

Appendix E

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS
Holistic Rubric**

Candidate: _____ Semester and Year: _____

Student ID #: _____ Degree: _____

Program Director: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating
<p>1. Instructional Expertise: The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate provides little to no evidence of program impact on practice; candidate makes few, inaccurate, or inappropriate references to theory/research.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to connections between theory and practice; candidate makes frequent, accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice / student learning.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale provides evidence that the candidate has integrated specific theories/research into his/her own thinking; the candidate identifies <i>patterns</i> of program impact on practice; improving student learning is candidate's central focus; the candidate consistently identifies directions for future inquiry and development.</p>	<p align="center"> <input type="checkbox"/> Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass) </p>
<p>2. Knowledge of Learners: The candidate incorporates knowledge of</p>	<p>The evidence selected is not related to the standard; the evidence is not</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> candidate cites multiple</p>	<p align="center"> <input type="checkbox"/> </p>

<p>the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</p>	<p>sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; the candidate makes few, if any, specific references to learner differences; no or little evidence that needs of diverse learners are accommodated.</p>	<p>addressed; evidence is persuasive and representative; candidate references theory /research related to varied learner differences; evidence shows how learner differences influence planning decisions and delivery modes; evidence selected demonstrates the effectiveness of instruction for individual learners and targeted groups of learners.</p>	<p>theories/research related to learner differences; candidate embraces diversity (clearly not perceived to be an impediment); evidence reflects principles informing <i>patterns</i> of practice rather than episodes; failures are focus for future inquiry and development.</p>	<p>Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass)</p>
--	---	--	--	--

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES
in TEACHER LICENSURE AREAS - Holistic Rubric (continued)**

Candidate: _____ Semester and Year: _____

Degree: _____

Program Director: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating
<p>3. Research: The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate makes few, if any, authentic connections to practice; evidence is limited to course generated products.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to various applications of research to practice; critical reflection evidences use of research for problem-solving and self-directed inquiry.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale shows that the candidate perceives research knowledge and expertise acquired in the program to be empowering; the rationale refers to changed patterns in thought and action with regard to the connections between research and practice.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass)</p>
<p>4. Content Knowledge: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators addressed; the evidence is not</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale indicates that the candidate consciously understands how both what is taught and how it</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Action required</p>

<p>discipline and in education.</p>	<p>representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate provides little to no evidence of program impact on practice; value of increased depth of discipline knowledge is embedded in course context only.</p>	<p>keyed to the impact of advanced content knowledge and understanding on the candidate's ability to plan, implement, and evaluate student learning effectively; candidate uses discipline knowledge/resources to enrich his or her own curriculum and instruction.</p>	<p>is taught are tied to teacher conceptual understanding of discipline content; candidate is clearly a self-directed, lifelong learner in the academic discipline; candidate is committed to continuous self-assessment and self-directed remediation as needed.</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>(2.0 or better = Pass)</p>
-------------------------------------	--	---	---	---

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES
in TEACHER LICENSURE AREAS - Holistic Rubric (continued)**

Candidate: _____ Semester and Year: _____

Degree: _____

Program Director: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating
<p>5. Professional Development and Leadership: The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; evidence is restricted to course generated products; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; leadership roles are limited to <i>inside school</i>.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of professional growth in leadership abilities on professional self-efficacy and self-worth; candidate values collaboration with parents/families.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> evidence reflects increase in the variety of leadership roles assumed and/or the number and kinds of professional communities in which the candidate interacts; candidate expresses interest in extending leadership roles in the future and/or shares plans for specific initiatives.</p>	<div style="text-align: center;"> <input type="checkbox"/> Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass) </div>
<p>★ Overall Presentation of Portfolio</p>	<p>Portfolio not well-organized; sections not clearly labeled; artifacts and other evidence not labeled clearly; many surface errors; the rationale narrative</p>	<p>Portfolio well-organized; all sections clearly labeled; artifacts and other evidences clearly labeled and easy to locate; narrative spellchecked,</p>	<p>In addition to satisfying the level 2 rating, the portfolio presentation is enhanced by attention to details such as motifs / graphic enhancements,</p>	<div style="text-align: center;"> <input type="checkbox"/> </div>

	<p>is confusing, incoherent, rambling; difficult and frustrating to read and review; product is the result of carelessness and/or haste; minimal effort yields product that does not meet graduate level expectations.</p>	<p>proofread, with few surface errors; in text citations appropriately formatted; narrative focused and generally well-expressed; portfolio is a pleasure to read and review; an overall conscientious and well-executed presentation. Some minor revisions may be necessary [e.g. patterns of error in formatting or punctuation].</p>	<p>photos and other media support that personalize the presentation; the narrative is thoughtful and engaging; the evidence/ artifacts selected for inclusion target precise points of connection; the portfolio could be used as a model for future candidates.</p>	<p>Action required YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass)</p>
--	--	---	--	--

Candidate Summary Sheet
GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS - Holistic Rubric

Candidate: _____ Semester and Year: _____

Student ID #: _____ Degree: _____

Program Director: _____

Directions for Program Director:

Complete the information below and have the candidate sign this Candidate Summary Sheet. Provide a copy to the candidate and retain the original for your files. Forward a copy to the Director of Teacher Education.

UNCP Teacher Education Program Policy: The candidate must receive a score of 2.0 or higher on each of the five standards AND at least a score of 2.0 or higher on the Overall Presentation component of the rubric in order to earn a passing score for the portfolio. Receiving a rating of 1 (*Standard Not Met*) on any single standard requires action (i.e., revision and re-evaluation). The candidate will have an opportunity to make revisions in the portfolio and resubmit it within the prescribed timeframe for a second evaluation.

Summary of Action(s) Required, if applicable, and Due Date (*if more space is needed, continue on back of this sheet*):

Score Summary

Standard	1	2	3	4	5
Means					

Overall Mean for Standards 1-
5 _____

Score for Overall Presentation _____

Signatures:

(position)
(date)

(position)
(date)

_____ (position) _____ (date)

Revised Score Summary *(after portfolio is re-evaluated, if candidate action was required)*

Standard	1	2	3	4	5
Means					

Overall Mean for Standards 1-5 _____

Score for Overall Presentation _____

Signature:

_____ (position) _____ (date)

Candidate Signature: _____ *Date:* _____

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS- Analytic Rubric**

Semester and Year: _____

Candidate: _____

Program Director: _____

Student ID #: _____ Degree: _____

Licensure Area: _____

Rating Scale: **1** = *Standard Not Met*, **2** = *Standard Met*, **3** = *Standard Exceeded*

Standards and Indicators	Rating	Comments
Standard 1: Instructional Expertise <i>The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</i>		
1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.	1 2 3	
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	1 2 3	
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.	1 2 3	
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.	1 2 3	
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.	1 2 3	
6. The candidate uses technology to create learning environments that support students' learning.	1 2 3	
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.	1 2 3	
8. The candidate demonstrates the ability to integrate literacy across the curriculum.	1 2 3	

Point Total for Standard 1	
Mean for Standard 1 (Point Total / 8)	

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS

Analytic Rubric (continued)

Standards and Indicators	Rating	Comments
Standard 2: Knowledge of Learners <i>The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</i>		
1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.	1 2 3	
2. The candidate designs and delivers instruction that is responsive to differences among all learners.	1 2 3	
3. The candidate reflects on and modifies instruction that fosters student learning.	1 2 3	
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.	1 2 3	
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.	1 2 3	
Point Total for Standard 2		
Mean for Standard 2 (Point Total / 5)		

Standard 3: Research <i>The candidate uses research to examine and improve instructional effectiveness and student achievement.</i>		
1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.	1 2 3	
2. The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.	1 2 3	
3. The candidate investigates educational problems through action research.	1 2 3	
Point Total for Standard 3		
Mean for Standard 3 (Point Total / 3)		

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS
Analytic Rubric (continued)

Standards and Indicators	Rating	Comments
Standard 4: Content Knowledge <i>The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</i>		
1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.	1 2 3	
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.	1 2 3	
3. The candidate demonstrates theoretical and applied advanced content knowledge.	1 2 3	
4. The candidate understands current knowledge and trends in education.	1 2 3	
Point Total for Standard 4		
Mean for Standard 4 (Point Total / 4)		

Standard 5: Professional Development and Leadership <i>The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</i>		
1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.	1 2 3	
2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.	1 2 3	
3. The candidate participates, formally and informally, in appropriate professional communities.	1 2 3	
4. The candidate participates in collaborative leadership to address educational problems.	1 2 3	
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.	1 2 3	
Point Total for Standard 5		
Mean for Standard 5 (Point Total / 5)		

Candidate Summary Sheet
GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for
CANDIDATES in TEACHER LICENSURE AREAS - Analytic Rubric

Semester and Year: _____

Candidate: _____

Program Director: _____

Student ID #: _____ Degree: _____

Licensure Area: _____

Directions for Program Director:

Complete the information below and have the candidate sign this Candidate Summary Sheet. Provide a copy to the candidate and retain the original for your files. Forward a copy to the Director of Teacher Education.

Rating Scale: **1** = *Standard Not Met*, **2** = *Standard Met*, **3** = *Standard Exceeded*

Rating Summary

Standard	1	2	3	4	5
Mean at Program Completion					

Overall Mean at Program Completion (Mean Total / 5): _____

Summary of Action(s) Required, if applicable, and Due Date (*if more space is needed, continue on back of this sheet*):

Evaluated by: _____ Position: _____ Date: _____
(signature)

Evaluated by: _____ Position: _____ Date: _____
(signature)

Candidate Signature: _____ Date: _____