Salish Kootenai College

Teacher Education Program Stage *2* Portfolio Checklist – 2014+

Candidate Name: _____

Expected Date of TEP Stage 2 Interview: _____

Evaluation of Candidate for TEP Stage 2

The Stage 2 interview will begin with the reviewer asking the candidate to discuss his/her strengths in relationship to the InTASC Principles. The candidate will then present their Portfolio from introduction through the ten sections, especially focusing on items added in each section since Stage 1. Following this, the reviewers may ask some questions about future plans, including student teaching. Reviewers will need 10-15 minutes alone to score and review the rubric, and then will call the candidate back in to share the score and the results of the interview.

The TEP portfolio is organized around the ten national teacher preparation standards (InTASC Principles). The portfolio is assessed based on the following ratings**:   0= Unacceptable,   1= Developing, 2= Proficient,**   and   **3= Advanced Mastery**. To be accepted into Student Teaching, the candidate must have **no** unacceptable ratings, at least a 1 in each rating, and an overall average score of at least 1.5. (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.) Also, refer to the TEP Student Handbook for the actual rubric used by reviewers in scoring your interview. This checklist is intended to simplify the list of items needed for organizational purposes.

Introduction

- ❑ **RESUME** *Updated, including any fieldwork with children in educ. settings*
- ❑ **BACKGROUND CHECK VERIFICATION** *Make sure this is current, and that the expiration will occur well after student teaching is completed.*
- ❑ **INTRODUCTORY STATEMENT** *Brief (2-3 paragraphs) introducing your Portfolio and yourself as a teaching candidate.*
- ❑ **TABLE OF CONTENTS** *A listing of just major sections is adequate; you may include a more detailed listing of items if you wish to.*
- ❑ **REFERENCE LETTERS** *Two required for Stage II: One from EDUC Faculty, one from K-12 professional.*

INTASC Principle 1:   Learner Development

- ❑ **REFLECTIVE WRITTEN ANALYSIS (RWA) for PRINCIPLE 1** *From EDUC 203 (Foundations of Ed.) Updated unless Proficient in Stage 1. Include any insights from courses, fieldwork, etc.*
- ❑ **PHILOSOPHY PAPER** *From EDUC 250 (Educational Psychology)*
- ❑ **PEN PAL CHECKLIST AND SUMMARY** *From EDUC 300 (Lang, Lit, Texts)*

INTASC Principle 2: Learner Differences

- ❑ **RWA for PRINCIPLE 2** *From EDUC 203 (Foundations of Ed.) Updated unless Proficient in Stage 1*
- ❑ **DIFFERENTIATED LESSON PLAN** *From EDUC 276 (Exceptional Learner)*
- ❑ **REFLECTION PAPER on students with special needs** *From EDUC 312 (Diversity Practicum)*

INTASC Principle 3: Learning Environments

- ❑ **RWA for PRINCIPLE 3** *From EDUC 309 (Classroom Mgt.)*
- ❑ **INTEGRATED UNIT PLAN** *From EDUC 305 (Technology Methods)*
- ❑ **COOPERATIVE LEARNING LESSON PLAN** *From EDUC 309 (Clsrm Mgt)*
- ❑ **CLASSROOM MANAGEMENT PLAN** *From EDUC 309 (Clsrm Mgt)*
- ❑ **PROBLEM SOLVING LESSON PLAN** *FROM EDUC 370 (Math Methods)*

INTASC Principle 4: Content Knowledge

- ❑ **RWA for PRINCIPLE 4** *From EDUC 203 (Foundations of Ed.) Updated unless reviewed as proficient in Stage 1.*
- ❑ **TRANSCRIPTS** *May be unofficial. GPA of 3.0 or higher in Gen. Ed courses. For required ECED and EDUC courses: No grade lower than B with a minimum average 3.25*
- ❑ **LESSON PLAN including content standards** *From EDUC 307 (Curric., Planning, and Assessment)*
- ❑ **RESEARCH PAPER and UNIT PLAN of MT Indian Tribe** *From EDUC 311 (Cultures, Diversity, and Educ. Ethics)*
- ❑ **REFLECTIVE ESSAY and checklist from school visit** *From EDUC 345 (Reading Methods)*

INTASC Principle 5: Application of Content

- ❑ **RWA for PRINCIPLE 5** *From EDUC 307 (Curric., Planning, and Assessment)*
- ❑ **INTEGRATED MATH / SCIENCE UNIT PLAN** *From EDUC 370 / 390 (Math or Science Methods)*
- ❑ **CREATIVE ARTS LESSON PLAN and OBSERVATION** *From EDUC 361 (Arts Methods Practicum)*

INTASC Principle 6:   Assessment

- ❑ **RWA for PRINCIPLE 6** *From EDUC 307 (Curric., Planning, and Assessment)*
- ❑ **ASSESSMENT FOLDER** *From EDUC 307 (Curric., Planning, and Instruction)*
- ❑ **RMA INSTRUCTIONAL PLAN and SUMMARY** *From EDUC 340 (Literacy Assessment and Instruction)*

INTASC Principle 7:   Planning for Instruction

- ❑ **RWA for PRINCIPLE 7**   *From EDUC 307 (Curric., Planng. & Assessmt)*
- ❑ **DIFFERENTIATED LESSON PLAN** *From EDUC 276 (Except'l Learner)*
- ❑ **LESSON PLAN** *From EDUC 307 (Curric., Planng. & Assessmt)*
- ❑ **SOCIAL STUDIES YEAR-LONG TIMELINE** *From EDUC 330 (S.S. Methods)*

INTASC Principle 8:   Instructional Strategies

- ❑ **RWA for PRINCIPLE 8**   *From EDUC 307 (Curric., Planng. & Assessmt)*
- ❑ **READ-ALOUD Using children's literature** *From EDUC 300 (Lang., Lit., and Texts)*
- ❑ **TECHNOLOGY PROJECT**   *From EDUC 305 (Techn. Methods) or other. Self select one or more instructional tools you have made which demonstrate your ability to investigate and/or employ technology resources in instruction. (Try to avoid duplication here… showcase something other than items previously included)*

INTASC Principle 9: Professional Learning and Ethical Practice

- ❑ **RWA for PRINCIPLE 9** *From EDUC 203 (Foundations of Ed.) Updated unless reviewed as proficient in Stage 1*
- ❑ **SELF ASSESSMENT**   *From EDUC 311 (Cultures, Diversity, and Educ. Ethics)*
- ❑ **SELF ASSESSMENT and ANALYSIS**   *From EDUC 277 (Exceptional Learner Practicum)*

INTASC Principle 10:   Leadership and Collaboration

- ❑ **RWA for PRINCIPLE 10** *From EDUC 203 (Foundations of Ed.) Updated unless reviewed as proficient in Stage 1*
- ❑ **WEBLIOGRAPHY** *From EDUC 305 (Technology Methods)*
- ❑ **WRITTEN LETTER TO PARENTS** *From EDUC 340 or 370 (Lit/Assmt, Math)*