

El.Ed. Appendix 9- Evaluation form –Teacher Education Program (TEP) Stage II Portfolio

Salish Kootenai College Teacher Education Program Stage II Portfolio

Date: _____ Candidate: _____

Faculty Interviewer/s: _____

Evaluation of Candidate for TEP Stage II

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. Include reviewer comments whenever possible.

The TEP portfolio is organized by the ten national teaching standards, the INTASC Principles. The portfolio is assessed based on the following ratings:

1= Unacceptable, 2= Developing, and 3= Proficient.

Reminder for program faculty review: 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 2.5. (The candidate must also meet other requirements for TEP Stage II - refer to the TEP Student Handbook and the correct catalog for the candidate's program.)

Introduction: Items must be current and updated since Stage 1				
Level of Performance:	1 Unacceptable	IC	2 Developing	3 Proficient
Documentation:				
Updated Resume Score: _____	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 errors in spelling or writing mechanics.
Introductory Materials: Background check verification Introductory Statement Table of Contents Reference Letters (2; one Ed. faculty and one K12 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.
Verbal communication and presentation skills (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.

Reviewer comments:

INTASC Principle 1: Learner Development	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.		
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient
Documentation:			
Reflective Written Analysis (RWA) 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). *Updated unless proficient in Stage 1. Score: _____	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.
1(d) 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. <i>Guiding Principle: D</i> (EDUC 250)			
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. <i>Guiding Principle: A & D</i> (EDUC 300)			

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
Philosophy Paper <i>Indicator 1(d)</i>	EDUC 250			
Pen Pal Check List and Summary <i>Indicator 1(i)</i>	EDUC 300			

Reviewer comments:

INTASC Principle 2: Learning Differences		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.		
Levels of Performance:		1 Unacceptable	2 Developing	3 Proficient
Documentation				
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 2. *Updated unless proficient in Stage 1. Score: _____		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.
2(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. <i>Guiding Principle: D (EDUC 312)</i>				
2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. <i>Guiding Principle: D (EDUC 276)</i>				

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
Differentiated Lesson Plan <i>Indicator 2(h)</i>	EDUC 276			
Reflection Paper on experiences with students with special abilities. <i>Indicator 2(b)</i>	EDUC 312			

Reviewer comments:

INTASC Principle 3: Learning Environments		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.		
Levels of Performance:		1 Unacceptable	2 Developing	3 Proficient
Documentation:				
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 3. (EDUC 309) Score: _____		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.
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. <i>Guiding Principle: B & D</i> (EDUC 370)				
3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. <i>Guiding Principle: B</i> (EDUC 309)				
3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. <i>Guiding Principle: E</i> (EDUC 305)				
3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. <i>Guiding Principle: B</i> (EDUC 309)				
3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. <i>Guiding Principle: B</i> (EDUC 309)				

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
Integrated Unit Plan <i>Indicator 3(m)</i>	EDUC 305			
Cooperative Learning Lesson Plan <i>Indicator 3(j)</i>	EDUC 309			
Classroom Management Plan <i>Indicator 3(n), 3(p)</i>	EDUC 309			
Problem Solving Lesson Plan <i>Indicator 3(c)</i>	EDUC 370			

Reviewer comments:

INTASC Principle 4: Content Knowledge	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.		
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient
Documentation:			
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 4. Score: ____	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.
4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language. <i>Guiding Principle: A</i> (EDUC 345)			
4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. <i>Guiding Principle: A</i> (EDUC 311)			
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches. <i>Guiding Principle: E</i> (EDUC 307)			

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
Lesson Plan including content standards <i>Indicator 4(n)</i>	EDUC 307			
Research Paper and Unit Plan of Montana Indian Tribe <i>Indicator 4(m)</i>	EDUC 311			
Reflective Essay and Checklist from school visit <i>Indicator 4(i)</i>	EDUC 345			

Reviewer comments:

INTASC Principle 5: Application of Content		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.		
Levels of Performance:		1 Unacceptable	2 Developing	3 Proficient
Documentation:				
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 5. (EDUC 307) Score: _____		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.
5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills. <i>Guiding Principle: A, B, C, D, E</i> (EDUC 370/390)				
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovations and problem solving in local and global contexts. <i>Guiding Principle: A, B, C, D, E</i> (EDUC 370/ 390)				
5(h) The teacher develops and implements supports for learner literacy development across content areas. <i>Guiding Principle: A, B, C, D, E</i> (EDUC 370/390)				
5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. <i>Guiding Principle: A, B, C, D, E</i> (EDUC 370/390)				
5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. <i>Guiding Principle: A, B, C, D, E</i> (EDUC 370/390)				
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. <i>Guiding Principle: A, B, C, D, E</i> (EDUC 361/370/390)				

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
Integrated Math/Science Unit Plan <i>Indicator(s) 5(a), 5(d), 5(h), 5(j), 5(m), 5(o)</i>	EDUC 370/390			
Creative Arts Lesson Plan and Observation <i>Indicator(s) 5(o)</i>	EDUC 361			

Reviewer comments:

INTASC Principle 6: Assessment	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.		
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient
Documentation:			
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 6. (EDUC 307) Score: _____	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.
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. <i>Guiding Principle: C & E</i> (EDUC 340)			
6(j) The teacher understands the difference between formative and summative applications of assessment and knows how and when to use each. <i>Guiding Principle: C & E</i> (EDUC 307/340)			
6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. <i>Guiding Principle: D</i> (EDUC 340)			

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
Assessment folder <i>Indicator 6(j)</i>	EDUC 307			
RMA Instructional Plan and Summary <i>Indicator(s) 6(g), 6(j), 6(r)</i>	EDUC 340			

Reviewer Comments:

INTASC Principle 7: Planning for Instruction	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.		
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient
Documentation:			
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 7. (EDUC 307) Score: _____	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.
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. <i>Guiding Principle: E</i> (EDUC 307)			
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. <i>Guiding Principle: A</i> (EDUC 276)			
7(g) The teacher understands content and content standards and how these are organized in the curriculum. <i>Guiding Principle: E</i> (EDUC 330)			
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. <i>Guiding Principle: E</i> (EDUC 307)			

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
Differentiated Lesson Plan <i>Indicator 7(b)</i>	EDUC 276			
Lesson Plan <i>Indicator 7(a), 7(k)</i>	EDUC 307			
Social Studies year-long timeline <i>Indicator 7(g)</i>	EDUC 330			

Reviewer Comments

INTASC Principle 8: Instructional Strategies	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.		
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient
Documentation:			
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 8. (EDUC 307) Score: _____	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.
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships. <i>Guiding Principle: E</i> (EDUC 300)			
8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. <i>Guiding Principle: E</i> (EDUC 305)			

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
Read aloud lesson using children's literature <i>Indicator 8(m)</i>	EDUC 300			
Technology Project <i>Indicator 8(o)</i>	EDUC 305			

Reviewer Comments:

INTASC Principle 9: Professional Learning and Ethical Practice	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.		
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient
Documentation:			
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 9. *Updated unless proficient in Stage 1. Score: _____	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.
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. <i>Guiding Principle: A & C (EDUC 311)</i>			
9(g) The teacher understands and knows how to use a variety of self-assessments and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. <i>Guiding Principle: C (EDUC 277)</i>			

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 Assessment <i>Indicator 9(e)</i>	EDUC 311			
Self Assessment and Analysis <i>Indicator 9(g)</i>	EDUC 277			

Reviewer Comments:

INTASC Principle 10: Leadership and Collaboration	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.		
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient
Documentation:			
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 10. *Updated unless proficient in Stage 1. Score: _____	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.
10(d) 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: B & E</i> (EDUC 340/370)			
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. <i>Guiding Principle: B</i> (EDUC 305)			

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
Webliography <i>Indicator 10(g)</i>	EDUC 305			
Written Letter to Parents <i>Indicator 10(d)</i>	EDUC 340/370			

Reviewer Comments:

Scoring Grid	Unacceptable	Developing	Proficient	
Add up the # of circled items for each rating				
Multiply	X 1	X 2	X 3	Total points
Total points for each rating				

Average score: (Total Points ÷ 33) = _____

Recommendations and further goals: (required field: to be revisited in ED 499)

Faculty Interviewer

Date

Candidate

Date

Reminder for program faculty review: 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 2.5. (The candidate must also meet other requirements for TEP Stage II - refer to the TEP Student Handbook and the correct catalog for the candidate's program.)

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 those recommendations **on a separate, attached sheet**. The Director of Field Experiences should be notified as soon as possible if there are deficiencies that would keep the candidate from student teaching.