

COLLEGE OF ARTS & SCIENCES, AND EDUCATION Department of Teaching and Learning

"Educator as a Reflective Facilitator of Learning"

Exit from Candidateship and Enter into the Profession Scoring Rubric Phase III Electronic Portfolio

Program: Early Childhood Education Fall 2021-Spring 2022 (N=4)

Tab 1: Introduction											
Criterion	4 Exceeds Standards	3 Meets Standards	2 Needs Improvement	1 Unsatisfactory	Freque	ency Sco	re				
					4	3	2	1	Mean		
Resume	The candidate presents a	The candidate presents a	The candidate presents a	The candidate presents a		3	1		2.75		
	resume that demonstrates	resume that does not	resume that does not	resume that is		75%	25%				
	appropriate style,	demonstrate	demonstrate appropriateness	unprofessional and does							
	appearance, tone,	appropriateness in some of	in most of these areas: style,	not reflect effective							
	grammar, and	these areas: style,	appearance, tone, grammar,	writing and resume							
	vocabulary with relevant	appearance, tone,	vocabulary with relevant	protocol.							
	sections and content	grammar, vocabulary with	sections and content targeting								
	targeting the education	relevant sections and	the education profession.								
	profession.	content targeting the									
		education profession.									
Philosophy	The candidate presents a	The candidate presents a	The candidate presents a	The candidate presents a	1	3			3.25		
Statement	philosophy statement	philosophy statement that	philosophy statement that	philosophy statement that	25%	75%					
	that reflects content	reflects some analytical	reflects limited analytical	reflects no analytical							
	girded by analytical	thinking, examples, and	thinking, examples, with	thinking, without							
	thinking, supported by	mentions briefly	limited development of	examples, and mentions							
	examples, and includes	beliefs/concerns regarding	beliefs/concerns regarding	briefly beliefs/concerns							
	beliefs/concerns	teaching and learning. The	teaching and learning. The	regarding teaching and							
	regarding teaching and	statement is fairly well	statement presents an	learning. The statement							
	learning. The statement	organized around a central	underdeveloped central theme,	lacks organization around							
	is organized around a	theme, essential question,	essential question, or a broad	a central theme, essential							
	central theme, essential	or a broad concept and	concept and aligned to	question, or a broad							
	question, or a broad	aligned to theoretical	theoretical framework/s.	concept with no							
	concept and aligned to	framework/s.		alignment to a theoretical							
	theoretical framework/s.			framework.							
	_		b 2: The Learner and Learning								
Artifact 1:	The candidate	The teacher candidate	The teacher candidate	The teacher candidate	3		1		3.5		
Student	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	does not demonstrate	75%		25%				
Profile	analysis of student	analysis of student records	analysis of student records and	analysis of student							
(NAEYC 3)	records and collaboration	and collaboration to better	collaboration to better	records and collaboration							
(ACEI 1.0)	to better understand their	understand students in		to better understand their					\perp		

	students in order to	order to maximize their	understand students in order to	students in order to					
	maximize their learning.	learning.	maximize their learning.	maximize their learning.					
Criterion	4 Exceeds Standards	3 Meets Standards	2 Needs Improvement	1 Unsatisfactory	Score				
Artifact 2: Student Preference Survey (NAEYC 3) (ACEI 3.2; 1.0)	The candidate demonstrates in depth knowledge of individual differences to ensure an inclusive learning environment that meets high standards.	The teacher candidate sufficiently demonstrates knowledge of individual differences to ensure an inclusive learning environment that meets high standards.	The teacher candidate minimally demonstrates knowledge of individual differences to ensure an inclusive learning environment that meets high standards	The teacher candidate does not demonstrate knowledge of individual differences to ensure an inclusive learning environment that meets high standards	1 25%	2 50%	1 25%	3.0	
Artifact 3: Classroom Profile (NAEYC 3) (ACEI 3.4)	The candidate demonstrates in depth ability to create a learning environment that supports collaboration, interaction, engagement, and motivation.	The teacher candidate sufficiently demonstrates creating a learning environment that supports collaboration, interaction, engagement, and motivation.	The teacher candidate minimally demonstrates creating a learning environment that supports collaboration, interaction, engagement, and motivation.	The teacher candidate does not demonstrate creating a learning environment that supports collaboration, interaction, engagement, and motivation.	2 50%	2 50%		3.5	5
			Tab 3: Content			•			
Artifact 4: Unit Plan (NAEYC 1,2,5) (ACEI 2.1-2.7)	The teacher candidates' planning demonstrates in depth content knowledge in the discipline which is relevant to learners.	The teacher candidates' planning sufficiently demonstrates content knowledge in the discipline which is relevant to learners.	The teacher candidates' planning minimally demonstrates content knowledge in the discipline which is relevant to learners.	The teacher candidates' planning does not demonstrate content knowledge in the discipline which is relevant to learners.	3 75%	1 25%		3.7	75
Artifact 5: Lesson Plan (NAEYC 5) (ACEI 3.3; 3.4)	The teacher candidates' planning demonstrates an in depth application of content related to authentic issues.	The teacher candidates' planning sufficiently demonstrates application of content related to authentic issues.	The teacher candidates' planning minimally demonstrates application of content related to authentic issues. Tab 4: Instructional Practice	The teacher candidates' planning does not demonstrate application of content related to authentic issues.	4 100%			4.0	00
Artifact 6: Intervention Study (NAEYC 3) (ACEI 4.0)	The teacher candidate demonstrates in depth usage of multiple assessment methods to reflect, monitor, and remediate learner needs.	The teacher candidate sufficiently demonstrates usage of multiple assessment methods to reflect, monitor, and remediate learner needs.	The teacher candidate minimally demonstrates usage of multiple assessment methods to reflect, monitor, and remediate learner needs.	The teacher candidate does not demonstrate usage of multiple assessment methods to reflect, monitor, and remediate learner needs.	4 100%			4.0	
Artifact 7: Planning Reflection & Revision (NAEYC 4) (ACEI 3.1)	The teacher candidate demonstrates in depth the ability to plan for instruction as evidenced by collaborative discourse and modification of lesson plan.	The teacher candidate sufficiently demonstrates the ability to plan for instruction as evidenced by collaborative discourse and modification of lesson plan.	The teacher candidate minimally demonstrates the ability to plan for instruction as evidenced by collaborative discourse and modification of lesson plan.	The teacher candidate does not demonstrate the ability to plan for instruction as evidenced by collaborative discourse and modification of lesson plan.	3 75%	1 25%		3.7	75

Artifact 8:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate	3	1		3.75
Strategy	demonstrates in depth	sufficiently demonstrates	minimally demonstrates the	does not demonstrate the	75%	25%		0.70
Mini Lesson	the ability to identify,	the ability to identify,	ability to identify, implement,	ability to identify,				
(NAEYC 4)	implement, and evaluate	implement, and evaluate an	and evaluate an instructional	implement, and evaluate				
(ACEI 3.3)	an instructional strategy.	instructional strategy.	strategy.	an instructional strategy.				
			Tab 5: Professional Practice		L		 	
Artifact 9:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate	4			4.00
Professional	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	does not demonstrate	100%			
Development	participation in various	participation in various	participation in various	participation in various				
/Conferences	professional	professional development	professional development	professional development				
(NAEYC 6)	development	opportunities in order to	opportunities in order to	opportunities in order to				
(ACEI 5.1)	opportunities in order to	reflect upon their teaching	reflect upon their teaching	reflect upon their teaching				
	reflect upon their	practices	practices.	practices.				
	teaching practices.							
Artifact 10:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate	3	1		3.75
Team	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	does not demonstrate	75%	25%		
Planning	utilization of	utilization of opportunities	utilization of opportunities to	utilization of				
and	opportunities to focus on	to focus on participation	focus on participation with	opportunities to focus on				
Meetings	participation with team	with team members to	team members to evolve as	participation with team				
(NAEYC 6)	members to evolve as	evolve as change agent	change agent within the school	members to evolve as				
(ACEI 5.2;	change agent within the	within the school	community.	change agent within the				
3.5)	school community.	community.	-	school community.				
	•		Tab 6: P12 Priorities	•			 	
Artifact 11:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate				
MDCCRS	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	does not demonstrate	2	2		
	implementing standards	implementing standards	implementing standards	implementing standards		50%		3.5
	displaying what students	displaying what students	displaying what students	displaying what students	50%			
	should know and be able	should know and be able to	should know and be able to do	should know and be able				
	to do in the content area.	do in the content area.	in the content area.	to do in the content area.				
Artifact 12:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate				
Targeted	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	does not demonstrate	1	3		
Learning –	implementation of a	implementing a specific	implementing a specific and	implementing a specific	25%	75%		
Student	specific and measurable	and measurable long-term	measurable long-term goal	and measurable long-term				3.25
Learning	long-term goal which	goal which impacts student	which impacts student growth	goal which impacts				
Outcomes	impacts student growth	growth and instructional	and instructional	student growth and				
	and instructional	improvement.	improvement.	instructional				
	improvement.			improvement.				

Interpretation of Composite Score

56-50 Points: Exceeds Expectation 49-42 Points: Meets Expectation 0-41 Points: Needs Improvement



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"Educator as a Reflective Facilitator of Learning"

Exit from Candidateship and Enter into the Profession Scoring Rubric Phase III Electronic Portfolio Program: Special Education

Fall 2021-Spring 2022 (N=2)*

Tab 1: Introduction												
Criterion	4 Exceeds Standards	3 Meets Standards	2 Needs Improvement	1 Unsatisfactory	Frequ	ency Sc	ore					
			-	·	4	3	2	1	Mean			
Resume	The candidate presents a resume that demonstrates appropriate style, appearance, tone, grammar, and vocabulary with relevant sections and content targeting the education profession.	The candidate presents a resume that does not demonstrate appropriateness in some of these areas: style, appearance, tone, grammar, vocabulary with relevant sections and content targeting the education profession.	The candidate presents a resume that does not demonstrate appropriateness in most of these areas: style, appearance, tone, grammar, vocabulary with relevant sections and content targeting the education profession.	The candidate presents a resume that is unprofessional and does not reflect effective writing and resume protocol.	1	1						
Philosophy Statement	The candidate presents a philosophy statement that reflects content girded by analytical thinking, supported by examples, and includes beliefs/concerns regarding teaching and learning. The statement is organized around a central theme, essential question, or a broad concept and aligned to theoretical framework/s.	The candidate presents a philosophy statement that reflects some analytical thinking, examples, and mentions briefly beliefs/concerns regarding teaching and learning. The statement is fairly well organized around a central theme, essential question, or a broad concept and aligned to theoretical framework/s.	The candidate presents a philosophy statement that reflects limited analytical thinking, examples, with limited development of beliefs/concerns regarding teaching and learning. The statement presents an underdeveloped central theme, essential question, or a broad concept and aligned to theoretical framework/s.	The candidate presents a philosophy statement that reflects no analytical thinking, without examples, and mentions briefly beliefs/concerns regarding teaching and learning. The statement lacks organization around a central theme, essential question, or a broad concept with no alignment to a theoretical framework.		1	1					
		Ta	b 2: The Learner and Learning									
Artifact 1:	The candidate	The teacher candidate	The teacher candidate	The teacher candidate does	2							
Student	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	not demonstrate analysis of					1			

Profile	analysis of stradent	analysis of student near 1	analysis of student and a 1	student massards and				
	analysis of student	analysis of student records	analysis of student records and	student records and				
(NAEYC 3)	records and collaboration	and collaboration to better	collaboration to better	collaboration to better				
(ACEI 1.0)	to better understand their	understand students in	understand students in order to	understand their students in				
	students in order to	order to maximize their	maximize their learning.	order to maximize their				
	maximize their learning.	learning.		learning.	a			
Criterion	4 Exceeds Standards	3 Meets Standards	2 Needs Improvement	1 Unsatisfactory	Score	1 .	1	
Artifact 2:	The candidate	The teacher candidate	The teacher candidate	The teacher candidate does	1	1		
Student	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	not demonstrate knowledge				
Preference	knowledge of individual	knowledge of individual	knowledge of individual	of individual differences to				
Survey	differences to ensure an	differences to ensure an	differences to ensure an	ensure an inclusive				
(NAEYC 3)	inclusive learning	inclusive learning	inclusive learning	learning environment that				
(ACEI 3.2;	environment that meets	environment that meets	environment that meets high	meets high standards				
1.0)	high standards.	high standards.	standards					
Artifact 3:	The candidate	The teacher candidate	The teacher candidate	The teacher candidate does	1	1		
Classroom	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	not demonstrate creating a				
Profile	ability to create a learning	creating a learning	creating a learning	learning environment that				
(NAEYC 3)	environment that supports	environment that supports	environment that supports	supports collaboration,				
(ACEI 3.4)	collaboration, interaction,	collaboration, interaction,	collaboration, interaction,	interaction, engagement,				
	engagement, and	engagement, and	engagement, and motivation.	and motivation.				
	motivation.	motivation.						
			Tab 3: Content					
Artifact 4:	The teacher candidates'	The teacher candidates'	The teacher candidates'	The teacher candidates'		2		
Unit Plan	planning demonstrates in	planning sufficiently	planning minimally	planning does not				
(NAEYC	depth content knowledge	demonstrates content	demonstrates content	demonstrate content				
1,2,5)	in the discipline which is	knowledge in the discipline	knowledge in the discipline	knowledge in the discipline				
(ACEI 2.1-	relevant to learners.	which is relevant to	which is relevant to learners.	which is relevant to				
2.7)		learners.		learners.				
Artifact 5:	The teacher candidates'	The teacher candidates'	The teacher candidates'	The teacher candidates'	2			
Lesson Plan	planning demonstrates an	planning sufficiently	planning minimally	planning does not				
(NAEYC 5)	in depth application of	demonstrates application of	demonstrates application of	demonstrate application of				
(ACEI 3.3;	content related to	content related to authentic	content related to authentic	content related to authentic				
3.4)	authentic issues.	issues.	issues.	issues.				
			Tab 4: Instructional Practice					
Artifact 6:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate does	1	1		
Interventio	demonstrates in depth	sufficiently demonstrates	minimally demonstrates usage	not demonstrate usage of				
n Study	usage of multiple	usage of multiple	of multiple assessment	multiple assessment				
(NAEYC 3)	assessment methods to	assessment methods to	methods to reflect, monitor,	methods to reflect,				
(ACEI 4.0)	reflect, monitor, and	reflect, monitor, and	and remediate learner needs.	monitor, and remediate				
	remediate learner needs.	remediate learner needs.		learner needs.				
Artifact 7:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate does	1	1		
Planning	demonstrates in depth the	sufficiently demonstrates	minimally demonstrates the	not demonstrate the ability				
Reflection	ability to plan for	the ability to plan for	ability to plan for instruction	to plan for instruction as				
& Revision	instruction as evidenced	instruction as evidenced by	as evidenced by collaborative	evidenced by collaborative				
(NAEYC 4)	by collaborative discourse	collaborative discourse and	discourse and modification of	discourse and modification				
(ACEI 3.1)	and modification of	modification of lesson	lesson plan.	of lesson plan.				
		plan.	r	<u>r</u>				
<u>, </u>	lesson plan.	plan.						

Artifact 8: Strategy Mini Lesson (NAEYC 4) (ACEI 3.3)	The teacher candidate demonstrates in depth the ability to identify, implement, and evaluate an instructional strategy.	The teacher candidate sufficiently demonstrates the ability to identify, implement, and evaluate an instructional strategy.	The teacher candidate minimally demonstrates the ability to identify, implement, and evaluate an instructional strategy.	The teacher candidate does not demonstrate the ability to identify, implement, and evaluate an instructional strategy.		1	1				
	Tab 5: Professional Practice										
Artifact 9: Professiona l Developme nt/Conferen ces (NAEYC 6)	The teacher candidate demonstrates in depth participation in various professional development opportunities in order to reflect upon their teaching practices.	The teacher candidate sufficiently demonstrates participation in various professional development opportunities in order to reflect upon their teaching practices	The teacher candidate minimally demonstrates participation in various professional development opportunities in order to reflect upon their teaching practices.	The teacher candidate does not demonstrate participation in various professional development opportunities in order to reflect upon their teaching practices.	1	1					
(ACEI 5.1)	The teacher candidate	The teacher candidate	•		2						
Artifact 10: Team Planning and Meetings (NAEYC 6) (ACEI 5.2; 3.5)	demonstrates in depth utilization of opportunities to focus on participation with team members to evolve as change agent within the school community.	sufficiently demonstrates utilization of opportunities to focus on participation with team members to evolve as change agent within the school community.	The teacher candidate minimally demonstrates utilization of opportunities to focus on participation with team members to evolve as change agent within the school community.	The teacher candidate does not demonstrate utilization of opportunities to focus on participation with team members to evolve as change agent within the school community.	2						
			Tab 6: P12 Priorities								
Artifact 11: MDCCRS	The teacher candidate demonstrates in depth implementing standards displaying what students should know and be able to do in the content area.	The teacher candidate sufficiently demonstrates implementing standards displaying what students should know and be able to do in the content area.	The teacher candidate minimally demonstrates implementing standards displaying what students should know and be able to do in the content area.	The teacher candidate does not demonstrate implementing standards displaying what students should know and be able to do in the content area.	1	1					
Artifact 12: Targeted Learning – Student Learning Outcomes	The teacher candidate demonstrates in depth implementation of a specific and measurable long-term goal which impacts student growth and instructional improvement.	The teacher candidate sufficiently demonstrates implementing a specific and measurable long-term goal which impacts student growth and instructional improvement.	The teacher candidate minimally demonstrates implementing a specific and measurable long-term goal which impacts student growth and instructional improvement.	The teacher candidate does not demonstrate implementing a specific and measurable long term goal which impacts student growth and instructional improvement.	2						

Interpretation of Composite Score

*The Portfolio for one candidate was not recorded, hence N=2 for this capstone assessment.