

URI School of Education Admission Portfolio Rubric

Writing the Applicant Overview Statement (A. Interpersonal & Communication Skills)

1. This is an opportunity for applicants to develop a clear well-written statement in 250 to 500 words about why they wish to become a teacher, and to summarize their academic and life experiences related to this goal.
2. Applicants should refer to the Rhode Island Professional Teacher Standards (RIPTS) and the URI School of Education Diversity Vision, and attempt to relate their beliefs, strengths, and experiences to these documents.

Writing Rhode Island Professional Teacher Standard (RIPTS) Captions (categories B, C, and D)

Captions are short statements that describe how the specified evidence in your portfolio is related to the RIPS. Applicants should refer to a few of the key standards (1-10), and may reference indicators as well (i.e. 1.4) if applicable.

Example: This paper on autism spectrum disorders addresses RIPS 2 (content knowledge) and RIPS 4 (diversity of learners) as it demonstrates my commitment to learning about issues of diversity and how these issues impact children in schools. It made me think specifically about RIPS 4.3: how to 'develop alternative instructional strategies' for students with autism, as well as those with other learning differences.

A. Interpersonal & Communication Skills

Required Evidence: Overview Statement

1- Little Evidence

Statement reflects the following:

- Little or no focus on "teaching" and desire to work with children/adolescents in a school setting;
- Little or no understanding of the role of a teacher in the lives of children/adolescents;
- No evidence that decision to become a teacher has evolved from life experiences;
- Little or no reference to academic experience as it relates to decision to become a teacher;
- No references to RIPS and SOE Diversity Vision as they relate to life experiences;
- Poor mechanics and usage (i.e. numerous grammar and spelling errors and/or inappropriate use of slang); weak writing and organization

2- Approaches Standard

Statement reflects the following:

- Weak or marginal focus on "teaching" and desire to work with children/adolescents in a school setting;
- A superficial or weak understanding of the role of a teacher in the lives of children/adolescents;
- Decision to become a teacher has not clearly evolved from life experiences;
- Little or no reference to academic experience as it relates to decision to become a teacher;
- References to RIPS and SOE Diversity Vision weakly relate to life experiences;
- Mechanics and usage are still developing (i.e. several grammar and spelling errors and/or inappropriate use of slang); writing and organization are sometimes confusing

3- Meets Standard

Statement reflects the following:

- Focus on “teaching” and desire to work with children/adolescents in a school setting;
- An appropriate understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from appropriate life experiences;
- Reference to academic experience(s) relates to decision to become a teacher;
- References to RIPTS and SOE Diversity Vision relate to life experiences;
- Near mastery of mechanics and usage (i.e. one or two grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are acceptable

4- Above Standard

Statement reflects the following:

- Articulate focus on “teaching” and desire to work with children/adolescents in a school setting;
- A thoughtful understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from compelling life experiences;
- Thoughtful reference to academic experience(s) related to decision to become a teacher;
- References to RIPTS and SOE Diversity Vision clearly relate to life experiences;
- Mastery of mechanics and usage (i.e. one or two grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are noteworthy

5- Well Above Standard

Statement reflects the following:

- Compelling focus on “teaching” and desire to work with children/adolescents in a school setting;
- A sophisticated and thoughtful understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from compelling and varied life experiences;
- Sophisticated and thoughtful reference to academic experiences related to decision to become a teacher;
- References to RIPTS and SOE Diversity Vision vividly relate to life experiences;
- Mastery of mechanics and usage (i.e. no grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are exemplary

B. Academic Knowledge Base

Required Evidence: Paper or project with RIPTS caption; letter of recommendation

Paper or Project

Undergraduate applicants must submit a quality graded paper or project; *Graduate applicants only* have the option to submit a product from a work/volunteer experience with accompanying letter if academic work is not available.

1- Little Evidence

- Graded academic paper or project is not in appropriate content area and/or is of poor quality, or no work is included;
- Product from a work/volunteer experience does not reflect quality work, and is not convincingly supported by a letter from employer or supervisor, or no work is included (*graduate applicants only*)

2- Approaches Standard

- Graded academic paper or project in appropriate content area does not show quality work;
- Product from a work/volunteer experience does not reflect quality work, and is not convincingly supported by a letter from employer or supervisor (*graduate applicants only*)

3- Meets Standard

- Graded academic paper or project in appropriate content area reflects quality work;
- Product from a work/volunteer experience reflects quality work, and is supported by a letter to that effect from employer or supervisor (*graduate applicants only*);
- RIPTS caption is included

4- Above Standard

- Graded academic paper or project in appropriate content area reflects high quality work;
- Product from a work/volunteer experience reflects high quality work, and is supported by a letter to that effect from employer or supervisor (*graduate applicants only*);
- RIPTS caption is included

5- Well Above Standard

- Graded academic paper or project in appropriate content area reflects exceptional work;
- Product from a work/volunteer experience reflects exceptional work, and is supported by a letter to that effect from employer or supervisor (*graduate applicants only*);
- RIPTS caption is included

C. Work Experience & Community Service with Children and/or Adolescents

Required Evidence: a) SOE Form C with RIPTS caption; b) Letter of Recommendation or Formal Evaluation Form (e.g. EDC 250, HDF 203)

a) SOE Form C

1- Little Evidence

- SOE form C and reflection indicate that candidate has had little or no meaningful interaction with children/adolescents in a school or community setting.

2- Approaches Standard

- SOE form C and reflection indicate that candidate's interaction with children/adolescents in a school or community setting has *only* been short-term.

3- Meets Standard

- SOE form C and reflection indicate that candidate has had meaningful interaction with children/adolescents in a school and/or community setting;
- RIPTS caption is included

4- Above Standard

- SOE form C and reflection indicate that candidate has had meaningful and long-term interaction with children/adolescents in a school and/or community setting;
- RIPTS caption is included

5- Well Above Standard

- SOE form C and reflection indicate that candidate has had meaningful and long-term interaction with children/adolescents in a school and community setting;
- RIPTS caption is included

b) Letter of Recommendation or Formal Evaluation

1- Little Evidence

- Letter of recommendation and/or formal evaluation form is brief and does not affirm candidate's strengths in working with children/adolescents, or is not included

2- Approaches Standard

- Letter of recommendation and/or formal evaluation form is brief and lacking convincing detail concerning candidate's strengths in working with children/adolescents

3- Meets Standard

- Letter of recommendation and/or formal evaluation form affirms in some detail candidate's strengths in working with children / adolescents

4- Above Standard

- Letter of recommendation and/or formal evaluation form affirms in detail candidate's strengths in working with children / adolescents

5- Well Above Standard

- Letter of recommendation and/or formal evaluation form affirms in detail candidate's exceptional strengths in working with children / adolescents

D. Multicultural / Diversity Awareness

Required Evidence: SOE Form D with RIPTS caption

1- Little Evidence

- SOE form D and reflection indicate that candidate has had little to no life experience pertaining to diversity

2- Approaches Standard

- SOE form D and reflection indicate that candidate has had little life experience that has informed his/her understanding of diversity

3- Meets Standard

- SOE form D and reflection indicate that candidate has had life experiences that have informed his/her understanding of diversity;
- RIPTS caption is included

4- Above Standard

- SOE form D and reflection indicate that candidate has had varied life experiences that have informed his/her understanding of diversity;
- RIPTS caption is included

5- Well Above Standard

- SOE form D and reflection indicate that candidate has had exceptionally meaningful life experiences that have informed his/her understanding of diversity;
- RIPTS caption is included