

*Milestone III Professional Education Portfolio Rubric

by APSU Admin

Assessment

Standards

- TN-APSU-PES.1** Professional Growth and Development - Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who actively seek out opportunities to grow professionally, and who effectively communicate with students, parents, colleagues, and others.
- TN-APSU-PES.2** Knowledge of Instruction - Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.
- TN-APSU-PES.3** Knowledge of Assessment and Evaluation - Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing, intellectual, social and physical development of the learner.
- TN-APSU-PES.4** Knowledge of Students - Candidates understand the diverse needs of students and that students differ in their approaches to learning. They can create learning opportunities that meet the needs of all students. They support students' intellectual, social, and personal development.
- TN-APSU-PES.5** Knowledge of Classroom Management - Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- TN-APSU-PES.6** Knowledge of Technology - Candidates promote the equitable, ethical, and legal use of technology resources and use technology and technology based resources to facilitate developmentally appropriate student learning and to enhance their professional growth and productivity.
- TN-APSU-PES.7** Knowledge of Content - Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Rubric

Exceeds - Exceptional - Wow! (4 pts)	Meets - OK, fine, but not exceptional (3 pts)	Developing (2 pts)	Unacceptable - Not passing quality (1 pt)	Unavailable - Missing
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Standard 1a - Quality of Artifact (1, 6%) TN-APSU-PES.1	The artifact(s) provide more than the required evidence that candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who use reflections to grow professionally, and who communicate well with others.	The artifact(s) provide the required evidence that candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who use reflections to grow professionally, and who communicate well with others.	The artifact(s) provide minimal evidence that candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who use reflections to grow professionally, and who communicate well with others.	The artifacts are unacceptable.	There are no artifacts.
Standard 1b- Alignment with Standard (1, 6%) TN-APSU-PES.1	The supporting statement clearly explains how the artifact(s) align with the standard.	The supporting statement adequately explains how the artifact(s) align with the standard.	The supporting statement minimally explains how the artifact(s) align with the standard.	There is an unacceptable supporting statement explaining how the artifact(s) align with the standards.	There is no supporting statement.
Standard 1c - Writing/spelling Conventions (1, 6%) TN-APSU-PES.1	The supporting statement is clearly written in scholarly language with no grammatical or spelling errors.	The supporting statement is clearly written in standard language with few grammatical or spelling errors.	The supporting statement is written in standard language with many grammatical or spelling errors.	The supporting statement is written in non-standard English with excessive grammatical and/or spelling errors.	There is no supporting statement.
Standard 1d Overall standard score TN-APSU-PES.1	The candidate included more than the required artifacts and fully and clearly described their alignment with the standard.	The candidate included the required artifacts and described their alignment with the standard.	The candidate included the required artifacts and minimally described their alignment with the standard.	The candidate failed to include all the required artifacts or poorly described the artifacts' alignment with the standard.	There are no artifacts or supporting explanations available.

Standard 4a - Quality of Artifact (1, 6%) TN-APSU-PES.4	The artifact(s) provide more than the required evidence that candidates understand the diverse needs of students and student's different approaches to learning. Artifacts include evidence of support of students' intellectual, social, and personal development.	The artifact(s) provide the required evidence that candidates understand the diverse needs of students and student's different approaches to learning. Artifacts include evidence of support of students' intellectual, social, and personal development.	The artifact(s) provide evidence that candidates have a minimal understanding of the diverse needs of students and student's different approaches to learning. Artifacts include evidence of support of students' intellectual, social, and personal development.	The artifacts are unacceptable.	There are no artifacts.
Standard 4b- Alignment with Standard (1, 6%) TN-APSU-PES.4	The supporting statement clearly explains how the artifact(s) align with the standard.	The supporting statement adequately explains how the artifact(s) align with the standard.	The supporting statement minimally explains how the artifact(s) align with the standard.	There is an unacceptable supporting statement explaining how the artifact(s) align with the standards.	There is no supporting statement.
Standard 4c - Writing/spelling Conventions (1, 6%) TN-APSU-PES.4	The supporting statement is clearly written in scholarly language with no grammatical or spelling errors.	The supporting statement is clearly written in standard language with few grammatical or spelling errors.	The supporting statement is clearly written in standard language with many grammatical or spelling errors.	The supporting statement is written in non-standard English with excessive grammatical and/or spelling errors.	There is no supporting statement.
Standard 4d - Overall standard score TN-APSU-PES.4	The candidate included more than the required artifacts and fully and clearly described their alignment with	The candidate included the required artifacts and adequately described their alignment with the standard.	The candidate included the required artifacts and minimally described their alignment with the standard.	The candidate failed to include all the required artifacts or poorly described the artifacts' alignment with	There are no artifacts or supporting explanations available.

	the standard.			the standard.	
Standard 5a - Quality of Artifact (1, 6%) TN-APSU-PES.5	The artifact(s) provide more than the required evidence that candidates use and understand individual and group motivation and behavior and create learning environments that encourage positive social interaction and active engagement in learning.	The artifact(s) provide the required evidence that candidates use and understand individual and group motivation and behavior and create learning environments that encourage positive social interaction and active engagement in learning.	The artifact(s) provide evidence that candidates minimally use and understand individual and group motivation and behavior and create learning environments that encourage positive social interaction and active engagement in learning.	The artifacts are unacceptable.	There are no artifacts.
Standard 5b- Alignment with Standard (1, 6%) TN-APSU-PES.5	The supporting statement clearly explains how the artifact(s) align with the standard.	The supporting statement adequately explains how the artifact(s) align with the standard.	The supporting statement minimally explains how the artifact(s) align with the standard.	There is an unacceptable supporting statement explaining how the artifact(s) align with the standards.	There is no supporting statement.
Standard 5c - Writing/spelling Conventions (1, 6%) TN-APSU-PES.5	The supporting statement is clearly written in scholarly language with no grammatical or spelling errors.	The supporting statement is clearly written in standard language with few grammatical or spelling errors.	The supporting statement is written in standard language with many grammatical or spelling errors.	The supporting statement is written in non-standard English with excessive grammatical and/or spelling errors.	There is no supporting statement.
Standard 5d - Overall standard score TN-APSU-PES.5	The candidate included more than the required artifacts and fully and clearly described their alignment with the standard.	The candidate included the required artifacts and described their alignment with the standard.	The candidate included the required artifacts and minimally described their alignment with the standard.	The candidate failed to include all the required artifacts or poorly described the artifacts' alignment with the standard.	There are no artifacts or supporting explanations available.

Standard 6a - Quality of Artifact (1, 6%) TN-APSU-PES.6	The artifact(s) provide more than the required evidence that candidates promote the ethical use of technology-based resources to facilitate developmentally appropriate student learning and use technology to enhance their professional growth.	The artifact(s) provide the required evidence that candidates promote the ethical use of technology-based resources to facilitate developmentally appropriate student learning and use technology to enhance their professional growth.	The artifact(s) provide evidence that candidates have a minimal understanding that promotes the ethical use of technology-based resources to facilitate developmentally appropriate student learning and use technology to enhance their professional growth.	The artifacts are unacceptable.	There are no artifacts.
Standard 6b- Alignment with Standard (1, 6%) TN-APSU-PES.6	The supporting statement clearly explains how the artifact(s) align with the standard.	The supporting statement adequately explains how the artifact(s) align with the standard.	The supporting statement minimally explains how the artifact(s) align with the standard.	There is an unacceptable supporting statement explaining how the artifact(s) align with the standards.	There is no supporting statement.
Standard 6c - Writing/spelling Conventions (1, 6%)	The supporting statement is clearly written in scholarly language with no grammatical or spelling errors.	The supporting statement is clearly written in standard language with few grammatical or spelling errors.	The supporting statement is clearly written in standard language with many grammatical or spelling errors.	The supporting statement is written in non-standard English with excessive grammatical and/or spelling errors.	There is no supporting statement.
Standard 6d - Overall standard score TN-APSU-PES.6	The candidate included more than the required artifacts and fully and clearly described their alignment with the standard.	The candidate included the required artifacts and adequately described their alignment with the standard.	The candidate included the required artifacts and minimally described their alignment with the standard.	The candidate failed to include all the required artifacts or poorly described the artifacts' alignment with the standard.	There are no artifacts or supporting explanations available.

Standard 7a - Quality of Artifact (1, 6%) TN-APSU-PES.7	The artifacts demonstrate more than the required evidence of a clear understanding of the knowledge and use of central concepts, tools of inquiry, and structures of the disciplines they teach.	The artifacts demonstrate the required evidence of a clear understanding of the knowledge and use of central concepts, tools of inquiry, and structures of the disciplines they teach.	The artifacts demonstrate evidence of a minimal understanding of the knowledge and use of central concepts, tools of inquiry, and structures of the disciplines they teach.	The artifacts are unacceptable.	There are no artifacts.
Standard 7b- Alignment with Standard (1, 6%) TN-APSU-PES.7	The supporting statement clearly explains how the artifact(s) align with the standard.	The supporting statement adequately explains how the artifact(s) align with the standard.	The supporting statement minimally explains how the artifact(s) align with the standard.	There is an unacceptable supporting statement explaining how the artifact(s) align with the standards.	There is no supporting statement.
Standard 7c - Writing/spelling Conventions (1, 6%) TN-APSU-PES.7	The supporting statement is clearly written in scholarly language with no grammatical or spelling errors.	The supporting statement is clearly written in standard language with few grammatical or spelling errors.	The supporting statement is clearly written in standard language with many grammatical or spelling errors.	The supporting statement is written in non-standard English with excessive grammatical and/or spelling errors.	There is no supporting statement.
Standard 7d - Overall standard score TN-APSU-PES.7	The candidate included more than the required artifacts and fully and clearly described their alignment with the standard.	The candidate included the required artifacts and described their alignment with the standard.	The candidate included the required artifacts and minimally described their alignment with the standard.	The candidate failed to include all the required artifacts or poorly described the artifacts' alignment with the standard.	There are no artifacts or supporting explanations available.