

**CAMPBELLVILLE UNIVERSITY
SCHOOL OF EDUCATION**

CAP4: Interview Form

Name of Candidate: Meika Hamblin Date: 4/19/18

Interview Ratings:	Low		High
1. Poised/Professional Demeanor Comments:	1	2	3
2. Articulate/Oral Expression Comments:	1	2	3
3. Knowledge of Content Comments:	1	2	3
4. Strength and Organization of Materials Comments:	1	2	3
5. Delivery of Lesson (i.e. pacing) Comments:	1	2	3
6. Responsive to the Needs of the Audience Comments:	1	2	3
7. Knowledge of Pedagogy Comments:	1	2	3
8. Reflective Responses to Questions Comments:	1	2	3
9. Candidate explains based on 10 Kentucky Teaching Standards how he/she has impacted student learning Comments:	1	2	2.5*
10. Responses to questions concise and To the point. Comments:	1	2	3

Point Totals: 29.5

* it was difficult to connect the interviewing slides question to #9 of the evaluation.

Overall Strengths: Meika's ability to discern and then plan for lessons to cater and support the different learning styles of her students.

Overall Areas of Growth: Meika recognizes that her soft-spokenness is often misused by her older students but she also recognizes her growth in this area, as well.

So... Be confident! You are doing a great job!!

Educator: Donna Patterson Representing: Green Co Date: 4-19-18

Educator: Jolie Rice Representing: C.U. faculty Date: 4-19-18

Educator: _____ Representing: _____ Date: _____

Approved _____ Denied _____

**Campbellsville University
School of Education
Portfolio Evaluation Rubric**

CU ID# <u>429078</u>	Major <u>Elem. Ed</u>
Name <u>Kayla Bale</u>	Evaluator Code _____
Date <u>4-27-18</u>	Holistic Portfolio Score <u>3</u>
Check appropriate box: CAP 3 <input type="checkbox"/> CAP 4 <input checked="" type="checkbox"/> CAP 7 <input type="checkbox"/>	

Directions: Record a *holistic* score for each standard and an *analytical* score for each indicator.
Scoring Guide: 3=Satisfactory 2=Progress Made 1=Unsatisfactory

Important Note: Evidence for evaluating KTS 1, 2, 4, 6, 7 in CAP 4 and 7 portfolios only is located in the TPA Section of the portfolio.

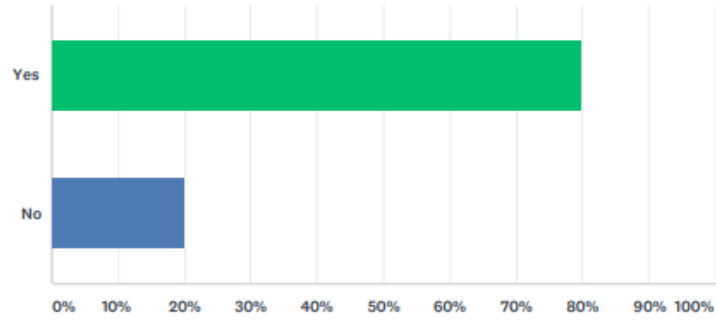
General Portfolio Requirements	3	2	1
a. Main Page	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Signed form verifying original work and permission to review	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Self-evaluation of portfolio	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Resume/vita	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced)	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. Competency in writing skills	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

Standard 1: The Teacher Demonstrates Applied Content Knowledge	3	2	1	Score
a. Communicates concepts, processes and knowledge	Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct, and appropriate for students	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students or overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge	3
b. Connects content to life experiences of students	Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	RARELY or NEVER connects content, procedures, and activities with relevant life experiences of students	3
c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning	Uses instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	Demonstrates instructional strategies that are SOMEWHAT appropriate for content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for content and processes of the lesson OR make NO contribution to student learning	3
d. Guides students to understand content from various perspectives	REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	SOMETIMES provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	3
e. Identifies and addresses students' misconceptions of content	REGULARLY identifies misconceptions related to content and addresses them during planning and instruction	SOMETIMES identifies misconceptions related to content and addresses them during planning and instruction	RARELY or NEVER identifies misconceptions related to content and addresses them during planning and instruction	2

CAP 4 Program Evaluation

Q1 Did you score a portfolio?

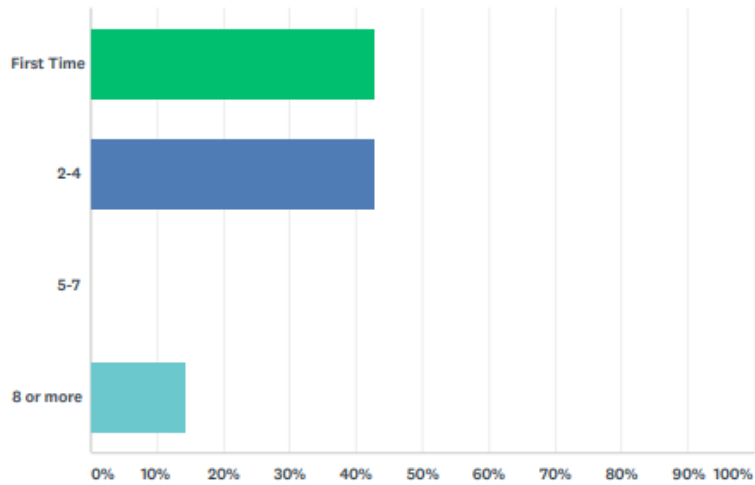
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	80.00%	8
No	20.00%	2
TOTAL		10

Q2 Approximately how many times have you scored a portfolio for the CU Exit Event?

Answered: 7 Skipped: 3



ANSWER CHOICES	RESPONSES	
First Time	42.86%	3