



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	Frequency Score					
					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.		3 75%	1 25%			2.75
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 25%	3 75%				3.25
Tab 2: The Learner and Learning										
Artifact 1: Student Profile (NAEYC 3) (ACEI 1.0)	The candidate demonstrates in depth analysis of student records and collaboration to better understand their	The teacher candidate sufficiently demonstrates analysis of student records and collaboration to better understand students in	The teacher candidate minimally demonstrates analysis of student records and collaboration to better	The teacher candidate does not demonstrate analysis of student records and collaboration to better understand their	3 75%		1 25%			3.5

	students in order to maximize their learning.	order to maximize their learning.	understand students in order to maximize their learning.	students in order to 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
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%			3.75
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.	The teacher candidates' planning does not demonstrate application of content related to authentic issues.	4 100%				4.00
Tab 4: Instructional Practice									
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%				4.00
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%			3.75

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.	3 75%	1 25%			3.75
Tab 5: Professional Practice									
Artifact 9: Professional Development /Conferences (NAEYC 6) (ACEI 5.1)	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.	4 100%				4.00
Artifact 10: Team Planning and Meetings (NAEYC 6) (ACEI 5.2; 3.5)	The teacher candidate demonstrates in depth utilization of opportunities to focus on participation with team members to evolve as change agent within the school community.	The teacher candidate 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.	3 75%	1 25%			3.75
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.	2 50%	2 50%			3.5
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.	1 25%	3 75%			3.25

Interpretation of Composite Score

56-50 Points: Exceeds Expectation

49-42 Points: Meets Expectation

0-41 Points: Needs Improvement



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: Special Education
Fall 2021-Spring 2022 (N=2)*

Tab 1: Introduction

Criterion	4 Exceeds Standards	3 Meets Standards	2 Needs Improvement	1 Unsatisfactory	Frequency Score					
					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			

Tab 2: The Learner and Learning

Artifact 1: Student	The candidate demonstrates in depth	The teacher candidate sufficiently demonstrates	The teacher candidate minimally demonstrates	The teacher candidate does not demonstrate analysis of	2					
----------------------------	-------------------------------------	---	--	--	---	--	--	--	--	--

Profile (NAEYC 3) (ACEI 1.0)	analysis of student records and collaboration to better understand their students in order to maximize their learning.	analysis of student records and collaboration to better understand students in order to maximize their learning.	analysis of student records and collaboration to better understand students in order to maximize their learning.	student records and collaboration to better understand their students in order to 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	1			
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.	1	1			
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.		2			
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.	The teacher candidates' planning does not demonstrate application of content related to authentic issues.	2				
Tab 4: Instructional Practice									
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.	1	1			
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.	1	1			

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: Professional Development/Conferences (NAEYC 6) (ACEI 5.1)	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				
Artifact 10: Team Planning and Meetings (NAEYC 6) (ACEI 5.2; 3.5)	The teacher candidate demonstrates in depth utilization of opportunities to focus on participation with team members to evolve as change agent within the school community.	The teacher candidate 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

56-50 Points: Exceeds Expectation

49-42 Points: Meets Expectation

0-41 Points: Needs Improvement

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