examples and ideas. The candidate provides several examples of his/her teaching and future teaching experiences along with portfolio artifacts to express the importance of the standard. The candidate reflects on his/her strengths related to the standard as well as how to build on those strengths in future teaching experiences.

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>	<b>IC</b>
One early learning plan based on assessment of child or family interests and needs	ECED 112/230			
Four-week thematic unit outline with one week's plans fully developed	ECED 113/106			
Observation Assignment Six: Caregiving Observation and Positive Critique	EDUC 240 ECED130			
Practicum lesson evaluation.				
Standard 4 component of Practicum Observation Form	ECED 298			

**Reviewer Comments:**

<b>NAEYC Standard 5:</b>	<b>Using Content Knowledge to Build Meaningful Curriculum:</b> <i>Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child: 5a) Understanding content knowledge and resources in academic disciplines; 5b) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines; 5c) Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</i>			
<b>Level of Performance:</b>	<b>1=Unacceptable</b>	<b>IC</b>	<b>2=Developing</b>	<b>3=Proficient</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to NAEYC Standard 1. (Include the NAEYC Standard at the top of a 1-2 page essay. (1) Explain how the standard is important in your teaching; (2) describe ways you have implemented the principle in your lessons and what you plan to do when you teach; (3) conclusion should reinforce your belief in the importance of the standard and make reference to the artifacts/evidence in that section of the portfolio.  <b>Score:</b> _____	One or more of the required elements are missing. Candidate does not articulate an understanding of the standard. Standard is not related back to candidate's teaching, future teaching experiences or portfolio artifacts. Essay is not reflective of candidate's strengths related to the standard.		All required elements are addressed. Candidate articulates a clear understanding of the standard. Standard is related to candidate's teaching or future teaching experiences as well as portfolio artifacts. Essay is reflective of candidate's strengths related to the standard.	All required elements are addressed and candidate articulates understanding of the standard through reflective examples and ideas. The candidate provides several examples of his/her teaching and future teaching experiences along with portfolio artifacts to express the importance of the standard. The candidate reflects on his/her strengths related to the standard as well as how to build on those strengths in future teaching experiences.

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>	<b>IC</b>
One early learning plan with background research.	ECED 112			
Four-week thematic unit outline with one week's plans fully developed and tied to the Early Learning Guidelines	ECED 113/106			
Content Knowledge Samples				
Standard 5 component of Practicum Observation Form	ECED 298			

**Reviewer Comments:**

<b>NAEYC Standard 6:</b>	<b>Standard 6. Becoming a professional:</b> <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies: 5a) identifying and becoming involved with the early childhood field; 5b) upholding ethical and professional standards; 5c) engaging in continuous learning; 5d) integrating knowledgeable, reflective, and critical perspectives; 5e) engaging in advocacy for children and the profession.</i>			
<b>Level of Performance:</b>	<b>1=Unacceptable</b>	<b>IC</b>	<b>2=Developing</b>	<b>3=Proficient</b>
<b>Documentation:</b>				
<b>Reflective Written Analysis (RWA)</b> of your strengths related to NAEYC Standard 1. (Include the NAEYC Standard at the top of a 1-2 page essay. (1) Explain how the standard is important in your teaching; (2) describe ways you have implemented the principle in your lessons and what you plan to do when you teach; (3) conclusion should reinforce your belief in the importance of the standard and make reference to the artifacts/evidence in that section of the portfolio.	One or more of the required elements are missing. Candidate does not articulate an understanding of the standard. Standard is not related back to candidate's teaching, future teaching experiences or portfolio artifacts. Essay is not reflective of candidate's strengths related to the standard.		All required elements are addressed. Candidate articulates a clear understanding of the standard. Standard is related to candidate's teaching or future teaching experiences as well as portfolio artifacts. Essay is reflective of candidate's strengths related to the standard.	All required elements are addressed and candidate articulates understanding of the standard through reflective examples and ideas. The candidate provides several examples of his/her teaching and future teaching experiences along with portfolio artifacts to express the importance of the standard. The candidate reflects on his/her strengths related to the standard as well as how to build on those strengths in future teaching experiences.

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

Artifact	Course Assessed in	Previous Rubric Score	Complete	IC
Self-evaluation of teaching skills	ECED 106/298			
Education Philosophy	ECED 100			
Leadership and professional assessment along with goal plan	ECED 265			
Case study analysis using NAEYC Code of Ethics	ECED 265			
Standard 6 component of Practicum Observation Form	ECED 298			

**Reviewer Comments:**



Scoring Grid	Unacceptable=1	Developing=2	Proficient=3	
RWA Standard 1				
RWA Standard 2				
RWA Standard 3				
RWA Standard 4				
RWA Standard 5				
RWA Standard 6				
Total points for each rating				

Average score (Total points/6) = \_\_\_\_\_

Did all portfolio artifacts receive a minimum score of 2? YES NO (circle one)

Recommendations and further goals: (required field: to be visited later)

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

\_\_\_\_\_  
 Candidate    Date

**Reminder for program faculty review:** To be accepted into the Teacher Education Program, the candidate must first meet the general requirements (refer to the TEP Student Handbook and the correct catalog for candidate’s program). The portfolio must have **no** unacceptable ratings and have an overall average score of at least 2.5.

**Program Faculty Decision:** Pass Incomplete 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 recommendations **on a separate, attached sheet.**