

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

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

**Salish Kootenai College**  
**Teacher Education Program Portfolio: Elementary – Stage I**  
**Evaluation Form**

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

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

**Interviewer:** Begin the interview by asking the candidate to discuss his/her strengths in relationship to the InTASC Principles. Score each item of the portfolio in the Documentation box or Previous Rubric Score box. Include reviewer comments whenever possible.

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

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

Phase I does not typically include any “Exemplary” ratings, as this is an entry-level interview. The TEP portfolio is organized by the SKC Education and Secondary Mathematics program outcomes which correspond to the InTASC Principles and the PEPP Standards.

There are 10 principles in all, with only six (6) assessed during TEP Stage I.

**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 the candidate’s program). The portfolio must have no unacceptable ratings, at least a 1 in each rating, and an overall average score of at least 1.5.

<b>Introduction:</b>	<b>Resume – Background Check Verification – Introductory Statement – Table of Contents – Reference Letters (2) – Verbal Communication and Presentation Skills</b>				
<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>IC</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>					
<b>Resume</b>  <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.	Professional and easy to follow. Academic background, work & volunteer experiences, K-12 school experiences, & personal interests provide ample evidence of commitment to becoming a teacher who is an educational leader. No errors in spelling or writing mechanics.
<b>Introductory Materials:</b> Background check verification Introductory Statement Table of Contents Reference Letters (2)  <b>Score: _____</b>	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)  <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>IC</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) <b>(EDUC 203)</b></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>Organization unified, logical; transitions effective; language use fluent &amp; accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.</p>
<p><b>I(c)</b> The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. <i>Guiding Principle: B &amp; D</i> <b>(ECED 109)</b></p>					
<p><b>I(e)</b> The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. <i>Guiding Principle: D</i> <b>(EDUC 240)</b></p>					
<p><b>I(g)</b> The teacher identifies the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. <i>Guiding Principle: A &amp; E</i> <b>(EDUC 235)</b></p>					

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>	<b>IC</b>
Parent Meeting Activity and Summary Packet <i>Indicator 1(c)</i>	ECED 209			
Observation – Assignment # 9 <i>Indicator 1(e)</i>	EDUC 240			
Collaborative Final Project <i>Indicator 1(g)</i>	EDUC 235			

### **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>1 Unacceptable</b>	<b>IC</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>					
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 2. <b>(EDUC 203)</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.	Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.
<b>2(j)</b> The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.  <i>Guiding Principle: D &amp; E (EDUC 203)</i>					
<b>2(k)</b> The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.  <i>Guiding Principle: A (EDUC 235)</i>					

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

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>	<b>IC</b>
Four (4) Examples of Experience with Diversity <i>Indicator 2(j)</i>	EDUC 203			
Indian Education for All (IEFA) Resource Summary <i>Indicator 2(k)</i>	EDUC 235			

**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>1 Unacceptable</b>	<b>IC</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>					
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 4 (EDUC 203)  <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.	Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.
<b>Transcript</b>  <b>Score: _____</b>	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.	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(j)</b> The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.  <i>Guiding Principle: E</i> <b>(EDUC 203)</b>					

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

<b>Artifact</b>	<b>Course Assessed in</b>	<b>Previous Rubric Score</b>	<b>Complete</b>	<b>IC</b>
Content Knowledge Samples: Mathematics, Social Sciences, Creative Arts, Science, Writing, Technology <i>Indicator 4(j)</i>	EDUC 203			

**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>1 Unacceptable</b>	<b>IC</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>					
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 9. (EDUC 203)  <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.	Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.
<b>9(j)</b> The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).  <i>Guiding Principle: C</i> <b>(EDUC 203)</b>					

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

Artifact	Course Assessed in	Previous Rubric Score	Complete	IC
Panel Reflection <i>Indicator 9(j)</i>	EDUC 203			
Teaching Philosophy	EDUC 203			

**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>1 Unacceptable</b>	<b>IC</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>3 Exemplary</b>
<b>Documentation:</b>					
<b>Reflective Written Analysis (RWA)</b> of your strengths related to InTASC Principle 10. (EDUC 203)  <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.	Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.
<b>10(n)</b> The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.  <i>Guiding Principle: B</i> (EDUC 175)					

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

Artifact	Course Assessed in	Previous Rubric Score	Complete	IC
Community Service Project Photo Essay <i>Indicator 10(n)</i>	EDUC 175			

**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 /17) = \_\_\_\_\_ / 17 = \_\_\_\_\_

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
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 the candidate's program). The portfolio must have **no** unacceptable ratings, score at least a 1 in each rating, and have an overall average score of at least 1.5.

**Program Faculty Decision:**  
(Circle one)

**Pass**

**Incomplete**

**Reject application**

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

\_\_\_\_\_  
Date

**Remediation:** If the candidate's application is rejected, please make specific recommendations and provide a time frame for meeting those recommendations **on a separate, attached sheet.**