

***ECE Appendix 13-Evaluation for –Teacher Education Program (TEP) Stage II Portfolio***  
**Salish Kootenai College**

**Early Childhood Education Stage II Portfolio**

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

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

***Evaluation of Candidate for TEP Stage II***

**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 II 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.

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

**Reminder for program faculty review:** To be accepted into the Advanced Practicum, 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 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>Updated 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 ~Two additional Reference Letters (one faculty and one EC professional) 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>  Score: _____	GPA below 2.5 in general education courses or 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.

***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>
Social Constructivism Essay	EDUC 250			
Differentiated lesson plan	EDUC 276			
Reflective paper on experiences with students with special needs.	EDUC 312			
Behavioral support plan based on assigned case study	ECED 340			

**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>
Case study that demonstrates conflict resolution with a parent	ECED 330			
Comprehensive Child Study Project	ECED 420			

**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: 3a) understanding assessment goals, benefits, and uses; 3b) using appropriate assessments; 3c) Practicing responsible assessment; 3d) Knowing about assessment partnerships with families and professionals.</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>
Inventory for Promoting Children's Social Competence (2003).	ECED 340			
Developmental checklist assessing child's language, writing and reading behaviors.	ECED 315			
Program assessment (ECERS/ITERS)	ECED 420			
Physical Development Checklist	ECED 375			

**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: 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.</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 learning plan that fosters social emotional growth	ECED 340			
Instructor observation of candidate conducting literacy activity	ECED 316			
Two learning activities that support the development of bilingual or English language learners	ECED 345			
Math unit	ECED 370			
Modified lesson plan that incorporates technology	ECED 335			
Four learning plans that support physical development.	ECED 375			
Creative Arts Integrated Learning unit	ECED 360			
Research project on Montana Indian Tribes with unit plan	EDUC 311			

**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>
Science unit with background knowledge	ECED 370			
Four learning plans with background knowledge focused on history, economics, geography, culture and citizenship	ECED 305			
Two scholarly work samples from three different general education courses.				
Research project on Montana Indian Tribes with unit plan	EDUC 311			

**Reviewer comments:**

<b>NAEYC Standard 6:</b>	<b>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.  <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>
Self-assessment of collaboration skills and plan for improvement.	ECED 330			
Reflection paper on ethical use of technology in an ECE classroom.	ECED 335			
Mentoring experience project.	ECED 425			

**Reviewer comments:**

Scoring Grid	Unacceptable=1	Developing=2	Proficient=3	Comments
RWA Standard 1				
RWA Standard 2				
RWA Standard 3				
RWA Standard 4				
RWA Standard 5				
RWA Standard 6				
Total Score				

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.**