

COLLEGE OF ARTS & SCIENCES, AND EDUCATION

Department of Teaching and Learning "Educator as a Reflective Facilitator of Learning"

	Exit from Cano		to the Profession Scoring R am: Early Childhood Educat		onic Por	tfolio						
	Fall 2021-Spring 2022 (N=4) Tab 1: Introduction											
	Tab 1: Introduction											
Criterion	4 Exceeds Standards	3 Meets Standards	2 Needs Improvement	1 Unsatisfactory	Freque			•	1			
					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.								
		Ta	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								

	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:	The candidate	The teacher candidate	The teacher candidate	The teacher candidate	1	2	1	3.0
Student	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	does not demonstrate	25%	50%	25%	
Preference	knowledge of individual	knowledge of individual	knowledge of individual	knowledge of individual				
Survey	differences to ensure an	differences to ensure an	differences to ensure an	differences to ensure an				
(NAEYC 3)	inclusive learning	inclusive learning	inclusive learning	inclusive learning				
(ACEI 3.2;	environment that meets	environment that meets	environment that meets high	environment that meets				
1.0)	high standards.	high standards.	standards	high standards				
Artifact 3:	The candidate	The teacher candidate	The teacher candidate	The teacher candidate	2	2		3.5
Classroom	demonstrates in depth	sufficiently demonstrates	minimally demonstrates	does not demonstrate	50%	50%		
Profile	ability to create a	creating a learning	creating a learning	creating a learning				
(NAEYC 3)	learning environment	environment that supports	environment that supports	environment that supports				
(ACEI 3.4)	that supports	collaboration, interaction,	collaboration, interaction,	collaboration, interaction,				
	collaboration,	engagement, and	engagement, and motivation.	engagement, and				
	interaction, engagement,	motivation.		motivation.				
	and motivation.							
			Tab 3: Content					
Artifact 4:	The teacher candidates'	The teacher candidates'	The teacher candidates'	The teacher candidates'	3	1		3.75
Unit Plan	planning demonstrates in	planning sufficiently	planning minimally	planning does not	75%	25%		
(NAEYC	depth content knowledge	demonstrates content	demonstrates content	demonstrate content				
1,2,5) (ACEI	in the discipline which is	knowledge in the discipline	knowledge in the discipline	knowledge in the				
2.1-2.7)	relevant to learners.	which is relevant to	which is relevant to learners.	discipline which is				
		learners.		relevant to learners.				
Artifact 5:	The teacher candidates'	The teacher candidates'	The teacher candidates'	The teacher candidates'	4			4.00
Lesson Plan	planning demonstrates	planning sufficiently	planning minimally	planning does not	100%			
(NAEYC 5)	an in depth application	demonstrates application of	demonstrates application of	demonstrate application				
(ACEI 3.3;	of content related to	content related to authentic	content related to authentic	of content related to				
3.4)	authentic issues.	issues.	issues.	authentic issues.				
			Tab 4: Instructional Practice					
Artifact 6:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate	4			4.00
Intervention	demonstrates in depth	sufficiently demonstrates	minimally demonstrates usage	does not demonstrate	100%			
Study	usage of multiple	usage of multiple	of multiple assessment	usage of multiple				
(NAEYC 3)	assessment methods to	assessment methods to	methods to reflect, monitor,	assessment methods to				
(ACEI 4.0)	reflect, monitor, and	reflect, monitor, and	and remediate learner needs.	reflect, monitor, and				
	remediate learner needs.	remediate learner needs.		remediate learner needs.				
Artifact 7:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate	3	1		3.75
Planning	demonstrates in depth	sufficiently demonstrates	minimally demonstrates the	does not demonstrate the	75%	25%		
Reflection &	the ability to plan for	the ability to plan for	ability to plan for instruction	ability to plan for				
Revision	instruction as evidenced	instruction as evidenced by	as evidenced by collaborative	instruction as evidenced				
(NAEYC 4)	by collaborative	collaborative discourse and	discourse and modification of	by collaborative discourse				
(ACEI 3.1)	discourse and	modification of lesson	lesson plan.	and modification of				
	modification of lesson	plan.	_	lesson plan.				
	plan.			_				

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%		5.75
Mini Lesson	the ability to identify,	the ability to identify,	ability to identify, implement,	ability to identify,	1370	2370		
(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.				
(ACEI 5.5)	an instructional strategy.	instructional strategy.	Tab 5: Professional Practice	an instructional strategy.	I	I		
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%			4.00
Development	participation in various	participation in various	participation in various	participation in various	10070			
/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				
(TELI 5.1)	reflect upon their	practices	practices.	practices.				
	teaching practices.	practices	practices.	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%		5.75
Planning	utilization of	utilization of opportunities	utilization of opportunities to	utilization of	1570	2370		
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.	community.	school community.				
			Tab 6: P12 Priorities		1	1	I	
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%			5.5
	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.				
		Inter	rpretation of Composite Scor	0				

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		-	G							
Criterion	4 Exceeds Standards	3 Meets Standards	2 Needs Improvement	1 Unsatisfactory	Frequency Score4321								
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		1	Mean				
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: 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	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				
(INAE I C 3) (ACEI 1.0)	to better understand their	understand students in	understand students in order to	understand their students in				
(ACEI 1.0)	students in order to	order to maximize their	maximize their learning.	order to maximize their				
			maximize then learning.					
Criterion	maximize their learning. 4 Exceeds Standards	learning. 3 Meets Standards	2 Needs Improvement	learning. 1 Unsatisfactory	Score			
Artifact 2:	The candidate	The teacher candidate	The teacher candidate	The teacher candidate does		1		
Student		sufficiently demonstrates	minimally demonstrates	not demonstrate knowledge	1	1		
Preference	demonstrates in depth 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				
(INAL I C 3) (ACEI 3.2;	environment that meets	environment that meets	environment that meets high	meets high standards				
(ACLI 5.2, 1.0)	high standards.	high standards.	standards	meets mgn 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	1	1		
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,				
(ITCEI 5.1)	engagement, and	engagement, and	engagement, and motivation.	and motivation.				
	motivation.	motivation.						
			Tab 3: Content				<u> </u>	
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			L .	1 T	
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.	1	1	-	
Artifact 7:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate does	1	1		
Planning Deflection	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 discourse and modification				
(NAEYC 4)	by collaborative discourse	collaborative discourse and	discourse and modification of					
(ACEI 3.1)	and modification of	modification of lesson	lesson plan.	of lesson plan.				
	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) (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				
5.5)	senoor community.	community.	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				
I		Inter	rpretation of Composite Scor	e			· · · · · ·		
*The Doutfalia	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.